

Organisation name	PLUS, head office London
Inspection date	28–30 July 2015

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited PLUS in July 2015. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This large private language teaching organisation offers vacation courses for under 18s.

The inspection report noted a need for improvement in the area of publicity.

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

Organisation profile: multicentre

1. Collated data for whole organisation (including eligible centres not inspected)

Inspection history	Dates/details
First inspection	2011
Last full inspection	2011
Subsequent spot check (if applicable)	2012
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private Sector

Date of foundation	1976
Ownership	Language Tuition Group
Other accreditation/inspection	ABLS

Premises profile

Address of HQ	Professional Linguistic and Upper Studies, Mezzanine Floor, 8–10 Grosvenor Gardens, London SW1W 0DH
Addresses of centres offering ELT at the time of the inspection	<p><u>Canterbury</u> - Elliot College, University of Kent, Canterbury CT2 7NS</p> <p><u>Chelmsford</u> - Writtle College, Lordship Road, Chelmsford, Essex CM1 3RR</p> <p><u>Chester</u> - University of Chester, Parkgate Road, Chester, Cheshire CH1 4BJ</p> <p><u>London Greenwich</u> - University of Greenwich, Mansion Site, Bexley Road, Eltham, London SE9 2PQ</p> <p><u>London Roehampton</u> - University of Roehampton, Southlands College, 80 Roehampton Lane, London SW15 5SL</p> <p><u>London Twickenham</u> - tuition: St Catherine's School, Cross Deep, Twickenham, Middlesex TW1 4QJ; accommodation and leisure activities: Waldegrave Road, Twickenham, Greater London TW1 4SX</p> <p><u>Chatham INPS</u> - University of Greenwich, Medway Campus, Central Avenue, Chatham Maritime, Chatham, Kent ME4 4TB</p>
Addresses of any additional centres not open or offering ELT at the time of the inspection	<p><u>Bedford INPS</u> - University of Bedfordshire, Pollhill Avenue, Bedford MK41 9EA</p> <p><u>Canterbury INPS</u> - Elliot College, University of Kent, Canterbury CT2 7NS</p> <p><u>Liverpool</u> – tuition: Liverpool John Moores University IM Marsh Campus, Barkhill Road, Liverpool L17 6BD; accommodation and leisure programme: Carnatic Halls of Residence, North Mossley Hill Road, Liverpool, Merseyside L18 8DG</p> <p><u>Loughborough</u> - University of Loughborough, Epinal Way, Loughborough LE11 3TU</p> <p><u>Portsmouth</u> - University of Portsmouth, Winston Churchill Avenue, Portsmouth PO1 2UP</p> <p><u>St Andrews</u> - University of St Andrews, St Andrews, Fife KY16 9AJ</p>
Profile of sites visited	<p><u>1 Chelmsford</u>. Writtle College is an agricultural college about four miles from Chelmsford. During the year it offers a range of further education and higher education courses, the latter in partnership with the University of Essex. The large campus offers ample indoor and outdoor space for learning and recreation including classrooms, gardens, glasshouses, laboratories, playing fields, a sports hall, an assembly hall, a canteen, etc. There are five accommodation blocks with over 400 beds for residential students year round. PLUS have use of classrooms and full boarding facilities. The centre manager, course director, staff and group leaders have a separate block to work and relax in during the day. There is good security on the site with duty security officers, CCTV and visitors issued with badges. All students are residential.</p> <p><u>2 Twickenham</u>. The course is based for leisure and accommodation at St Mary's University Twickenham, a Catholic university for about 6,000 students year</p>

round. Teaching takes place about ten minutes' walk away at St Catherine's School, an independent girls' school. St Catherine's provides classrooms, indoor and outdoor seating areas for relaxation and a canteen. St Mary's University campus provides accommodation in residential blocks, a canteen, a theatre for discos, tennis courts, sports fields and a performance hall. There is 24-hour security with regular patrols, and external and internal CCTV. In summer the St Mary's campus was being shared with two other seasonal English language course providers.

