

## Inspection criteria, requirements and additional guidance for accommodation providers

This document (the *ACRG*) contains the inspection criteria and requirements relevant to the inspection of accommodation providers seeking registration for the supply of accommodation to British Council-accredited language centres.

### Criteria and requirements

The first column contains the section standards, inspection criteria (in bold) and main requirements for each criterion to be met (2026 changes in red). These are valid for all inspections conducted between January 1, 2026, and December 31, 2029. 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 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.** [2026 changes in this section have been highlighted in red.]

It provides a gloss to aid understanding of the criteria and their application in the context of an accommodation provider. Additionally, it gives examples of good practice which may help providers achieve an area of strength and identifies 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 provisions 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. Strengths awarded in an accommodation provider's inspection report are not automatically awarded to language centres using the services of the accommodation provider.

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. See page 23 onwards for a full list of documentation relevant to the inspection of an accommodation provider.

### **Eligibility for registration as an accommodation provider**

Application for registration is open to accommodation providers that have supplied student accommodation for three or more British Council accredited organisations on a regular basis for at least one year. The purpose of registration is to avoid duplication of the inspection process for accommodation providers working with multiple accredited clients.

Accommodation providers are inspected against the inspection criteria below relevant to the range of accommodation and services provided; these criteria mirror the requirements for language centre inspections. All accommodation types offered to accredited language centres may be inspected on a sampling basis; feedback will also be collected from the accommodation provider's British Council accredited clients.

### **Different types of accommodation**

**Homestay:** accommodation in a private home where the hosts treat the student as a full member of the household, eating together and sharing the common living areas; no more than four students (or other paying guests) accommodated in homestay accommodation at any one time.

**Private home:** accommodation in a private home, living with the hosts, more than four adult students/paying guests may be accommodated in the home at any one time, and there may be less direct contact with the hosts(s). Accommodation may be catered or self-catering. Not suitable for under 18s.

**Residential:** accommodation in managed halls of residence or hostels with access to shared facilities for cooking and laundry, may be self-catering or with a catering package. Residential accommodation which is self-catering or where there is no overnight supervision is not normally suitable for under-18s.

**Student houses:** accommodation in a house or flat share with no resident host. Not normally suitable for under 18s.

**Other independent self-catering e.g. flats, bedsits:** accommodation in a furnished domestic property with no resident host.

| <b>Management</b><br><i>(This section applies only to the accommodation provider's registration, although M4, M5 and M27 will be taken into account during the inspection of client language centres.)</i>                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Standard</b><br>The management of the provision operates to the benefit of the students/clients, and in accordance with the provider's stated goals, values, and publicity.                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Criterion and requirements                                                                                                                                                                                                                                                                                                                                | Additional guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Evidence, including documentation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Strategic and quality management</b><br>(Area of strength: four strengths, no not mets; need for improvement: three not mets)                                                                                                                                                                                                                          | <b>Additional guidance</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Evidence, including documentation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.</b><br><br><b>Requirements</b> <ul style="list-style-type: none"> <li>The statement is explicit and in writing.</li> <li>It covers all key aspects of the organisation's work.</li> <li>It is made known to all staff.</li> </ul> | <p>Examples of areas that might be covered: business, welfare, 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 accommodation offered to clients'.</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><b>Examples of good practice</b><br/> <i>Evidence of staff engagement in the process of creating the statement.</i><br/> <i>Evidence that the statement is integral to the working of the organisation, not just a form of words (e.g. forms part of recruitment, inductions, appraisals, publicity).</i><br/> <i>Managers understand and can articulate the relevance of goals and values of the organisation to the current context.</i><br/> <i>Expert input on aspects of the statement; reference made to environmental policy, staff welfare, etc.</i></p> | <p><b>Evidence</b><br/> Notices<br/> Intranet or apps, emails<br/> Interviews with managers/staff<br/> Interviews with clients<br/> Provider's website(s)</p> <p><b>Documentation</b><br/> Organogram (9)<br/> Organisation plans (10)<br/> Self-evaluations (11)<br/> Job descriptions (13)<br/> Induction documents (16)<br/> Complaints procedures (20)<br/> Feedback procedures (21)<br/> Staff handbooks/notes (52)<br/> Teacher handbooks/notes (53)<br/> Minutes of meetings (55)<br/> Student/client feedback (63)<br/> Staff feedback (64)<br/> Records of any complaints (65)</p> |
| <b>M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.</b><br><br><b>Requirements</b> <ul style="list-style-type: none"> <li>Objectives and plans are explicit and in writing.</li> <li>Objectives and plans are known to and understood by relevant managers.</li> </ul>                  | <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 a small residence for young learners next year'.</p> <p>Developing and achieving objectives provides an indication of management capability.</p> <p><b>Examples of good practice</b><br/> <i>Comprehensive measures which monitor progress during implementation.</i><br/> <i>Clear process for review after objective is achieved.</i><br/> <i>Organisation plans shared with staff.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Evidence</b><br/> Interviews with managers/staff,<br/> Actual developments in the provision (e.g. investment in resources, premises, training) indicating a commitment to continuing improvement</p> <p><b>Documentation</b><br/> Organisation plans (10)</p>                                                                                                                                                                                                                                                                                                                         |

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| <ul style="list-style-type: none"> <li>Plans set out steps that need to be taken and the time frame.</li> <li>Evidence of work being carried out towards <b>achieving</b> the stated objectives.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                  | <p><i>Plans refer to diversity/inclusivity, environmental objectives. Objectives and plans relate specifically to the statement of goals and values.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Minutes of meetings (55)<br/>Student/client feedback (63)<br/>Staff feedback (64)</p>                                                                                                                                                                                                                                                                                                                                                |
| <p><b>M3 There is a documented and clearly understood structure for the operation. There are sufficient staff to manage and deliver the provision at all times.</b></p> <p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>Documented structure includes all management and administrative posts, is current and is made known to staff.</li> <li>Cover for key posts is clear, adequate and known to staff concerned.</li> <li>Staff and systems are sufficient to meet the needs and expectations of clients.</li> </ul>                                                                    | <p>Structure may be documented in staff handbooks and/or induction materials.<br/>Large organisations need a clear organogram, including the relationship between the accommodation operation and any wider organisation of which it is part. Small organisations often have a simple, linear structure. Sole providers: need evidence that they can handle the workload themselves and/or have sufficient administrative support.<br/>Job titles make roles evident; transparent lines of reporting and shared understanding of these and of who provides cover for whom.<br/>'Sufficient' relates to all management and staff; 'provision' includes administration, accommodation and safeguarding.<br/>The structure of the provision is made known to clients where relevant.</p> <p>Criterion will not be met if complaints [from staff about over-work; from clients about customer service; 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><b>Examples of good practice</b><br/><i>Staffing levels are generous.<br/>Succession planning is in place.</i></p> | <p><b>Evidence</b><br/>Interviews with managers/staff<br/>Interviews with clients</p> <p><b>Documentation</b><br/>Correspondence (4)<br/><i>People to be seen form</i> (6)<br/>Organogram (9)<br/>List of staff (12)<br/>Job descriptions (13)<br/>Induction documents (16)<br/>Complaints procedures (20)<br/>Feedback procedures (21)<br/>Student/client feedback (63)<br/>Staff feedback (64)<br/>Records of any complaints (65)</p> |
| <p><b>M4 There are effective channels of communication between all involved in the operation, and between the accommodation provider and client language centres.</b></p> <p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>Clear and comprehensive lines of communication.</li> <li>Appropriate forms of communication.</li> <li>All relevant stakeholders included in communications.</li> <li><b>Clear agreement between the accommodation provider and client language centres about the respective responsibilities for care of students. Accommodation provider to have</b></li> </ul> | <p>Includes all staff, relevant staff at client language centres, homestay hosts and group leaders, head office, other departments, etc.<br/>Communications may be fairly informal in small organisations but are 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 locations.<br/>Schools' policies and rules (e.g. curfews) are made known to hosts.</p> <p><b>Examples of good practice</b><br/><i>Good use made of a range of channels, including social messaging apps, and regular and frequent attendance at meetings.<br/>In groups or organisations with multiple locations, opportunities exist for staff with similar roles to communicate across the organisation.<br/>Evidence that communication is effective; staff are well informed and engaged.<br/>Newsletter for homestay hosts.<br/>Homestay hosts invited by the provider to meet relevant staff and other</i></p>                                                                                                                                | <p><b>Evidence</b><br/>Interviews with managers/staff<br/>Interviews with clients<br/>Notices<br/>Intranet or apps, emails<br/><b>Talking to homestay hosts</b></p> <p><b>Documentation</b><br/>List of types and frequency of meetings held (14)<br/>Feedback procedures (21)<br/>Staff handbooks/notes (52)<br/>Minutes of meetings (55)<br/>Staff feedback (64)</p>                                                                  |

