Self-evaluation template for 2024–27 inspection criteria
(template for document 11 – please submit in Word)

This is intended to help providers to evaluate their work against the 2024–27 inspection criteria (2024 changes in red). Completing this on an annual basis will help to provide evidence of ongoing review, required to meet criterion M7 at the time of an inspection.

It is a requirement of M7 that a completed form for the current year is submitted as part of the preparation for an inspection. Completing the self-evaluation template helps you and your staff prepare for the inspection and gives inspectors an overview of how you meet requirements and where they can find relevant documentation. If relevant information is contained within a large document, such as a staff handbook, please try to give the page or section reference to guide inspectors to the relevant information.

**Please do not complete your self-evaluation without reference to the *Criteria, requirements and guidance (CRG)* document*.* Please note that for a particular criterion to be met all points in the relevant requirements column must be in place. The *CRG* provides additional guidance about meeting the requirements for individual criteria, including any context-specific information, examples of good practice plus the evidence and documentation relevant to assessing each criterion.

Please record the dates when the self-evaluation is completed and reviewed.

Completed:
Reviewed:
Reviewed:
Reviewed:
Reviewed:

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The example text written in red below is to give you an idea of how you can complete the self-evaluation template to help your staff prepare for the inspection and to give inspectors an overview of how you meet requirements and where they can find relevant evidence. If relevant information is contained within a large document, such as a staff handbook, please try to give the page or section reference to guide inspectors to the relevant information.

Numbers in brackets refer to the inspection documentation list, also used in the Evidence column of the *CRG*.

Examples from part of the *Management* section: *Strategic and quality management*

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	**Evidence to show criterion is met and/or action required**
Strategic and quality management (Area of strength: four strengths, no not mets; need for improvement: three not mets)	
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff. **Requirements** • The statement is explicit and in writing. • It covers all key aspects of the organisation's work. • It is made known to all staff.	Met. Mission statement is on the website and in staff handbook (52), page XX. Goals and values are discussed during staff inductions (16).
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them. **Requirements** • 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 towards achieving the stated objectives.	Met. Three-year organisation plan developed when we reopened after the pandemic, summer 2021; initial restaffing and recovery objectives achieved. New five-year plan develops relevant recovery objectives and features introduction of new courses for older teens and plans for a small summer residential course; marketing plans targeting emerging markets (10). Plans discussed and updated at quarterly senior management meetings; progress checked against planned time frame and targets (see M4).
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.	Strength. Organogram (9) and explanation of structure discussed at induction (16) and on page XX of staff handbook (52) and in teacher handbook (53).

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Requirements • 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.	Each key role has at least one cover person who is familiar with the role from sharing responsibilities and/or job shadowing (13); cover for planned absences and additional support for roles in peak periods is agreed at weekly staff meetings (55). Additional temporary staff brought in for summer peak. All staff have access to school computers in the office and staffroom to facilitate relevant information sharing and emergency cover. Feedback demonstrates consistently high levels of satisfaction and several specific mentions for members of the student services team (63).
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. **Requirements** • Clear and comprehensive lines of communication. • Appropriate forms of communication. • All relevant stakeholders included incommunications. • Includes host institutions (for seasonal providers in hired premises) and accommodation agencies (where used).	Met. Department staff meet informally each morning and in weekly, minuted meetings on Fridays (14, 55). Quarterly senior management meetings are held between the Director, Operations manager, DoS and Student services manager to discuss progress against organisation plans, finance, risk management and items escalated from department meetings. Meetings are minuted (55).
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. **Requirements** • 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).	Strength. End-of-first week and end-of-course surveys completed online (21). Longer-stay students have regular tutorials, checklist ensures satisfaction checks included as well as academic progress and welfare (34, 71). Student handbook (54) page XX and posters in reception and common room remind students of additional ways to give feedback. Welcome meeting for group leaders in the summer includes their involvement in feedback process (45). Any initial dissatisfaction comments followed up by relevant department. Action taken is recorded (65). All feedback recorded and analysed (63), discussed in weekly meetings and trends discussed in quarterly meetings (14, 55). Student services manager liaises with accommodation agency to resolve any concerns/complaints as soon as they are identified; analysis of feedback on accommodation includes separate results for homestays and student houses managed by the agency – this is shared at quarterly meeting with agency and SSM reports back to management team (55 – see April minutes for example).
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met. Feedback gathered both informally and formally through meetings (14, 55), CPD feedback and performance reviews (17, 58). Exit questionnaires from all staff.