Student profile	Collated totals at time of inspection: all centres	Collated totals in peak week: July all centres
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	3	8
Full-time ELT (15+ hours per week) aged 16–17 years	130	660
Full-time ELT (15+ hours per week) aged under 16	731	1472
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total of ELT/ESOL students shown above	864	2140
Minimum age	8	10
Typical age range	13–15	13–15
Typical length of stay	2 weeks	2 weeks
Predominant nationalities	Italian, French	Italian, Moroccan, Chinese

Staff profile	Collated totals at time of inspection: all centres	Collated total in peak week: all centres
Total number of teachers on eligible ELT courses	59	119
Number teaching ELT under 10 hours/week	24	
Number teaching ELT 10–19 hours/week	19	
Number teaching ELT 20 hours and over/week	16	
Total number of administrative/ancillary staff	51	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection: collated totals at all centres	
Professional qualifications	Total number of teachers
Diploma-level ELT/ESOL qualification (TEFLQ)	7
Certificate-level ELT/ESOL qualification (TEFLI)	46
YL initiated	0
Qualified teacher status only (QTS)	1
Teachers without appropriate ELT/ESOL qualifications (NB Rationales need to be prepared for teachers in this category at centres inspected; inspectors may ask for rationales for teachers at other centres)	5
Total	59

These figures exclude the academic manager(s)

Comments

None.

Course profile (across all centres covered by this accreditation)

Eligible activities	Year round		Vacation		Other - N/a	
	<i>Run</i>	<i>Seen</i>	<i>Run</i>	<i>Seen</i>	<i>Run</i>	<i>Seen</i>
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The courses at all centres provide 15 hours of general English plus excursions and activities per week.

2. Data on centres visited

1. Name of centre	Chelmsford
2. Name of centre	Twickenham

Student profile	Totals at inspection: these centres		Totals in peak week these centres	
	1	2	1	2
Centres	1	2	1	2
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%	100%	100%
Total ELT/ESOL student numbers (FT + PT)	128	77	151	176
ELT/ESOL Students (eligible courses)	At inspection		In peak week	
Full-time ELT (15+ hours per week) 18 years and over	0	1	0	1
Full-time ELT (15+ hours per week) aged 16–17 years	21	26	22	47
Full-time ELT (15+ hours per week) aged under 16	107	50	129	128
Part-time ELT aged 18 years and over	0	0	0	0
Part-time ELT aged 16–17 years	0	0	0	0
Part-time ELT aged under 16 years	0	0	0	0
Minimum age (including closed group or vacation)	10	8	10	10
Typical age range	12–16	12–16	12–16	12–16
Typical length of stay	2 weeks	2 weeks	2 weeks	2 weeks
Predominant nationalities	Italy, France, Kazakhstan		Italy, France, Poland	

Staff profile	At inspection		In peak week	
	1	2	1	2
Total number of teachers on eligible ELT courses	7	6	9	7
Number teaching ELT under 10 hours/week	0	0	0	0
Number teaching ELT 10–19 hours/week	7	6	9	1
Number teaching ELT 20 hours and over/week	0	0	0	6
Total number of administrative/ancillary staff	4	5	5	5

Academic staff qualifications to teach ELT/TESOL

Profile in week of inspection: at these centres		
Professional qualifications	Total number of teachers	
Diploma-level ELT/TESOL qualification (TEFLQ)	0	0
Certificate-level ELT/TESOL qualification (TEFLI)	5	6
YL initiated	0	0
Qualified teacher status only (QTS)	0	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	2	0
Total	7	6

These figures exclude the academic manager(s)

Comments

None.

Accommodation profile

Numbers at time of inspection: at these centres				
Types of accommodation	Adults		Under 18s	
<i>Arranged by provider/agency</i>				
Homestay	0	0	0	0
Private home	0	0	0	0
Home tuition	0	0	0	0
Residential	0	1	128	76
Hotel/guesthouse	0	0	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0	0	0
<i>Arranged by student/family/guardian</i>				
Staying with own family	0	0	0	0
Staying in privately rented rooms/flats	0	0	0	0
Overall totals adults/under 18s	0	1	128	76

Centres	1	2
Overall total adults + under 18s	128	77

These figures exclude the academic manager(s)

Comments

None.