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| <p>knowledge of all school's policies on abusive behaviour, safeguarding, attendance, equality as well as shared knowledge of 24 – hour emergency procedures.<br/>(relating to inspection criteria W1–W6, S3 and S6, appropriate to the context, see CRG).</p>                                                                                                                                                                                                                                                                                                             | <p>hosts, e.g. at a social event.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>M5 The provider regularly obtains and records feedback from clients and their students on all the services offered. Feedback is circulated to relevant staff, and appropriate action is taken and recorded.</b></p> <p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>• Feedback is routinely sought from client language centres.</li> <li>• Initial and end-of-stay feedback taken and recorded.</li> <li>• Feedback collated, reviewed and action taken and recorded.</li> <li>• Staff have access to feedback relevant to their role.</li> </ul> | <p>Some stages of feedback collection may be informal; inspectors will seek confirmation from clients to verify the process.<br/>Collection and sharing of feedback (not just complaints) via the client language centres is integral to the contract management.</p> <p><b>Examples of good practice</b><br/><i>Comprehensive but accessible feedback forms: initial and end-of-stay; interim for longer stays.</i><br/><i>Additional checks on satisfaction and clear opportunities for clients/students to give feedback at other times, e.g. social media.</i><br/><i>Evidence that feedback is analysed and used to improve services.</i><br/><i>Actions taken in response to feedback communicated to clients/students.</i><br/><i>Positive feedback from clients/students is regularly passed on to relevant staff and homestay hosts.</i></p> | <p><b>Evidence</b><br/>Interviews with managers/staff<br/>Talking to homestay hosts/accommodation suppliers<br/>Interviews with clients</p> <p><b>Documentation</b><br/>Correspondence (4)<br/>Self-evaluations (11)<br/>Complaints procedures (20)<br/>Feedback procedures (21)<br/>Minutes of meetings (55)<br/>Student/client feedback (63)<br/>Records of any complaints (65)</p> |
| <p><b>M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.</b></p> <p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>• All significant groups of staff are included.</li> <li>• Action taken is recorded.</li> </ul>                                                                                                                                                                                                                                                     | <p>Some feedback collection may be informal; inspectors will seek confirmation from interviews and focus group(s) to verify the process.<br/>Includes all staff, e.g. permanent, seasonal/hourly paid.</p> <p><b>Examples of good practice</b><br/><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><br/><i>Use made of exit questionnaires/interviews for staff leaving.</i><br/><i>Evidence of a consistent staff perception that their views are valued.</i></p>                                                                                                                                                                                                                            | <p><b>Evidence</b><br/>Interviews with managers/staff<br/>Notices<br/>Intranet or apps, emails</p> <p><b>Documentation</b><br/>Self-evaluations (11)<br/>Feedback procedures (21)<br/>Minutes of meetings (55)<br/>Staff feedback (64)</p>                                                                                                                                            |
| <p><b>M7 The provider reviews systems, processes and practices, intending to continue improvement. Appropriate action is taken and recorded.</b></p> <p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>• Evidence of planning and</li> </ul>                                                                                                                                                                                                                                                                                                               | <p>The organisation has appropriate mechanisms for conducting reviews.<br/>The organisation's documents can be used; Accreditation UK templates are available.<br/>Evidence that review is an integral part of the organisation's policy and not simply produced for inspection purposes.<br/>Self-evaluation against Accreditation UK inspection criteria submitted before inspection, reviewed by inspectors, provides evidence for M2 and M5–M7.</p>                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Evidence</b><br/>Interviews with managers/staff</p> <p><b>Documentation</b><br/>Previous inspection reports (3)<br/>Action plan (7)<br/>Self-evaluations (11)<br/>Minutes of meetings (55)</p>                                                                                                                                                                                  |

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| <p>implementation.</p> <ul style="list-style-type: none"> <li>Feedback from M5 and M6 informs the organisation's planning.</li> <li>Action plan showing progress on Points to be addressed (PTBA).</li> <li>Self-evaluation against Accreditation UK inspection criteria submitted prior to inspection.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                   | <p>Action on PTBA assessed in the 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 report was considered.</p> <p>This criterion may be not met if little action has been taken.</p> <p><b>Examples of good practice</b><br/> <i>Comprehensive and regular quality review cycle incorporating multiple sources of references, e.g. staff and client/student feedback, previous inspection report(s), comparison with other providers, external consultancy, cross-company review.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Student/client feedback (63)<br/> Staff feedback (64)</p>                                                                                                                                                                                                                                                                                                                    |
| <p><b>Publicity</b><br/> (Area of strength: three strengths, no not mets; need for improvement: three not mets)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Additional guidance</b><br/> <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 the criteria.)</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Evidence, including documentation</b></p>                                                                                                                                                                                                                                                                                                                                 |
| <p><b>M27 Publicity gives an accurate description of any accommodation offered.</b></p> <p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>Types of accommodation offered are clearly described.</li> <li>If the provider places a student in accommodation described as a homestay, there will be no more than three other students (or other paying guests) staying (whether placed by the provider or another organisation).</li> <li>Where a student is expected to share a bedroom with another student, this is indicated.</li> <li>Services, including arrangements for cleaning, supply of towels and bedding, and laundry, are clearly described.</li> </ul> | <p>Publicity: can include any information made available before enrolment.</p> <p>Type of accommodation should be described in the following terms:<br/> <b>Homestay accommodation:</b> hosts treat the student as a 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 “<b>private home accommodation</b>”.</p> <p><b>Other accommodation:</b> in private homes accommodating more than four students, student houses, residential halls or hostels, catered or self-catering.<br/> Where a self-catering option is offered, this will be made clear to students.</p> <p>Information about accommodation should clarify if any additional costs may be incurred concerning special dietary requirements.</p> <p><b>Examples of good practice</b><br/> <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><b>Evidence</b><br/> Provider's website(s)<br/> Client language centres' websites<br/> Interviews with staff,<br/> Interviews with clients<br/> Talking to homestay hosts &amp; residential staff</p> <p><b>Documentation</b><br/> Brochures (2)<br/> Description of closed groups (23)<br/> Description of accommodation offered (40)<br/> Student/client feedback (63)</p> |
| <p><b>M28 Claims to registration are in line with Scheme requirements.</b></p> <p><b>Requirements</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>This criterion cannot be awarded a strength.<br/> This criterion refers to statements about British Council registration in publicity, on signs and in documentation, such as emails, handouts, booking forms and contracts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Evidence</b><br/> Provider's website(s)</p> <p><b>Documentation</b></p>                                                                                                                                                                                                                                                                                                   |

