

Organisation name	Plus, head office London
Inspection date	16–19 July 2019

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

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W1, W2 and W8 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Plus in July 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This large private language teaching organisation offers vacation courses for under 18s.</p> <p>Strengths were noted in the areas of student administration and leisure opportunities.</p> <p>The report noted a need for improvement in the area of care of students.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

PLUS (Professional Linguistic and Upper Studies) organises short English language study holidays for teenagers at a range of locations in the UK, as well as operating in Ireland, Malta, Canada and the USA.

This summer (2019) 12 centres were in operation. All business is conducted through agents and sales representatives, with whom PLUS has well-established working relationships and communications. All students attend in groups accompanied by group leaders who are recruited by the agent and are the main providers of support and pastoral care for the students in their groups.

The inspection took place over four days and involved two inspectors, who spent one day at each of three centres: Stirling, Effingham and Kingston. On the last day they went to head office in London.

At the centres inspectors toured the relevant areas of the site. Meetings were held with the campus manager (CM), the course director (CD), the assistant course director (in Stirling only), the activity manager (AM) and activity leaders (ALs). Focus groups were held with teachers, students and group leaders. Centre documentation was viewed and one inspector visited residential accommodation and activities. All teachers timetabled during the inspection were observed at each site.

At the head office, meetings were held with the managing director (MD), the director, the academic manager, the campus experience executive (CEE), the summer strategy and planning executive (SSPE), and the operations executives (OEs). The director of learning (DL) was not in the office.

Address of main site/head office

8–10 Grosvenor Gardens, London SW1W 0DH

Description of sites visited

The Stirling centre (University of Stirling, Stirling FK9 4LA) is based on a 330-acre, busy university campus. Due to recent flooding in the area, some changes had had to be made to the space that had been negotiated by Plus with the university. As a result, the operation was more widely spread out than originally planned. There was an office with resources and facilities for all staff, with several classrooms on the same corridor, two others a little further away, and the rest more distant. The canteen, accommodation and other facilities in use were in other areas of the campus.

The Effingham centre (St Teresa School, Effingham Hill, Dorking, Surrey RH5 6ST) uses the campus of a private girls' school in a secluded rural location. There is an office for the CD and teaching team, a similar area for the AM and ALs, as well as a separate office for the CM, all in the same building as the classrooms. The dining hall and girls' accommodation are in adjoining buildings, with boys' accommodation a short distant away. Sports facilities on the campus are within easy reach.

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

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

Comments

Courses are all general English, offered to groups only, and can be organised as Classic or Premium, with Academy or other add-ons, all characterised by different activity and excursion packages. IELTS courses are also offered. The age range is 10–17.

Management profile

At the head office, the MD deals with sales and marketing and line manages the director and the financial controller. The director has responsibility for delivery and line manages the CEE, the DL, the SSPE, and the OEs. The CEE manages the activity staff in centres, as well as the relevant seasonal recruiting staff at head office. The DL manages the academic manager, who in turn manages the CDs in centres, as well as seasonal teacher recruitment staff. The SSPE manages CMs in centres. In the centres, the CM manages the AM and ALs, while the CD manages the academic team.

Accommodation profile

All students in the three centres inspected are accommodated in the residential accommodation onsite. In Stirling there are single rooms in flats with shared showers, and single ensuite rooms. In Effingham there are single/twin/triple rooms and a few dormitory rooms for four to six students, all with shared showers. In Kingston there are single ensuite rooms and some flats for six to eight students. There are common rooms in all the residences. Group leaders and staff are also accommodated on site, all with separate facilities.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. Some aspects of publicity would benefit from greater attention to detail. *Student administration* is an area of strength.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.