Requirements • All significant groups of staff are included. • Action taken is recorded.	
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded. **Requirements** • Evidence of planning and implementation. • Feedback from M5 and M6 informs the organisation's planning. • Action plan showing progress on Points to be addressed (PTBA). • Self-evaluation against Accreditation UK inspection criteria submitted prior to inspection.	Met. Action plan points to be addressed have been resolved (7). Self-evaluation form completed by different departments and information collated centrally (11). Evidence includes student and staff feedback. Any outstanding issues have been addressed. Systems also reviewed through quarterly meetings (14) and annual course reviews.

Examples from part of the *Management* section: *Publicity*

Publicity (Area of strength: three strengths, no not mets; need for improvement: three not mets)	**N/a for strengths: M24, M27, M28**
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. **Requirements** • Includes any leisure programme. • Images accurately represent provision.	Met. Publicity comprises pdf brochure (2) and website www.langschoolX.co.uk. Where closed groups require a variation to provision described in brochure, this is separately negotiated and documented (23). Publicity is up to date and photos in publicity (brochure, website) are captioned.
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English. **Requirements** • Accessible to speakers of English at level B1 of the *Common European Framework of Reference*, or in translation – languages for relevant markets.	Met. Language of publicity has been proofread and checked for comprehensibility.
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met.

Requirements Easy to access in main section of publicity to: • 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.	Website descriptions of courses include all requirements. Exception to maximum age for junior courses, where a student aged 18 remains at school and is travelling as part of a group, explained.
M24 Publicity includes clear, accurate and easy-to-find information on costs. **Requirements** The cost of: • tuition • any teaching materials which students are required to buy • any accommodation offered. The approximate cost of: • any leisure programme not included in the course fees • any course-related examination fees not included in the course fees. Requirements for deposits, payment of fees, and the refund policy, (including the arrangements and deadlines for cancellations.)	Met. Course prices are on the website and include all teaching materials. Additional costs for accommodation prices and the leisure programme (sample provided) are on the website. Refund policy is in the terms and conditions on the website.
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. **Requirements** Full and accurate statement of pastoral care, including details of: • 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.	Met. The junior courses part of the website includes a section on the level of care and support for under 18s. The parental consent form is also located there (50, 79).
M26 Publicity gives an accurate description of any accommodation offered. **Requirements** • Provider makes it clear if accommodation offered is arranged by an agency. • Types of accommodation offered are clearly described.	Met. Summer residential accommodation is described accurately on the website and in the brochure; photos are of actual residential rooms in the block we use. Publicity makes clear that the self-catering student houses and, in the summer, some homestay accommodation is provided by an agency and accurately describes the room options available (40).

Criterion and requirements	Evidence to show criterion is met and/or action required
- 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.	
M27 Descriptions of staff qualifications areaccurate. **Requirements** Any description of staff qualifications and experience is accurate and applies to the full range of staff at any time.	Met. Teachers are described as 'qualified', which applies to all teachers at all times; minimum qualification for teachers on adult courses is TEFLI, including our cover teacher, and TEFLI or relevant QTS for junior courses.
M28 Claims to accreditation are in line with Scheme requirements. **Requirements** - All eligible provision is declared for inspection as set out in *1.3 Scope of accreditation*. - Any claims to accreditation, or registration of accommodation agencies, are in line with the guidelines set out in *3.1 Claiming accreditation*, and are not applied to unaccredited or ineligible provision.	Met. The overseas courses are not included in the sections of the publicity where the Accreditation Scheme marque is used.

Examples from part of the *Premises and resources* section: *Premises and facilities*

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	**Evidence to show criterion is met and/or action required**
Premises and facilities (Area of strength: three strengths, no not mets; need for improvement: three not mets)	
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met. Risk assessments conducted of main premises and hired premises used in the summer (38).

Requirements • 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 that allow staff, and students on big intakes, to familiarise themselves with evacuation procedures.	Fire drills conducted quarterly. Fire safety arrangements covered in student induction and in student handbook (54) and in induction for staff (16). Principal conducts a weekly premises check compliance with safety measures and to identify any emerging risks, findings and any incidents recorded in safety log (75).
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. **Requirements** Adequate • circulation space • storage space • toilet facilities.	Met. When the school is open, rooms are cleaned daily and toilets twice per day. Students use common room outside lessons and garden with benches in the summer. All staff have access to the staffroom. (24) Principal and DoS share an office. There is a schedule for routine maintenance and weekly premises checks identify any additional issues needing attention.
P3 Classrooms and other learning areas provide a suitable study environment. **Requirements** • 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.	Met. Maximum of 10 students per room, except for the smaller rooms on the top floor which have maximum limit of 8. Rooms at the front of the building are double glazed. Seminar chairs allow layout patterns to be changed.
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food. **Requirements** • Adequate designated space or suitable alternative. • Free drinking water is available.	Met. Students can stay in classrooms between lessons, use the common room and the garden with benches. Drinking cooler in the common room.