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| <ul style="list-style-type: none"> <li>All eligible provision is declared for inspection.</li> <li>Any claims to registration for accommodation provision is in line with current guidelines and limited to supply to accredited language centres.</li> </ul> | <p>Approved wording used.</p> <p>Any accommodation provided for individuals or groups booking directly with the accommodation provider, rather than through an accredited language centre is excluded from this registration.</p> | <p>Annual declaration (5)</p> <p>Brochures (2)</p> |
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| Accommodation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                     |                                   |
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| <p><b>Standard: The provision meets the needs of clients and their students for well-managed, suitable accommodation.</b></p> <p><i>(This section will be taken into account during the inspection of client language centres. Comments and any area of strength or need for improvement awarded may be reflected in the language centre report if the accommodation provider manages all accommodation on behalf of the client language centre. The quality of any other accommodation provision managed directly by the language centre or by other accommodation providers will be taken into account on the language centre report.)</i></p> |                     |                                   |
| Criterion and requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Additional guidance | Evidence, including documentation |

| Accommodation<br>(Area of strength: four strengths, no not mets – across all sections of accommodation that apply; need for improvement: three not mets)                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Additional guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Evidence, including documentation                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>All accommodation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff and hosts, and relevant elements are known to students.</b></p> <p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>A critical incident/emergency plan is in place for all accommodation site(s), and for when students are off site.</li> <li>There are procedures for locating and communicating with students in the event of a major incident in their locality.</li> <li>Accommodation providers ensure that the relevant aspects of the emergency plan are made known to staff and</li> </ul> | <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><del>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.</del></p> | <p><b>Evidence</b></p> <p>Interviews with managers/staff</p> <p><del>Talking to group leaders</del></p> <p><del>Teacher focus group(s)</del></p> <p>Student focus group(s)</p> <p><b>Documentation</b></p> <p>Risk assessments (38, 46)</p> <p>Information for accommodation agency provider (40)</p> <p>Information for hosts (42)</p> <p><del>Information for group leaders (45)</del></p> <p>Critical incident/emergency plan (46)</p> |

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| <p>students.</p> <ul style="list-style-type: none"> <li>Where other stakeholders are involved (language centres, agents, homestay hosts) plans need to be shared, with agreed actions/ responsibilities.</li> </ul>                                                            | <p>Clear communication plans between accommodation provider and host in such emergencies, and roles clearly designated and known to staff.</p> <p><b>Examples of good practice</b><br/> <i>Sensitive briefing for students on keeping safe and procedures to follow in the event of an emergency.</i><br/> <del>Briefings or training for group leaders to ensure they are aware of emergency plans on the premises and on excursions.</del><br/> <del>Summary of emergency plan added to risk assessments for leisure programme.</del><br/> <i>Evidence of expert input into the framing plans and procedures.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><del>Leisure activity information (47)</del><br/> <del>Staff handbooks/notes (52)</del><br/> <del>Teacher handbooks/notes (53)</del><br/> <del>Student handbook/notes (54)</del><br/> Safety log (75)</p>                                                                                                                                                                             |
| <p><b>W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff, <b>hosts</b> and students know the name(s) of the person or people who deal with students' personal problems.</b></p> <p><b>Requirements</b><br/> 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.<br/> Availability of information for staff and, where appropriate, students about any external agencies and how to contact.<br/> Students' needs for pastoral care identified, e.g. relevant questions in enrolment process, systems for sharing welfare concerns.<br/> <del>'Quiet'/multifaith room/private space (can be) made available for religious observance, or alternative arrangements satisfactory to students must be in place.</del><br/> 'Circumstances' may include health, special educational needs and disabilities.<br/> <del>Specific arrangements for under 18s, including 16 and 17 year olds on adult courses, e.g. proactive pastoral support.</del><br/> HT: arrangements in place for students to spend time away from their teaching hosts when appropriate.</p> <p><b>Examples of good practice</b><br/> <i>Explicit policy on the provision of pastoral care; all staff, and hosts and group leaders (for their own students) are encouraged to be aware of students' potential needs and who to refer issues to.</i><br/> <i>Staff have formal training to support students, e.g. mental health first aid.</i><br/> <i>Pastoral tutorials or pastoral focus in academic tutorials.</i><br/> <i>Digital systems allow instant recording and communication of any welfare issues by all staff.</i><br/> <del>Support provided for students arranging their own accommodation: contacting agents; dealing with landlords; scrutinising contracts.</del></p> | <p><b>Evidence</b><br/> Interviews with managers/staff<br/> <del>Talking to group leaders</del><br/> Student focus group(s)<br/> <del>Teacher focus group(s)</del><br/> Notices</p> <p><b>Documentation</b><br/> Job descriptions (13)<br/> Information for hosts (42)<br/> Staff handbooks/notes (52)<br/> <del>Teacher handbooks/notes (53)</del><br/> Student handbook/notes (54)</p> |
| <p><b>W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All</b></p>                                                                                                                                               | <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><b>Evidence</b><br/> Talking to managers/staff<br/> <del>Talking to group leaders</del></p>                                                                                                                                                                                                                                                                                           |