Teaching and learning

The provision meets the section standard. The academic staff team in general has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for pastoral care and information are met. Accommodation is suitable and students benefit from a well-managed and varied activity programme. Safety measures are in place but the emergency action plan needs development and further account needs to be taken of sharing sites with other organisations. The number of first-aid trained staff in Kingston was not adequate. There is a need for improvement in *Care of students*. *Leisure opportunities* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the activity programme and accommodation provided. Supervision of students in their free time on site needs to be increased.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management

Met

M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met
Comments	
All criteria in this area are fully met.	
Staff management and development	
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met
Comments	
M9 The responsibilities of the designated safeguarding lead (DSL) and the assistant DSL are not included in their job descriptions. M11 All staff receive a thorough induction in paid time, which includes checks on information received and access to the relevant staff and student handbooks.	
Student administration	
Area of strength	
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met
Comments	

M14 Plus has well-established relationships with its agents and sales representatives. Its customer service systems are well supported by comprehensive IT packages, with good access and training for relevant staff. Staff were easily able to retrieve specific information on all aspects of the operation.

M15 The MD handles all sales and speaks five languages. There is a personalised approach to dealing with agents and representatives, and packages are adapted to suit different groups.

M17 The designated emergency contact is always the agent or partner, who is in frequent and regular communication with Plus staff. Because of this, emergency details do not record the contact's knowledge of English.

M19 There is a clear and comprehensive policy on attendance and punctuality, and procedures are in place to ensure that any absence is followed up within 30 minutes or less. This was seen in practice at the centres.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The website is the main area of publicity and includes an agents' area.

M22 In general information is clear and accurate but there are some inaccurate details. The Stirling campus is described as 'secure and contained' which has not been the case this summer. There is reference to 'specially designed text books, specifically written', but the material in use is copied from published materials. In some cases, details that only apply to some centres are included in information for all.

M23 Although most of the publicity is clear, accurate and accessible, some video voiceover is incorrectly chunked and somewhat unclear. There are a few typographic errors.

M26 This information is not provided in publicity or parental consent forms.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Not met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P1 All premises were in a good state of repair and cleanliness, with adequate space for circulation and good facilities. Following the issues with flooding, the Stirling centre, with its re-allocated rooms, was rather disorganised within such a large and busy campus.

P2 Classrooms in all centres were spacious and quiet, with good natural light and ventilation, and flexible furniture.

P5 Signage was adequate at Kingston and Effingham, but insufficient at Stirling because of the wide spread of rooms on a busy and complex campus.

P6 Staff space was very good in Effingham, and good in Stirling. Teachers at Kingston had very limited dedicated space, but were able to use classrooms for meetings and preparation.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Not met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P9 Technical support was very good in both Kingston and Effingham; however, in Stirling teachers had been unable to access listening material for nearly two weeks.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

T1 Rationales were provided for five teachers without a Level 6 qualification. These were accepted in the context of this inspection as all the teachers concerned had relevant post-school learning and/or life experience.

T2 A rationale was provided for one teacher without an acceptable ELT qualification. This was accepted in the context of this inspection. The teacher had followed an initial TEFL training programme with reasonable academic input and teaching practice even though these did not fully meet Scheme requirements.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T10 Teachers had been effectively monitored in all centres, including formal observations in Effingham and Kingston, and drop-in observations with lesson plan assessment in Stirling, where formal observation was about to take place. Teachers expressed their appreciation of the observation process and feedback, and observation reports are used in teacher appraisals.

Course design and implementation	Met
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T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T16 Excursions are systematically linked to class work, with specifically designed pre- and post-excursion lessons and tasks for students to complete during their visit.

Learner management

T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T17 Placement procedures are good. All students are encouraged to complete an online test before arrival, and those who do not are tested on arrival. In both cases, results are endorsed through specifically designed diagnostic lessons to ensure correct placement. Few changes had been necessary and both students and group leaders in focus groups felt that levels were appropriate.

Classroom observation record

Number of teachers seen	22
Number of observations	22
Parts of programme(s) observed	All

Comments

None.