Introduction

PLUS (Professional Linguistic and Upper Studies Ltd) organises short English language study holidays for teenagers at 13 locations in the UK. It also organises courses in Ireland, Malta and the USA, where it operates in four cities and is developing a year-round provision. At its UK centres, all the students come in groups accompanied by group leaders. The courses take place in July and August and the typical length of stay is two weeks. The group leaders, who are frequently teachers from the students' schools, are recruited by the agent and are the main providers of support and pastoral care for the students in their groups. A major source of students is an Italian agency, based in Milan, which is a sister company of PLUS. Most centres or 'campuses' are open to groups from anywhere but a few are designated 'INPS centres' and deal exclusively with Italian-only groups from INPS (Istituto Nazionale della Previdenza Sociale), the Italian State's main social security organisation.

This inspection took two inspectors three days. On the first, they chose one of the centres, Chelmsford, which was not notified of their visit in advance. On the second day they visited the London Twickenham centre and on the third they went to the PLUS head office in central London.

At the Chelmsford centre they inspected the site and had meetings with the campus manager, the course director, the liaison officer from Writtle College, group leaders from Italy, Turkey, France and Kazakhstan, the teachers, a representative group of students and some sports and activity leaders. They looked at documents including staff files and lesson observation records, had lunch in the cafeteria and toured the site including the residential accommodation. At Twickenham they first went to St Catherine's School where they met the campus manager, the course director and assistant course director, observed lessons, looked at documents, and had meetings with the St Catherine's School facilities and compliance manager, the teachers, a group of students, some group leaders, and had lunch in the canteen. They then walked to St Mary's University to observe afternoon activities, toured the premises and facilities including the residential accommodation used by PLUS, interviewed the campus manager on welfare and the care of under 18s and had a meeting with a representative from the university. At both the Chelmsford and Twickenham centres, the inspectors observed all the teachers teaching. At the PLUS head office they had meetings with the managing director, the director, the two academic managers, the programmes and campus co-ordinator, the operations manager and two sales staff. They viewed documentation and discussed publicity and course design and had a roundup meeting before departing.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory with the possible exception of the *Activ8 English* coursebook series produced by PLUS. These are essentially collections of materials copied from other published sources. The copying involved may exceed the copying permitted by the provider's CLA licence. The organisation should seek further advice from the regulatory body or obtain independent legal advice.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M2 The central management and administration team at head office supports a common management structure at each centre or 'campus'. Clear organograms were provided, and are explained in staff manuals. The management of each centre is shared between a campus manager, responsible for leisure, welfare, accommodation and liaison with the host institution, and a course director responsible for the teachers and academic management.

M3 There are general job descriptions for each campus role on the PLUS website. However, one sports specialist spoken to, who was recruited as an activity leader, was disappointed to discover that the zigzag timetable at Twickenham and other London centres meant that most of his time was spent supervising students on London visits, rather than being involved in sports. This difference for London centres is not highlighted in the job description.

M4 Communications are generally satisfactory within centres, with regular team meetings which are usually minuted, and between the centres and head office. However, at Twickenham some information about a late-booked group had not been effectively communicated by the sales teams in London and Milan to the centre's management. The language and codes used by the sales team in Milan do not apparently always match those used in London.

M6 There are well-developed procedures for checking prospective employees' qualifications and experience, and maintaining records.

M7 The thorough induction of all staff is considered important. The campus managers and course directors for each centre are asked to attend a training weekend in Italy in May. Teachers have a full-day induction at their centres before students arrive and activity leaders have a residential weekend of induction. There are procedures to ensure any staff who miss the scheduled inductions have their own individual inductions.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 The administration of groups is managed at head office or by the Italian sister organisation in Milan. PLUS has developed its own booking system and database, which can be accessed both by centre managers and head office staff.

M13 Students' details are held by group leaders and can be obtained by head office through agents if necessary.

M14 At each centre, the attendance and punctuality of students are managed by their group leaders. Group leaders normally accompany their groups at all times on and off campus.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M17 Course directors and campus managers send written reports and are interviewed, online if necessary, by the management team at head office, who ask for suggestions for improvement. Centre managers are asked to assess the individual performance of staff with a view to re-employing them in subsequent years.

M18 Students and also their group leaders are asked for initial and final feedback.

M19 Teachers complete an exit questionnaire which asks for comments on, for instance, pre-course information, the induction process and the course materials.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The website and print publicity is aimed primarily at agents and group leaders, who are sent more details or a particular centre and course programme when a particular enquiry is received. The photographic content of publicity is generic showing, mainly, attractive young people having fun and famous tourist destinations. The brochure is also intended to provide supporting information where necessary for students' schools, teachers, group leaders and parents.