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| <p>staff, <b>hosts</b> and students are aware of these.</p> <p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>Diversity/inclusivity policy.</li> <li>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.</li> </ul> | <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><b>Examples of good practice</b><br/> <i>Information widely available.</i><br/> <i>Tolerance and respect feature in the organisation's ethos.</i><br/> <i>Specific activities to foster inclusivity and diversity.</i><br/> <i>Policies to support staff and students regarding gender identity and sexual orientation.</i><br/> <i>Well-expressed and relevant policies made clear in context of students' ages and circumstances.</i></p>                                                                                                                                                                         | <p>Talking to homestay hosts and residential staff<br/>         Notices</p> <p><b>Documentation</b><br/>         Staff induction (16)<br/>         Abusive behaviour, diversity/inclusivity policy (39)<br/> <del>Information to accommodation providers (40, 42)</del><br/>         Staff handbooks/notes (52)<br/> <del>Teacher handbooks/notes (53)</del><br/>         Student handbook/notes (54)</p> |
| <p><del>TO BE DELETED N/A</del><br/> <del>W4 Where relevant, students receive a 24-hour emergency contact number for the accommodation provider, in writing.</del></p> <p><b>Requirements</b><br/>         As criterion.</p>                                                                                                                                                                                           | <p><del>This criterion cannot be awarded a strength.</del></p> <p><del>'Where relevant': this applies to all accommodation providers, except in the case of organisations enrolling only those students already settled in the local community and with a local support network.</del><br/> <del>Information given at induction, in student handbooks, on student portal/app.</del><br/> <del>Fair and equitable arrangements in place for staff who hold the phone.</del><br/> <del>Staff who hold the phone are briefed about how to respond.</del><br/> <del>Number introduced at student induction and examples of use related to UK context given.</del></p> <p><b>Examples of good practice</b><br/> <del>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</del></p> | <p><b>Evidence</b><br/> <del>Talking to managers/staff</del><br/> <del>Student focus group(s)</del><br/> <del>Notices</del></p> <p><b>Documentation</b><br/> <del>Student handbook/notes (54)</del></p>                                                                                                                                                                                                   |
| <p><b>W5 Students receive advice on relevant aspects of travel to and life in the UK.</b></p> <p><b>Requirements</b></p> <ul style="list-style-type: none"> <li><del>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.</del></li> </ul>                          | <p><del>N/a if students are exclusively from the local community.</del><br/> <del>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.</del></p> <p>Information on use of public transport should include links to operators' websites.<br/>         Information provided in handbook, on intranet, or on display. May also be covered as part of induction.<br/>         Information in accessible language and format.</p>                                                                                                                                                                                                                                                                  | <p><b>Evidence</b><br/>         Interviews with staff<br/>         Talking to group leaders<br/>         Student focus group(s)<br/>         Notices</p> <p><b>Documentation</b><br/>         Brochures (2)<br/>         Accommodation placement (42)<br/> <del>Information for group leaders (45)</del></p>                                                                                              |

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| <ul style="list-style-type: none"> <li>Where transport is offered by the <b>accommodation</b> provider, arrangements are clear, effective and reasonably responsive to unforeseen circumstances.</li> <li>Students receive information about: <ul style="list-style-type: none"> <li>Personal safety and the care of valuables.</li> <li>Medical and personal insurance.</li> <li>Compliance with the law.</li> </ul> </li> </ul> <p><del>Other items relevant to the students enrolled.</del></p>                                                                         | <p>Examples of other items (as relevant to the age and needs of students):</p> <ul style="list-style-type: none"> <li>local facilities, services and amenities, including, in the state sector, student union membership</li> <li>banking</li> <li>local places of worship</li> <li>licensing laws</li> <li>traffic regulations</li> <li>procedures in case of arrest by the police.</li> </ul> <p>Indication of who to contact for further information.</p> <p><b>Examples of good practice</b><br/> <del>Students receive personalised information setting out different options for travel by public transport.</del><br/> Where transport offered by <b>accommodation</b> 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.<br/> Information is: up to date and comprehensive; attractively displayed/laid out; available in multiple formats and locations (print/electronic).<br/> Provider uses imaginative ways of communicating important information and checking comprehension, for example quizzes.</p>               | <p>Student handbook/pre-arrival information (54)<br/> <del>Completed enrolment records (59)</del></p>                                                                                                                                                                                                                                                                  |
| <p><b>TO BE DELETED N/A.</b><br/> <b>W6 Students have access to adequate health care provision.</b></p> <p><b>Requirements</b></p> <ul style="list-style-type: none"> <li><del>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).</del></li> <li><del>Students have full access to any medical and welfare services available in the organisation.</del></li> </ul> <p><del>Appropriate provision is made on site and in accommodation.</del></p> | <p><del>Information provided in easily accessible form at induction, in handbook, student portal/app, or on display.</del><br/> <del>Information in accessible language and format.</del><br/> <del>Indication of who to contact for further information.</del><br/> <del>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.</del><br/> <del>First aid boxes available.</del><br/> <del>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.</del><br/> <del>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.</del><br/> <del>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&amp;E).</del></p> <p><b>Examples of good practice</b></p> | <p><b>Evidence</b><br/> <del>Interviews with staff.</del><br/> <del>Talking to group leaders</del><br/> <del>Talking to homestay hosts and residential staff</del><br/> <del>Notices</del></p> <p><b>Documentation</b><br/> <del>Accommodation placement (42)</del><br/> <del>Information for group leaders (45)</del><br/> <del>Student handbook/notes (54)</del></p> |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><del>Very good provision of staff trained in first aid in relation to size of ELT accommodation provision.</del></p> <p><del>Staff available to accompany student to NHS drop-in centre, hospital, dentist etc if necessary/appropriate.</del></p> <p><del>Residential centres have established arrangements with specific local medical services and dentists.</del></p> <p><del>A nurse(s)/house doctor is on site. Sick room.</del></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                            |
| <p><b>W7 Students have a comfortable living environment throughout their stay.</b></p> <p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>Bedroom and common areas in a proper state of cleanliness and repair. <ul style="list-style-type: none"> <li>Adequate heating and lighting.</li> <li>A sufficiently spacious bedroom with natural light, equipped with an adequately sized bed.</li> <li>Adequate hanging and drawer space for clothes.</li> <li>An adequate supply of duvets or blankets.</li> </ul> </li> <li>Privacy from members of the opposite sex.</li> <li>A table for private study (where appropriate).</li> <li>Sufficient washing facilities and access to a bathroom, with baths or showers available daily.</li> <li>Homestay hosts treat the student as a full member of the household, eating together and sharing the common living areas.</li> </ul> | <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.</p> <p><b>Students under the age of 18 cannot share beds. Adult students who are couples may request a double bed</b></p> <p>Bathroom, etc facilities adequate to cope with the 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.</p> <p>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><b>Examples of good practice</b></p> <p><i>Student feedback is consistently positive about the accommodation.</i></p> <p><i>Accommodation seen during the inspection is of a high standard.</i></p> <p><i>Students comment positively on their hosts.</i></p> <p><i>Provision for students with (environmental) allergies or other specific needs.</i></p> <p><i>Hosts demonstrate a knowledge of current (and past) students that indicates a warm welcome.</i></p> <p><i>Training and activities for hosts foster a commitment to a positive student experience.</i></p> <p><i>Emergency homestay or alternative accommodation available if any students need to move at short notice.</i></p> <p><i>Free Wi-Fi access.</i></p> | <p><b>Evidence</b></p> <p>Visits to student accommodation</p> <p>Interviews with staff</p> <p>Talking to homestay hosts and residential staff</p> <p>Interviews with clients</p> <p><b>Documentation</b></p> <p>Description of accommodation offered (40)</p> <p>List of accommodation in use (41)</p> <p>Accommodation placement (42)</p> |
| <p><b>W8 Arrangements for cleaning and laundry are satisfactory.</b></p> <p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>Arrangements for regular cleaning of the homestay. Arrangements for weekly</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Residential accommodation includes student houses/flats arranged by the provider.</p> <p>Where students are responsible for cleaning, this must be clear in advance (M26) and standards monitored.</p> <p>Under 16s are not to be responsible for cleaning their own rooms/bathrooms.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Evidence</b></p> <p>Visits to student accommodation</p> <p>Interviews with staff</p> <p>Talking to homestay hosts and residential staff</p> <p>Interviews with clients</p>                                                                                                                                                           |