Teaching: classroom observation

T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met

T28 Students receive appropriate and timely feedback on their performance during the lesson.	Not met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Most teachers were able to provide clear written models, although some spoken models were unclear. In many lessons, appropriate explanations and relevant examples were provided.

T24 Many teachers were with their classes for the first time and student profiles were often rather generic, without details on how to accommodate different needs or styles. In general, lesson content was relevant, and appropriate to students' cultural backgrounds.

T25 Although plans did not always clearly identify the language focus of the lesson, outcomes were generally relevant and sometimes explicitly shared with students. Lessons were appropriately staged and structured.

T26 A reasonable range of relevant techniques was seen in many classes, including eliciting, prompting, monitoring, and use of nomination.

T27 The majority of teachers made competent use of classroom technology, as well as whiteboards, handouts and learning diaries. Some stronger lessons involved students: for example, using their mobile phones as a resource, or using the interactive whiteboard. Most seating arrangements were appropriate.

T28 Although most teachers offered fulsome praise and monitored students during activities, feedback on their performance varied and was extremely limited in some cases. Serious errors were frequently left uncorrected and there was very little attention to pronunciation, even when student production was very inaccurate or unclear.

T29 Most lessons made use of relevant short tasks or assessment activities, and there was some reference to previous work or work to come.

T30 Although some instructions were insufficiently clear and some activities allowed to go on too long, pace was appropriate in many lessons. In some classes, teachers did little to control the use of L1, but overall, the majority were able to create a positive atmosphere through a variety of interaction patterns, use of competition and timing, monitoring and support of groups and use of movement. Most students were engaged in their classes.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to just satisfactory, with the majority being satisfactory. Teachers generally provided appropriate models through their own speech and writing. In many cases, lessons had been planned with awareness of particular groups and course objectives. The techniques used were for the most part appropriate to the age range, and classroom resources were managed competently. Teachers had usually given thought to the evaluation of learning, although there was insufficient feedback to learners. Most teachers had created an atmosphere conducive to learning.

Welfare and student services

Care of students	Need for improvement
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in 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.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Not met

Comments

W1 Although a number of safety measures are in place in all three centres, including students and staff wearing lanyards and coded entry to accommodation houses, the premises risk assessments for Stirling and Kingston do

not adequately assess the shared use of university premises which are open access. No fire drills had taken place or were planned at Stirling.

W2 The emergency action plan lacks practical guidelines and is not tailored to each centre.

W6 Pre-arrival transport information and transfers to the centres are handled efficiently and expertly from head office in London.

W8 Medical provision is generally good but in Kingston the centre manager was the only member of staff trained in first aid with 179 students on site in the week of the inspection.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W9 The accommodation in Effingham is excellent. In Stirling and Kingston the accommodation ranged in quality from good, modern rooms to older houses which, though satisfactory, were less popular with students.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

In summer 2019 homestay accommodation was only offered in Chester.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

None.

Leisure opportunities	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength

Comments

W24 A wide range of sports and evening activities, as well as half- and full-day excursions, is provided in all three centres. Students spoke positively about the programme.

W25 The activity programme is well managed and delivered by teams of very engaging activity leaders. Regular meetings ensure they are well briefed and prepared. Good supplies of equipment and other resources were evident in all three centres.

W27 Recruitment of activity leaders takes into account specialist skills and qualifications they have, for example lifeguard qualifications and coaching experience. Professional sports coaches and dance choreographers are also employed.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Not met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

All the students on summer courses are aged under 18.

S2 Provision for training is generally good. A safeguarding panel of three managers at head office have received specialist training and all staff complete basic awareness training, supplemented by face-to-face sessions during induction. One centre manager had received the same online and face-to-face training but would benefit from advanced training.

S6 Supervision of students in their free time on site is not adequate, given that many areas and facilities are shared with other organisations.

Declaration of legal and regulatory compliance

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

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

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

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

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

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

Comments

D1 The items sampled were satisfactory.