M21 Publicity uses generally clear accurate English although the brochure would benefit from more careful proof reading: there are a few spelling and punctuation mistakes.

M22 Some photographs which lack captions might give a misleading impression. For instance, in the brochure the photograph of 'Campus Accommodation' suggests accommodation in an old stone college quadrangle, or that a building very similar to Buckingham Palace is in Canterbury.

M24 The times of classes are not given in publicity. At Twickenham, a 'zigzag' timetable was operating with, in the week of inspection, students receiving their tuition on Tuesdays, Thursdays and Saturdays, with full-day excursions and activities on Mondays, Wednesdays and Fridays.

M28 In the brochure teachers are described as 'qualified and experienced'. As some teachers have only very recently qualified, the 'experienced' description is inaccurate.

M29 Although the text inside makes clear that accreditation only extends to courses in the UK, the Accreditation Scheme marque appears on the back of the brochure, which also describes courses in Ireland and the USA.

Management summary

The provision meets the section standard. The management of the organisation includes a strong team at head office and in the individual centres seen, working hard to ensure that the organisation operates to the benefit of its students and mostly in accordance with its publicity. Sampling of documentation revealed an issue in relation to the *Declaration of legal and regulatory compliance* which the provider has been asked to follow up. The inspection report noted a need for improvement in the area of *Publicity*.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R2 At both Chelmsford and at Twickenham (St Catherine's School and St Mary's University), the premises were in a very good state of repair, cleanliness and decoration.

R4 Facilities for relaxation for students at both centres visited were good. At Writtle College they had access to a large assembly hall in the main building, a sports hall, playing fields, a tuck shop and a canteen. At St Mary's in Twickenham, there are excellent sports facilities including tennis courts, sports fields and an athletics track, and indoor spaces including a modern bright canteen and a performance hall for discos.

R6 There were comfortable teachers' rooms of a good size at both Chelmsford and St Catherine's School, Twickenham.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

R7 PLUS has produced its own 'Activat8' coursebook series, in colour and at five levels, which provides materials for 30 to 40 hours of work. The books provide a basis of materials for teachers, who are then expected to select supplementary materials according to students' interests and needs. Students receive a copy of the relevant *Activ8* coursebook to take home. Some teachers were more and others less enthusiastic about the *Activ8* series, which essentially comprise a collection of photocopies taken from current published course and skills books. Returning teachers said the 2015 edition represented an improvement on earlier materials. However, they thought the series needed more comprehensive notes for teachers, especially recently trained ones, an index/table of contents, associated listening materials and more careful proof-reading. They felt generally the *Activ8* materials were not particularly coherent. The inspectors understood the justifications the teachers made for these judgements.

R8 There was a good supply of supplementary materials at Chelmsford. At Twickenham the supply was more limited because the allocation of supplementary materials for each centre had not been adequately managed.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The premises and facilities seen are of a good standard and entirely suitable for the age of the students and type of course being provided. The learning resources are satisfactory and environments at both centres visited support and enhance the studies of the students enrolled, and offer an appropriate professional environment for staff.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T2 At Chelmsford two teachers had qualifications that did not meet Scheme requirements. At Twickenham all the teachers' qualifications met Scheme requirements.

T3 Rationales were provided for the two teachers at Chelmsford. The inspectors accepted one in the context of this inspection because he had substantial TEFL experience and a PGCE, but did not accept the other.

T4 Each centre has a course director and assistant course director managing the teachers and teaching. At the time of the inspection, all centres had either a TEFLQ course director or assistant course director in place. The centre's academic management team is supported and co-ordinated by two appropriately experienced and qualified academic managers based at head office.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Class timetables are shared between two teachers; less experienced and more experienced teachers being paired.
 T7 The 'zigzag' timetables in operation at London Greenwich, Roehampton and Twickenham and some INPS Italian-only centres result in students receiving their tuition over three days with full-day excursions on the other three. Although the inspectors understood the reasons for this arrangement – too great a proportion of a half-day excursion to London would be spent travelling – they also noted that some feedback from some students and their group leaders described as 'too intense' the concentration of a week's tuition into just three days.

T9 Occasionally the arrival and departure of groups overlap but this is managed satisfactorily.