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| <p>cleaning of common areas, including bathrooms and kitchens in residential accommodation.</p> <ul style="list-style-type: none"> <li>• Regular cleaning of fridges.</li> <li>• Provision of cleaning materials where students are responsible for cleaning.</li> <li>• A weekly laundry service or clearly explained laundry arrangements.</li> <li>• A <b>clear policy on frequency</b> of towel and bed linen <b>changes (minimum fortnightly*)</b>.</li> </ul>              | <p>Laundry service for under 16s (may involve group leaders).<br/>Weekly cleaning and clearing of rubbish in all common areas; regular cleaning of rooms.<br/>In independent accommodation, where any of these services are not provided, it must be made clear in advance.<br/>*Where provided, see W7.</p> <p><b>Examples of good practice</b><br/><i>Daily cleaning of students' rooms and bathroom/toilet.</i><br/><i>Accommodation, including toilets, is very well maintained and spotlessly clean throughout.</i><br/><i>Flexibility for laundry and linen services to be adapted in line with student wishes.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Talking to students<br/>Notices</p> <p><b>Documentation</b><br/>Description of accommodation offered (40)<br/>Accommodation placement (42)<br/>Student handbook/notes (54)<br/>Student/client feedback (63)<br/>Records of any complaints (65)</p> |
| <p><b>W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.</b></p> <p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>• Checks recorded.</li> <li>• Fire risk assessments.</li> <li>• Gas Safe certificates renewed annually.</li> <li>• <b>Agreement of number of students placed, based on the size of room(s) and facilities available.</b></li> </ul> | <p>Includes all types of accommodation provided or recommended to students (see also CRG P1).<br/>Initial visits and follow-up check-ins in response to negative feedback should be in person, but routine revisits can be conducted remotely.<br/>Specific comprehensive pro-forma used to record information, including checks that fire risk assessments and annual Gas Safe certificates are in place.<br/>Fire risk assessments conducted by accommodation provider (host, accommodation provider's staff, residence manager, and language centre as appropriate).<br/>Formal check of continued suitability is expected.<br/>Accommodation registers are 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.<br/>Training in the use of the computerised system was provided; access was controlled. System accessible to relevant users but kept secure.<br/>Any classification system the provider may use (or designated by the client) should be clearly explained to the inspectors, who will select a range of hosts to inspect.<br/>[A representative from the language centre may visit homestays provided by the accommodation provider in response to negative student feedback or concerns.]</p> <p><b>Examples of good practice</b><br/><i>Person carrying out visits has experience of being a host and/or specific training.</i><br/><i>Student feedback on new hosts or residences is followed up in depth.</i></p> | <p><b>Evidence</b><br/>Visits to student accommodation<br/>Interviews with staff<br/>Talking to homestay hosts and residential staff</p> <p><b>Documentation</b><br/>Accommodation placement (42)<br/>Records of accommodation inspections (76)</p>   |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><i>Visiting takes place more frequently than every two years, especially before a student is placed with a host/in accommodation 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><b>W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.</b></p> <p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>Accurate and sufficient information about the type of accommodation, location, <i>proximity to transport, type of transport, approximate time and cost of travel between the accommodation and teaching premises</i>, services provided and payment arrangements (including cancellation penalties).</li> <li>Where a student is expected to share a bedroom with another student, this is indicated in the provider's publicity.</li> <li>Conditions and procedures under which accommodation arrangements can be terminated are included.</li> </ul> | <p>The accommodation provider supplies relevant information directly to the student or via the client language centre. This can include appropriate code of conduct/house rules.</p> <p>Students are guided to relevant information on the times and costs of transport.</p> <p>Criterion will not be met if any information is missing, information is available but not easily accessible or not detailed.</p> <p><b>Criterion will not be met if students under the age of 18 are allocated shared beds.</b></p> <p><b>Examples of good practice</b></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 a pen portrait of 'family' and photos.</i></p> <p><i>Student receives additional information about the local area.</i></p> <p><i>Hosts are encouraged to contact students before arrival.</i></p> | <p><b>Evidence</b></p> <p>Interviews with staff</p> <p>Interviews with clients</p> <p>Talking to homestay hosts and residential staff</p> <p><b>Documentation</b></p> <p>Accommodation placement (42)</p>                                                                                                           |
| <b>W11 Not applicable</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                     |
| <b>W12 Not applicable</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                     |
| <p><b>W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.</b></p> <p><b>Requirements</b></p> <p><b>As a criterion, plus:</b></p> <ul style="list-style-type: none"> <li>Agreed arrangements with client language centres to seek feedback from students.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                            | <p>For accommodation providers, this relates to problems/complaints escalated by the client.</p> <p>There must be agreed arrangements for seeking and sharing feedback and for handling complaints, made clear to client organisations.</p> <p>Action taken to follow up on problems recorded fully and accessibly.</p> <p><b>Examples of good practice</b></p> <p><i>Feedback on individual hosts over a year is summarised and provided to the host.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Evidence</b></p> <p>Interviews with staff</p> <p>Talking to homestay hosts and residential staff</p> <p>Interviews with clients</p> <p><b>Documentation</b></p> <p>Feedback procedures (21)</p> <p>Accommodation placement (42)</p> <p>Student/client feedback (63)</p> <p>Records of any complaints (65)</p> |

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| <ul style="list-style-type: none"> <li>Procedures include <b>regular and timely</b> provision of feedback to the accommodation provider.</li> </ul>                                                                                                                                                                                                                             | <i>Evidence of effective liaison between the ELT provider and the accommodation provider/accommodation management to monitor accommodation provision, identify and resolve any problems.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                        |
| <p><b>W14 Accommodation providers must have a clear agreement in place with the language school, setting out the rules, terms, and conditions for bookings and accommodation placements.</b></p> <p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>Booking and cancellation arrangements are clear.</li> <li>Includes information on <b>W13-W16</b>.</li> </ul> | <p>Agreements with client language centres include clear rules, terms, and conditions to be applied to bookings and accommodation placements. Rules, terms and conditions are shared effectively with all hosts, property owners, and management of residential accommodation. Records/copies of notifications on file; hosts are aware of communication.</p> <p><b>Examples of good practice</b></p> <p><i>Rules, terms and conditions, etc. presented clearly and accessibly and confirmed with every new booking.</i></p> <p><i>Evidence of regular review.</i></p>                                                                                                                                                                                   | <p><b>Evidence</b></p> <p>Interviews with staff<br/>Interviews with clients<br/>Talking to homestay hosts and residential staff</p> <p><b>Documentation</b></p> <p>Information to accommodation providers (40, 42)<br/>Accommodation placement (42)<br/>Staff handbooks/notes (52)</p> |
| <p><b>W15 Students receive meals as agreed; these offer a well-balanced diet, considering any reasonable dietary requirements students may have.</b></p> <p><b>Requirements</b></p> <p>As a 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><b>Examples of good practice</b></p> <p><i>Meals are of a high standard, varied, and appetising.</i></p> <p><i>Student feedback about meals is consistently positive.</i></p> <p><i>Hosts and/or catering staff respond to student requests/feedback on meals.</i></p> <p><i>Provision for students with food allergies or other specific dietary needs.</i></p> | <p><b>Evidence</b></p> <p>Visits to student accommodation<br/>Talking to homestay hosts and residential staff<br/>Interviews with clients<br/>Talking to students</p> <p><b>Documentation</b></p> <p>Accommodation placement (42)<br/>Student/client feedback (63)</p>                 |
| <b>Accommodation: homestay only</b>                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                        |
| <p><b>W16 Homestay hosts comply with the agreed terms and conditions for student placements.</b></p> <p><b>Requirements</b></p> <p>As a criterion.</p>                                                                                                                                                                                                                          | <p>This criterion cannot be awarded a strength.</p> <p>Four students in total, not four from the one provider/language centre. Additional paying guests (Airbnb, 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.</p>                                                                                                                                                                                                                   | <p><b>Evidence</b></p> <p>Visits to student accommodation<br/>Interviews with staff<br/>Talking to homestay hosts<br/>Interviews with clients<br/>Talking to students</p> <p><b>Documentation</b></p> <p>List of accommodation in use (41)<br/>Accommodation placement (42)</p>        |