Criterion and requirements	Evidence to show criterion is met and/or action required
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information. **Requirements** • 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.	Met. All rooms have signs on the door. School plan is in the student handbook (24, 54). Exit signs checked annually.
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions. **Requirements** • 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.	Met. In the staffroom, there are 6 workstations with computers, lockers for all staff and a printer. Classrooms used for whole staff meetings.

Examples from part of the *Teaching and learning* section: *Academic management*

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	**Evidence to show criterion is met and/or action required**
Academic management (Area of strength: three strengths, no not mets; need for improvement: three not mets)	
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses, and classrooms. **Requirements** • Deployment takes account of teachers' experience and qualifications.	Met. Teachers matched to courses according to experience, expertise and preference (29, 68). This is discussed and reviewed at appraisal (17). Teachers rotate classes taught every 6 months. Largest classes put in larger classrooms with maximum class size of 10. Junior classes located near to the staffroom and DoS office at main school. Summer classrooms all the same size and grouped together near the teachers' room.

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- 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.	
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff. **Requirements** - 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. Less experienced teachers are not assigned cover without adequate support and preparation. Trainee teachers are not assigned cover.	Met. DoS or senior teacher in the summer act as first cover. List of cover teachers kept by academic manager. Absence protocols and cover arrangements are in the teacher handbook (53).
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected. **Requirements** - Attention is paid to both logistical and academic considerations relating to continuous enrolment (e.g. when new students join a class; advance information for teachers; grouping/regrouping; classroom changes). - Information and guidance relating to continuous enrolment is available for teachers.	Met. Students in classes by 11.00 on first day of courses. Guidance for teachers re first lessons and continuous enrolment in the teacher handbook (53).
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs. **Requirements** - 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.	Strength In addition to the induction all staff receive (M11), there is a checklist for induction of teachers covering all academic areas (16). During the year new teachers receive a half-day 1-to-1 session with the DoS (16, 53) and observe experienced teachers before they are allocated their own classes; the DoS supports them with lesson planning in the first two weeks. All new teachers have a mentor and develop an individual CPD plan. Summer teachers have a two-day induction, with one day devoted to academic matters and lesson planning; videos of good teaching from the previous year are available to watch ahead of the summer. (16, 53) Induction has been further developed in response to past feedback (64).
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and	Met. DoS office is next to the staffroom. DoS or senior teacher are on duty in the staffroom

support for all teachers. **Requirements** • A suitably experienced academic manager is available/approachable for day-to-day support. • Appropriate support procedures are in place for new/less experienced teachers.	before lessons and in breaks. Peer observation scheme runs annually and swap shops form part of CPD (18). Mentors are assigned to teachers moving levels/ages/courses, or needing support with specific skills/tasks. Senior teacher is based in the teachers' room during summer school and holds daily meetings.
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. **Requirements** • 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).	Met. Observations follow a template, shared with teachers at induction. All new teachers observed in first two weeks (main school) or first week (summer) (67). Observations of all staff take place twice per year (67). Additional observations are arranged for anyone teaching a new course for the first time. Drop-in observations are linked to teacher CPD (18) and checking progress on actions for development.
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. **Requirements** • 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 participation in CPD. • CPD provision is regularly reviewed in the light of stakeholder feedback.	Strength. Year-round, teachers receive one-hour monthly sessions based on CPD objectives and teacher requests (18, 53). All teachers develop and maintain a personal CPD plan, supported by the DoS, senior teacher or their mentor; there is a 'menu' of suggested activities, including links to external resources. Plans are reviewed after observations (67). Teachers deliver some of the CPD sessions and are encouraged to present at external events. In the summer, there are weekly professional development sessions based on CPD objectives, junior course programmes and observation feedback (18, 53, 67). Teaching tip of the day shared during summer school.