T10 At Chelmsford there were weekly training workshops on Fridays. At Twickenham the teachers, who are non-residential, had had one workshop and another was planned, but they admitted they were not enthusiastic. Because of the zigzag timetable these workshops have to be held at 16.30 at the end of a full teaching day, when the energy of the teachers is not at its peak. Attendance is mandatory but not paid.

T11 At Chelmsford all the teachers had had 'drop-in' observations and six of the seven had had full observations with feedback. The observation pro-forma had space for 'Agreed points to work on for future developments' and comments from the teacher. At Twickenham all the teachers had been observed during the second week and described the feedback they had received as 'really useful and supportive'.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T14 Course outlines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The courses are based on communicative principles and described clearly in the *Teachers' Manual*. There are also syllabuses at five levels which set out day by day the day's learning outcomes, the day's topic or theme, cross-referenced to the relevant *Activ8 English* pages, and suggestions for warmers, pronunciation activities, etc. However, the inspectors saw evidence that some teachers were finding it difficult to put this useful structure into practice.

T15 On the first day students are given 'Student learning books' to record vocabulary and other items covered, including excursions. Teachers are asked to monitor these and make time in class for students to reflect and keep them up to date.

T16 There is excursion preparation and follow-up work timetabled in class. However, the zigzag timetables operated for some London centres limit the exposure to English that students at those centres will have on days when they do not have lessons. On the three days a week when they are on excursions in their groups with their group leaders, they have little incentive or opportunity to use English.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T17 Placement testing, with a writing, speaking, grammar and new listening test, is effective.

T19 At most centres, students have the opportunity to take a Trinity College, London oral English examination.

T21 All students receive a certificate of attendance which shows the level they studied at, and includes a short paragraph by the teacher on the student's performance and progress.

Classroom observation record

Number of teachers seen	C: 7; T: 6
Number of observations	C: 7; T: 6
Parts of programme(s) observed	All
Comments	
None.	

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherent and relevant activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Most teachers showed a sound knowledge and awareness of the linguistic systems of English and modelled accurately, although one non-native speaker teacher's modelling included some minor L1 interference. Given the monolingual nature of many of the classes, more use of contrastive analysis, for instance to highlight the Italian 'tailing' of the final consonants of English words with an added /ə/, would have been beneficial.

T24 In the main, teachers graded their language well to their students' levels.

T25 Most teachers used the course materials provided and there was some evidence that students' interests were taken into account when selecting topics for discussion.

T26 All lessons had been carefully prepared and the stronger segments comprised a series of purposeful activities which flowed logically from one to the next, often with the use of supplementary materials. Some plans included time for review at the end.

T27 Use of resources was generally good. Most boardwork was well organised, with colour used purposefully, and video was used or planned in a few lessons. One or two teachers used their boards as note-pads, putting up new vocabulary out of context and without, for instance, stress marks or parts of speech. Except in one class where students were sitting in rows, teachers had grouped students in pairs or groups to facilitate communication.

T28 A range of teaching techniques, appropriate to the age and context of the students, was used, including mingling exercises, running dictations and games. The weaker lessons were rather static and teacher-centred. One or two teachers asked students rather pointless questions or to explain words, "What does 'fussy eater' mean? Do you know?", or accepted single word answers. There was also some unprepared reading aloud round the class, with very little benefit either to the reader or the listeners. Generally, more controlled oral practice and more correction would have been beneficial. When correction of pronunciation took place, it was often just at word rather than connected speech level, and not extended to practice by the whole class. In the better segments, student-talk was maximised, with students engaged in their learning materials and actively practising the language.

T29 There were good clear instructions, sometimes with check questions, in the better segments. Use of L1 was generally well controlled, and in the best lesson, a variety of activities were conducted at a good pace, with additional activities for faster students who finished early. However, in a few segments, the teacher had failed to communicate the aim or theme of the lesson to the students with the result that they were not focused or fully engaged.

T30 Because most classes were seen shortly after they had been formed, teachers and students were still getting to know one another. Most students were interested and there was a positive learning atmosphere. The teachers were professional and friendly.