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|                                                                                                                                                                                                                                                                                                                                                                          | Criterion will not be met if any homes are found to be accommodating more students per bedroom than agreed to be appropriate during the home visit (W9).                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Student/client feedback (63)                                                                                                                                                                                                                                                                |
| <b>W17 Homestay placements encourage students to use English.</b><br><br><b>Requirements</b> <ul style="list-style-type: none"> <li>English is the language of communication within the homestay home.</li> <li>Homestay placements consider the first language of the students.</li> <li>The placement policy is made clear to students, parents and agents.</li> </ul> | <p>This criterion cannot be awarded a strength.</p> <p>The criterion will be not met if any host is found not to 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.</p> <p>Providers may aim for a mix of languages spoken as a way of encouraging the use of English. However, for younger learners, the preferred policy may be to place students with the same first language together for support.</p> | <b>Evidence</b><br>Visits to student accommodation<br>Interviews with staff<br>Talking to homestay hosts<br>Interviews with clients<br>Talking to students<br><br><b>Documentation</b><br>List of accommodation in use (41)<br>Accommodation placement (42)<br>Student/client feedback (63) |
| <b>W18 Hosts ensure that there is an adult available to receive students on first arrival.</b><br><br><b>Requirements</b><br>As a criterion.                                                                                                                                                                                                                             | <p>This criterion cannot be awarded a strength.</p> <p>An adult should be a member of the host's family, or someone well known to the host, and familiar with the needs of a newly arrived student.</p> <p>Safeguarding issues to be considered if the student is under 18 (see S4).</p>                                                                                                                                                                                                                                                                                                                           | <b>Evidence</b><br>Visits to student accommodation<br>Interviews with staff<br>Talking to homestay hosts<br>Interviews with clients<br>Talking to students<br><br><b>Documentation</b><br>Accommodation placement (42)<br>Student/client feedback (63)                                      |

| Safeguarding under 18s                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                       |                                                                                                            |
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| <b>Standard</b><br>There is appropriate provision for the safeguarding of students under the age of 18 in the accommodation provided.<br><i>(This section will be taken into account during the inspection of client language centres. Comments and grades awarded may be reflected in the language centre report.)</i> |                                                                                                                                                                                                                                                                                                       |                                                                                                            |
| Criterion and requirements                                                                                                                                                                                                                                                                                              | Additional guidance                                                                                                                                                                                                                                                                                   | Evidence, including documentation                                                                          |
| Safeguarding under-18s                                                                                                                                                                                                                                                                                                  | Additional guidance                                                                                                                                                                                                                                                                                   | Evidence, including documentation                                                                          |
| <b>S1 The accommodation provider has a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18 accommodated by the provider. A named</b>                                                                                                                 | <p>The policy provides a framework for the safe accommodation of students and complements language centre policies and procedures.</p> <p>If the named member of staff is the owner or managing director, additional provision should be available to avoid a conflict of interest (non-reporting</p> | <b>Evidence</b><br>Interviews with managers/staff<br>Talking to homestay hosts<br><br><b>Documentation</b> |

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| <p><b>member of staff is responsible for implementing this policy and responding to child protection allegations.</b></p> <p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>• Clear and comprehensive policy in place, written in accessible English, appropriate to current students</li> <li>• Policy is shared with clients</li> <li>• Policy includes: <ul style="list-style-type: none"> <li>• information on recognising abuse</li> <li>• Child Protection Response Procedures</li> <li>• names of the Designated Safeguarding Lead (DSL), cover arrangements and how to contact</li> <li>• guidance on handling delayed suitability checks</li> <li>• guidance for everyone in the organisation on appropriate behaviour and interaction with under-18s.</li> </ul> </li> </ul> | <p>to prevent damage to business reputation). The name and contact details of the LADO are included in the policy.</p> <p>Responsibilities of the named member of staff in this area are clear from the job description. Evidence that a named member of staff has a proactive role in collaboration with client language centres.</p> <p>The provider sets rules and gives clear guidance to all involved in the organisation about appropriate contact with students under 18 and on issues of cultural sensitivity. Maybe in separate documents referenced in the policy.</p> <p>Low-level concerns, such as breaches of codes of conduct, should be recorded (potential red flags).</p> <p>Contact the Local Safeguarding Children Partnership to ensure that local expectations and reporting procedures are included.</p> <p><b>Examples of good practice</b></p> <p><i>Evidence of expert input into the framing of the policy.</i></p> <p><i>Policy implemented through and supported by relevant practical documents, for example, codes of conduct, incident-reporting documentation.</i></p> <p><i>The policy includes appropriate age differentiation.</i></p>                                                                                                                                                                               | <p>Job descriptions (13)</p> <p>Accommodation placement (42)</p> <p>Safeguarding policy (49)</p> <p>Staff handbooks/notes (52)</p>                                                                                                                              |
| <p><b>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.</b></p> <p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>• Policy available to all staff.</li> <li>• Safeguarding included in the induction for all staff.</li> <li>• Staff receive safeguarding training relevant to their role: <ul style="list-style-type: none"> <li>• All staff responsible for homestay visits: Basic safeguarding awareness training (formerly level 1)</li> <li>• any staff in contact with under 18s: Basic safeguarding awareness training (formerly level 1)</li> </ul> </li> </ul>                                                              | <p>'Adults' includes employees, homestay hosts and subcontractors, involved in the delivery of accommodation services to students.</p> <p>Policy summaries are provided in staff handbooks, contracts with sub-contractors, and documentation for homestay hosts.</p> <p>Training includes responsibilities and procedures for reporting any incident of suspected/alleged harm or abuse and highlights issues relevant to the role.</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)</p> <p>Advanced safeguarding for Designated Staff (formerly level 2)</p> <p>Specialist safeguarding for Designated Lead (formerly level 3).</p> <p>Free online basic safeguarding training is available at: <a href="https://accreditation-uk.english.britishcouncil.org/">https://accreditation-uk.english.britishcouncil.org/</a>.</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><b>Evidence</b></p> <p>Interviews with managers/staff</p> <p>Talking to homestay hosts</p> <p><b>Documentation</b></p> <p>Induction documents (16)</p> <p>Accommodation placement (42)</p> <p>Safeguarding policy (49)</p> <p>Staff handbooks/notes (52)</p> |