Examples from part of the *Welfare and student services* section: *Care of students*

Welfare and student services	
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.**	
Criterion and requirements	**Evidence to show criterion is met and/or action required**
Care of students (Area of strength: three strengths, no not mets; need for improvement: three not mets)	**N/a for strengths: W4**
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. **Requirements** • 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.	Met. Major incident emergency plans updated annually (46). Plans discussed with staff, group leaders and students before trips; key information is included in excursion risk assessments (46). The version of the emergency plan for the summer school site has been prepared with the host school.
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. **Requirements** As criterion.	Met. Student services manager identified to students at induction and in student handbook (54). Classroom used as a quiet room outside the peak season. Student tutorials include pastoral care questions. Special meetings held weekly with 16 and 17-year-olds on adult courses.
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. **Requirements** • Diversity/inclusivity policy.	Met. Abusive behaviour covered in staff and student inductions, on classroom noticeboards and in student handbook (16, 39, 54). Respect posters are displayed in all classrooms.

• 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.	
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing. **Requirements** As criterion.	Met. 24-hour emergency number on enrolment letter, in student handbook and on student cards. Students asked to put number in phones during induction.

W5 Students receive advice on relevant aspects of travel to and life in the UK.
 	
Requirements
• 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:
  o Personal safety and the care of valuables.
  o Medical and personal insurance.
  o Compliance with the law.
  o Other items relevant to the students enrolled.
	Met.
	
	Relevant aspects of life in UK discussed at induction and information in student handbook (54).
	Travel information by train and bus on school website together with school's own taxi pick-up services.

W6 Students have access to adequate health care provision. **Requirements** • 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.	Met. Medical and dental information found on enrolment form and explained at induction to students and group leaders. Information also written in student handbook (54) and group leader booklet (45). There are two first-aid boxes and four trained first-aiders on the school staff.

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Examples *Safeguarding under 18s*

Safeguarding under 18s	
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.**	
Criterion and requirements	**Evidence to show criterion is met and/or action required**
Safeguarding under 18s (Area of strength: three strengths, no not mets; need for improvement: three not mets)	**N/a for strengths: S3 and S8**

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.
 	
Requirements
• Clear and comprehensive policy in place written in accessible English, appropriate to current students
• Policy is reviewed annually and updated accordingly.
• Policy includes:
  • 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.
	Met.
	
	Safeguarding policy reviewed annually and covers all requirements listed under this criterion (49).
	Student services manager identified as designated safeguarding lead (DSL) and referred to in their job description (13).

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. **Requirements** • Policy available to all staff. • Safeguarding included in induction for all staff. • Staff receive safeguarding training relevant to their role: • all staff in contact with under 18s: Basic safeguarding awareness training (formerly level 1)	Met. All staff and homestay providers have taken basic safeguarding awareness training. Three staff, including DSL, have completed specialist safeguarding training.

- named person/DSL: Specialist safeguarding for Designated Lead (formerly level 3) - guidance provided to all other relevant adults - updates provided for all staff.	
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent. **Requirements** 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.	Met. Parental consent forms are completed by the parents/guardians of all under 18s (50, 79). Form includes medical consent and times when students are unsupervised.
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. **Requirements** - Providers must check the suitability of all those working with under 18s, as follows: - 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 have relevant current criminal record/suitability checks. - 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.	Met. Criminal record checks are conducted for all staff and homestay hosts in line with safer recruitment procedures (15, 78). Two references for relevant staff kept on file. Reference request pro-forma includes suitability to work with under 18s (15). Director checked that accommodation agency procedures cover all necessary vetting before signing contract for services.
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities. **Requirements** - 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, age,	Met. Only 16 and 17-year-olds are enrolled on adult courses. Under 18s have their own leisure programme, mornings or afternoons, all parts of which are compulsory. Students are accompanied by their own group leaders and/or school activity staff (43, 44, 45).

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.) • 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). *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.*	Acceptance of 18 year-olds on junior programmes is only permitted where the student aged 18 remains at school and is travelling as part of a group; individual cases risk assessed. 18 year-olds subject to the same rules as their peers but are clearly identified to relevant staff.
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme. **Requirements** • 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. • 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.	Met. School rules are explained at junior student induction and are in the junior school handbook, group leader booklet, and homestay provider guidelines (42, 45, 54). Rules include curfew times for different age groups (42, 45, 54).
S7 There are suitable arrangements for the accommodation of students. **Requirements** • 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. • 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.	Met. Under 18s are only accommodated in homestays who have been security checked. The accommodation requirements of under 18s are in the homestay provider guidelines (42) and the group leader booklet (45). In addition to group leaders, there are two members of the school's activity staff accommodated in the residence used for under 18s during the summer. Accommodation is allocated by age group and gender.
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their	Met.

nominated representatives concerning the welfare of students. **Requirements** • 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.	Parental/guardian contact details are on enrolment forms for all students (59, 60). School's emergency contact details given to all parents/guardians and agents and in junior student handbook sent in pre-course information (54).