Classroom observation summary

The teaching observed met the requirements of the Scheme. All the lesson segments observed at both centres were of a satisfactory standard, a handful being of a better standard. Lessons had been well prepared and teachers displayed a sound knowledge of the linguistic systems of English and were able to model the language accurately. In the better lessons, a range of techniques was used to activate the students, move them around and foster genuine communication. Classrooms and their resources were in most cases effectively managed and most

students were engaged in and enjoying their lessons.

Teaching and learning summary

The provision meets the section standard. Most teachers have appropriate qualifications and they are given sufficient support and resources to ensure their teaching meets the needs of their students. The course design and content is appropriate for its aims, which are to provide its students with fluency practice and confidence. The academic management is efficient and supportive and the teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 From the evidence at Chelmsford and Twickenham, the organisation pays great attention to the safety and security of its students. Based on the sample inspected, the premises chosen for the summer programmes are suitable for the ages of the students enrolled. At Chelmsford, there are security teams on site until 23.00, and resident wardens in some blocks; in Twickenham there is 24/7 security with regular day and night time patrols; CCTV covers key areas on both sites and risk assessments are available for the sites and premises used and for on and off site activities. Students are issued with lanyards with emergency contact details although some students were not wearing their lanyards.

W2 Students all come in groups with accompanying group leaders, many of whom are experienced returners, who take full responsibility for the pastoral care of their students. Arrangements are made for religious requirements: Twickenham has its own chapel open each day and the Chelmsford campus has a multi-faith room. The campus manager and the head office team offer support as required.

W3 The named person who deals with personal problems is the campus manager on each site. Students all know who to go to.

W4 The induction includes a video which covers abusive behaviour in an appropriate way, and staff and student handbooks and notices reinforce this message.

W5 Emergency numbers are on the website, and given to parents in a confirmation letter, and to students with their lanyards. Students with mobile phones are asked to store the emergency number in their phones during the induction session.

W6 All groups have inclusive transfer arrangements from airports to the summer sites, using coach companies known to PLUS and a separate company is contracted to provide an airport meeting service for all groups. A newly appointed operations manager at head office with specialist transport experience has managed this aspect of the provision very efficiently this summer.

W7 Students are emailed an informative student handbook before they leave home, and relevant information and advice is confirmed during their induction. General advice regarding safety, including road safety, is included.

W8 In Chelmsford, the summer school has an arrangement with a local doctor who offers EU students temporary registration at his surgery if necessary, and for more serious emergencies there is a hospital nearby. In Twickenham, staff go directly to the accident and emergency department of their local hospital.

Accommodation profile

Comments on the accommodation seen by the inspectors

Accommodation offered by PLUS includes homestay and residential, but the centres inspected were using residential accommodation only at the time of the inspection.

Homestay provision was offered at Twickenham and was taken up by 44 students in the first two weeks of the

summer programme. These students were placed in twin rooms in homestays by an accommodation agency registered with the British Council. One family dropped out at the last minute, and the two students left without accommodation were put up overnight by a nearby homestay provider along with her own two students. By the following day, the agency had arranged an alternative, but the students and several others, possibly deterred by the travelling to and from the main site, requested to join friends in the residences and were moved to the main site.

In Chelmsford, accommodation is in small blocks set within the campus gardens. Students have single ensuite rooms with shared kitchen/dining rooms on all floors. In Twickenham there are some ensuite single rooms, and single, twin and triple bedded rooms, with shared washing/toilet facilities in small blocks around the perimeter of the campus.

Both sites had laundry facilities for personal laundry. Students generally did their laundry under group leader supervision but some group leaders did students' laundry for them.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 The quality of the accommodation provision inspected on both sites was very high. Rooms were well decorated, with new good quality furniture, and the ensuite shower rooms and shared bathrooms were modern, attractive and well maintained.

W10 Rooms are checked initially by the campus managers before students arrive, and then re-checked by group leaders when students move in.

W11 Group leaders and the campus managers re-check rooms on the morning of their students' departure.

W12 There are good systems in place to ensure staff know who is in which room.

W13 Information on the residential accommodation booked was accurate. Homestay provision was not checked as it was not in use at the time of the inspection.

W14 Any problems are reported back through group leaders, who have regular meetings and frequent informal contact with the campus managers. Any day-to-day repairs at the two sites sampled were done quickly.