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| <ul style="list-style-type: none"> <li>named person/DSL: Specialist safeguarding for Designated Lead (formerly level 3)</li> <li>Guidance provided to all other relevant adults</li> <li>Updates provided for all staff.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <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 is recorded.</p> <p><b>Examples of good practice</b><br/> <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><br/> <i>Hosts receive face-to-face training or complete Level 1 training.</i><br/> <i>All adults sign the agreement to the code(s) of conduct.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                |
| <p><del>TO BE DELETED N/A</del><br/> <del>S3 There are suitable arrangements to ensure that relevant information from parental/guardian consent is shared.</del></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><del>This criterion cannot be awarded a strength.</del><br/> <del>Guidance shared with hosts is compatible with parental/guardian consent.</del></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><del>Evidence</del><br/> <del>Interviews with managers/staff</del></p>                                                                                                                      |
| <p><b>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.</b></p> <p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>Providers must check the suitability of all those working with under-18s, as follows: <ul style="list-style-type: none"> <li>Relevant staff members must have two references and relevant current criminal record/suitability checks.</li> <li>Homestay hosts must have two references.</li> <li>Homestay hosts and all adults normally resident in the home must have relevant current criminal record/suitability checks.</li> <li>Reference requests must include an enquiry about suitability to work with under-18s.</li> </ul> </li> </ul> | <p>Inspectors will check any central register and sample records from the last four years.<br/> Relevant to all adults in the homestay; all staff with responsibility for or substantial access to under-18s in the course of accommodation provision.</p> <p><b>Recruitment process</b><br/> It is recommended that application forms be 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 <a href="https://www.nacro.org.uk/">https://www.nacro.org.uk/</a> or <a href="https://unlock.org.uk/">https://unlock.org.uk/</a>). CVs can be provided as additional information.</p> <p><b>Criminal record checks</b><br/> 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><b>For new staff</b><br/> <b>Staff recruited from inside the UK</b> must have a new criminal record check, except in the following circumstances:<br/> a) if the applicant is on the 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)</p> | <p><b>Evidence</b><br/> Interviews with managers/staff<br/> Talking to homestay hosts</p> <p><b>Documentation</b><br/> Recruitment documents (15)<br/> Evidence of suitability checks (78)</p> |

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|  | <p>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 in 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><b>Staff recruited from outside the UK</b> must have on first appointment reference checks (including one from their 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><b>For returning staff</b><br/>Records of the full initial recruitment checks must be retained.</p> <p><b>Staff returning from elsewhere in the UK</b> 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 service, is required if the centre does not have access to the standalone Barred List.</p> <p><b>Staff returning from outside the UK</b> 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><b>Delayed criminal record checks:</b> 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 documented measures, set</p> |  |
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|  | <p>out in the safeguarding policy (see S1 column 1), implemented to manage risk. Measures will include:</p> <ul style="list-style-type: none"> <li>a) a separate Barred List check (England and Wales only, legal requirement)</li> <li>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).</li> </ul> <p>If a standalone Barred List check is not available to the centre, this option is not permissible.</p> <p><b>Criminal record check renewals:</b> Checks should be renewed every three years.<br/>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><b>For homestays</b></p> <p><b><i>Criminal record checks for homestays:</i></b> All adults in the homestay must have individual criminal records checks unless there is evidence that the check on the main caregiver included other adults in the home – a check for a working at home role.</p> <p><b><i>A home-based role DBS/PVG check</i></b> 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> <ul style="list-style-type: none"> <li>a) DBS check conducted after April 2015 for a home-based role (question 66 <a href="https://www.gov.uk/government/publications/dbb-home-based-positions-guide/home-based-position-definition-and-guidance">https://www.gov.uk/government/publications/dbb-home-based-positions-guide/home-based-position-definition-and-guidance</a>).</li> <li>b) PVG check indicating 'work carried out at home address' (E2 on hard copy form).</li> </ul> <p>Home-based checks and the update services are incompatible, so checks need to be renewed every three years, except for single occupants if it can be confirmed that there are no other adults linked to the home.</p> <p><b>NB: homestays cannot be taken out of regulated activity</b>, so homestays cannot be used until their new criminal record check has been seen and checked.</p> <p><b>Host recruitment</b> should include asking applicants whether they or any of their children have had involvement with Children's services, and a question about medical fitness for the role.</p> <p><b>References (hosts and staff)</b></p> |  |
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|                          | <p>The referee should be asked to confirm whether the applicant has been the subject of any disciplinary sanctions and whether the applicant has had any allegations made against him/her or concerns raised which relate to either the safety or welfare of children and young people or about the applicant's behaviour towards children or young people. Details about the outcome of any concerns or allegations should be sought.</p> <p>At least one reference should comment on suitability to work with under-18s – this can be a personal reference if employment has not provided a relevant opportunity.</p> <p>Oral references are acceptable if a suitable checklist is followed and a record is kept of responses.</p> <p>References for host need not be an employer – suitable referees include neighbours, business acquaintances, family friends, teachers, and clients; leaders or other members of an organisation where the person volunteers or is a member. Family members are not suitable referees.</p> <p><b>Prohibited List checks:</b> 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, <a href="mailto:employer.access@education.gov.uk">employer.access@education.gov.uk</a>; phone 0207 593 5391.</p> <p><b>Examples of good practice</b></p> <p><i>Providers have checked with LSCPs about what level of checks they expect for homestays in their area.</i></p> <p><i>Host recruitment includes checking with Children's Services if there are any concerns about the family.</i></p> <p><i>Individual DBS checks for all adults in the home with a home-based role indicated.</i></p> <p><i>Written references followed up with a phone call.</i></p> <p><i>Previous employment within the last 10 years checked, not just the most recent.</i></p> <p><i>Criminal records checked for all countries of residence within the last 10 years, not just the UK and the most recent residence.</i></p> <p><i>Prohibited list checks are carried out on relevant applicants.</i></p> <p><i>Evidence of a robust decision-making process based on a full range of possible information.</i></p> |  |
| <b>S5 Not applicable</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |

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| <p><b>S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.</b></p> <p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>Accommodation providers and client language centres share 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. <b>All stakeholders have signed to acknowledge their agreement.</b></li> <li>Hosts and residence supervisors are aware of the rules (including the time students are expected to return for meals and at night).</li> <li>Procedures are in place to ensure these rules are adhered to.</li> </ul> | <p>Evidence of clear rules, guidelines and procedures, including</p> <ul style="list-style-type: none"> <li>relevant instructions for hosts</li> <li>clear procedures for responding to missing students following/during unsupervised time</li> <li>emergency contact numbers for the language centre and accommodation provider.</li> </ul> <p><b>Examples of good practice</b><br/> <i>Additional support is provided for homestays, for example: reminders, yearly updates, and newsletters.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Evidence</b><br/> Interviews with managers/staff<br/> Talking to homestay hosts</p> <p><b>Documentation</b><br/> Accommodation placement (42)</p>                                                                                    |
| <p><b>S7 There are suitable arrangements for the accommodation of students.</b></p> <p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Providers ensure that students under 16 are not lodged with students of 18 years or older.</li> </ul>                                                                                                                                                                                                                                                                                                       | <p>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.</p> <p>Arrangements, including catering and what is provided, are clear when the booking is confirmed.<br/> Evidence of rules &amp; guidelines, and procedures is clear; hosts are given rules and know what to do in emergencies.</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.<br/> ‘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.</p> <p><i>Please note moving students partway 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</i></p> | <p><b>Evidence</b><br/> Interviews with managers/staff<br/> Talking to homestay hosts</p> <p><b>Documentation</b><br/> Accommodation placement (42)<br/> Record of follow-up for student absences (62)<br/> Accommodation records (77)</p> |

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|  | <p><i>in residential accommodation for 28 days or more as privately fostered. Please consult your local Private Fostering Team for guidance.</i></p> <p><b>Examples of good practice</b></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> |  |
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## Inspection documentation

**Please note** that in order to comply with GDPR requirements, some documents may need to be redacted or edited before being sent to inspectors. In general, it is your responsibility to ensure that documents sent are compliant with GDPR, but in a number of cases, we provide specific guidance. Documents where specific guidance is provided are glossed as *GDPR* in this list, and the guidance is provided in the relevant part of the Appendix (page 23).

### Stage 1

#### ***Initial background documentation***

These documents in stage 1 inform the initial setting up of the inspection, allowing the Unit and inspectors to understand the size and location of the organisation.

**The Accreditation Unit** will send documents 1, 2, 3, 4, and 5 to the inspectors when the inspection is confirmed.

**The Accreditation Coordinator** will request documents 6, 7 and 9 from you as soon as they receive confirmation of the date of the inspection and will confirm arrangements for the preparation and upload of Stage 2 documentation.

### Stage 2

#### ***Inspection preparation documentation***

To be uploaded by the provider directly to the Stage 2 link provided in your 'preparation for inspection' arrangements letter sent to you by the Accreditation Coordinator. Documentation is to be named with the reference number on the stage 2 documentation list below and uploaded at least 10 working days prior to the start of the inspection.

In most cases, templates of documents are required rather than completed samples. However, all templates provided must be currently in active use to ensure relevance and accuracy.

### Stage 3

#### ***Documentation to be reviewed on site***

Confidential material.

Any bulky paper material (e.g. completed paper feedback forms).

## Documentation schedule

**(T) = Template available on the website/in the registration pack**

The bold type indicates the name of the document as it appears in the *Accommodation criteria, requirements and guidance* document, where the reference number is also used.

### Stage 1: initial background documentation

*Please see above for information on what needs to be provided at each stage.*

Doc 1. **Inspection application** form (T)

Doc 2. **Brochures and contracts** or written agreements with client ELT providers

Doc 3. **Previous inspection reports**: last full inspection and any subsequent spots/interims

Doc 4. Any significant **correspondence** between the provider and the Unit or student/agent complaints

Doc 5. **Annual declaration** including *Declaration of legal and regulatory compliance* (T)

Doc 6. **People to be seen form**\* (T)

Doc 7. Any **action plan** and evidence relating to Points to be addressed from previous inspection(s) (T)

Doc 9. **Organogram** including any regional staff\*

*\*Any updates to these to be notified to inspectors at time of first contact*

### Stage 2: inspection preparation documentation

#### **Management**

Doc 10. **Organisation plans** (T is optional) see guidance for M1, M2

Doc 11. **Self-evaluations** (T)

Doc 12. **List of staff**: all current administrative and welfare staff, involved with ELT students, stating relevant qualifications and experience (T)  
*GDPR*

Doc 13. **Job descriptions** for all relevant management, administrative, and welfare staff including the person in overall charge *GDPR*

Doc 14. **List of types and frequency of meetings held**

Doc 15. **Recruitment documents**: description of recruitment procedure(s); documents relating to staff recruitment, e.g. application forms, interview pro-formas, reference request pro-formas *GDPR*

Doc 16. **Induction documents**: description of induction procedure(s); documents relating to staff induction, e.g. description of areas covered, induction checklist *GDPR*

Doc 20. **Complaints procedures**: description of the procedures for making a complaint and how information about this is made available to students and parents/legal guardians

Doc 21. **Feedback procedures**: description of how feedback from students and staff is collected, analysed, and acted on; samples of proformas or templates for feedback

Doc 23. **Description of closed groups**: any arrangements that have been made with closed groups, over the preceding six months, that are additional to, or changes to, terms specified in publicity

### ***Welfare and student services***

- Doc 38. Completed current **premises risk assessments** for all premises where students are accommodated
- Doc 39. **Abusive behaviour document**: document setting out the policy for dealing with abusive behaviour and behaviour that may lead to extremist radicalisation, and how staff and students are informed of this policy
- Doc 40. **Description of accommodation offered**: type and location of any accommodation offered by the provider
- Doc 41. Comprehensive and accurate **list of accommodation in use** during the inspection period so that inspectors can easily see where all students in accommodation arranged by the provider or its agent are staying *GDPR*
- Doc 42. **Accommodation placement**: sample documents relevant to the placement of students in accommodation: *GDPR*
- application form for prospective hosts
  - inspection form/checklist, including safety and suitability
  - letter of agreement between hosts and provider
  - information/advice for hosts
  - information/advice for students
  - pricing and payment details
  - booking confirmation letter for students/hosts or residence
  - evaluation form
- Doc 46. Samples of **risk assessments** and emergency plans relating to the supervision of activities, and guidelines for responding to situations where students are at risk

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

- Doc 49. Documentation setting out the **Safeguarding policy** and how the requirements of the policy are made known to all stakeholders (e.g. staff, students, parents, homestay hosts, contractors)

### ***Information for staff and students (anything created by the accommodation provider)***

- Doc 52. **Staff handbooks/notes**:
- any information for administrative/support staff
  - any information for residential staff
  - any information for activities staff
- Doc 54. **Student handbook/notes**:
- advice about coming to and living in the UK
  - information on welfare and student services
  - any information on safeguarding
  - course rules/conditions

## Stage 3: documentation reviewed on site

### **Management**

- Doc 55. **Minutes of meetings**
- Doc 63. Completed **student/client feedback** forms and record of follow-up action
- Doc 64. Records of **staff feedback** and any action taken
- Doc 65. **Records of any complaints** and action taken

### **Welfare and student services**

- Doc 75. **Safety log**: records of fire drills, accident/incident book
- Doc 76. Dated **records of accommodation inspections**
- Doc 77. **Accommodation records** including rooming lists for residential accommodation

### **Safeguarding under 18s**

- Doc 78. **Evidence of suitability checks**, references and criminal record checks etc., for all holders of roles involving responsibility for or substantial access to under 18s, including all resident adults in homestay providers, and group leaders. NB Copies of DBS checks should not be held on file; inspectors will ask to see certificate number and date issued