W15 The meals provided in Chelmsford were of a very good standard, with hot and cold food available at breakfast, lunch and dinner, and provision for students with dietary and religious requirements. Snacks were also provided mid morning and during evening activities. In Twickenham, students had cooked lunches in the dining room at St Catherine's, the teaching block, where some complained about the quantities of food, even of basics such as potatoes. Students and group leaders considered the in-house catering at St Mary's to be of an overall higher standard, with varied menus and more generous portions.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W16–21 Not checked as homestay accommodation was not in use at the time of the inspection.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W22 Students' rooms and the communal areas are cleaned daily, and bed linen is changed weekly. Students and group leaders confirmed the inspector's assessment that the general standard of cleaning was good.
W23 The campus managers all have first aid training, and in Twickenham, the college security staff have a protocol in place in case of a medical emergency. This was activated earlier in the course, and the procedures worked effectively.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Both sites offer a range of activities and sports in the late afternoons and evenings, appropriate to the students' age range. For the non-sporty students some other activities, including dance classes led by trained dance teachers/ choreographers, are provided. Excursions to Cambridge, Oxford, Brighton and other places are selected by group leaders in advance from a long list, and for the London centres including Twickenham, there are frequent trips to different parts of London led by group leaders and accompanied by PLUS activity leaders.
W27 Daily meetings ensure that group and activity leaders have the appropriate information packs for excursions, and that equipment for sports and activities is in order. Wet weather alternatives are readily available in the sports halls and large meeting rooms on site. On excursions, leaders take students to museums and/or shopping malls if the weather is bad.
W28 Generic risk assessment templates are forwarded to the campus managers who draw up more specific risk assessments for their own site and the activities and excursions offered. These are read during their inductions by group leaders and activity staff, who sign to confirm this, and are then displayed in the campus manager's office. A new generic fire risk assessment was produced this year as there was a campfire evening in some centres including at Twickenham. However, in the centres sampled, the risk assessments were not taken on excursions and feedback, if any, was not recorded. Group leaders and activity staff are well briefed at induction, and those checked knew the procedures to follow in any emergency.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Policies and procedures are in place to ensure the safety and welfare of students. They are well publicised and staff at all levels are clear about their responsibilities. The residential accommodation provision inspected was of a good standard. The leisure programme is varied and helps students make the most their time in the UK. *Care of students* is an area of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

C1 There is a written safeguarding policy and procedures in place to ensure the safety and well being of all students under 18.

C2 During the senior staff and activity leader inductions, the safeguarding policy and related matters are covered in detail, and the campus managers at each centre brief their teachers and group leaders. All handbooks for campus managers, group leaders, activities leaders, teachers and homestay providers include the policy and procedures to be followed. All the staff spoken to during the inspection were clearly aware of the policy and its contents. Two head office staff have received specialist training.

C3 Publicity does not specifically describe the level of care and support provided for students under 18 but it mentions group leaders, the 24-hour helpline, the inclusive meals and excursions, and staff supervision. The group leaders have their responsibilities regarding the care of their students clearly outlined.

C4 Two of the recruitment team have received Safer Recruitment training. All job descriptions for roles involving responsibility for or substantial access to under 18s, which are on the website, include the information stipulated.

C6 Students' days are full: attendance at lessons, on excursions and at early evening activities is compulsory. Most also attend the evening activities, but can relax in their residences if supervised by a group leader. Some group leaders have obtained parental permission in writing to take students off site, but the numbers doing this are very small and any plans are checked by the campus manager. Students can only go off campus with their own group leader, who must complete a 'Foster care' form with the campus manager in advance.

C7 The accommodation provision on the sites inspected is appropriate, students have keys to the block and to their rooms, residential supervision ratios are adhered to, and all meals are included. Some of the students staying with homestay providers can choose to include a hot lunch during the week; others have packed lunches provided by their homestay hosts. All students have packed lunches on full day excursions.

C8 PLUS gives their emergency number to parents in a confirmation letter and it is also on their website. All students come in groups through agents, who hold contact details of the students' next of kin. PLUS does not routinely get these contact details but all the senior staff interviewed on site and at head office were confident that in any emergency they can contact the agencies at any time so that parents can be reached.

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. Safeguarding and safer recruitment policies are in place and the procedures are followed. The suitability of staff is checked. Arrangements for the supervision of students outside lessons and for their accommodation are appropriate.