Organisation profile: multicentre

1. COLLATED DATA FOR ALL ELIGIBLE CENTRES (INCLUDING THOSE NOT INSPECTED)

Inspection history	Dates/details
First inspection	2011
Last full inspection	July 2015
Subsequent spot check (if applicable)	November 2018
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) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	New York, Miami, Los Angeles, San Francisco, Toronto, Dublin, Malta

Private sector

Date of foundation	September 1994
Ownership	Name of company: Plus Educational Developments / Plus Linguistic & Upper Studies Ltd
Other accreditation/inspection	ABLS

Premises profile

Address of Head Office (HO)	8–10 Grosvenor Gardens, London SW1W 0DH
Name and location of centres offering ELT at the time of the inspection but not visited	Loughborough University, Leicestershire LE11 3TU Wellington College, Crowthorne, Berkshire RG45 7PU The Royal High School, Lansdown Road, Bath BA1 5SZ University of Brighton, The Hub, Varley Park BN1 9GR University of Kent, Beverly Farmhouse, Canterbury CT2 7LZ Writtle University College, Chelmsford, Essex CM1 3RR University of Chester, Parkgate Road, Chester CH1 4BJ Napier University, Sighthill Campus, Edinburgh EH11 4BN Brunel University London, Uxbridge, Middlesex UB8 3PH
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

Student profile at peak at all centres

	Collated totals in peak week: w/c 16/7 all centres
ELT/ESOL students (eligible courses)	
18 years and over	N/a
17 years and under	1840
Overall total of ELT/ESOL students shown above	1840
Predominant nationalities	Italian, Chinese, French, Spanish, Russian

Staff profile at peak at all centres and HO

	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	126
Total number activity managers and staff	91
Total number of management (non-academic) and administrative staff	22
Total number of support staff (e.g. houseparents, matrons, catering)	N/a

2. DATA ON CENTRES VISITED

1. Name of centre	Effingham
2. Name of centre	Kingston
3. Name of centre	Stirling
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
ELT/ESOL students	At inspection					In peak week				
18 years and over	N/a	N/a	N/a			N/a	N/a	N/a		
17 years and under	63	163	94			63	163	190		
Overall total	63	163	94			63	163	190		
U18 programmes: advertised minimum age(s)	10	12	12			10	12	12		
U18 programmes: advertised maximum age(s)	17	17	17			17	17	17		
Predominant nationalities	Italian, Chinese, French, Russian, Spanish					Italian, Chinese, French, Russian, Spanish				

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres										
Total number of teachers and academic managers on eligible ELT courses	6	8	10			6	8	11		
Total number of activity managers and staff	5	8	7			5	8	7		
Total number of management (non-academic) and administrative staff	2	2	2			2	2	2		
Total number of support staff	0	0	0			0	0	0		

Academic manager qualifications profile at centres visited

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

Comments

Academic managers do not have teaching commitments but are available for cover. There is an academic manager at head office in London.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification	0	0	3		
TEFLI qualification	5	7	3		
Holding specialist qualifications only (specify)	0	0	0		
YL initiated	0	0	0		
Qualified teacher status only (QTS)	0	0	1		

Teachers without appropriate ELT/TESOL qualifications.	0	0	1		
Total	5	7	8		

Comments

None.

Accommodation profile

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

<i>Arranged by provider/agency</i>	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay	N/a	N/a	N/a			N/a	N/a	N/a		
Private home	N/a	N/a	N/a			N/a	N/a	N/a		
Home tuition	N/a	N/a	N/a			N/a	N/a	N/a		
Residential	N/a	N/a	N/a			63	189	94		
Hotel/guesthouse	N/a	N/a	N/a			N/a	N/a	N/a		
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a	N/a			N/a	N/a	N/a		
<i>Arranged by student/family/guardian</i>	Adults					Under 18s				
Staying with own family	N/a	N/a	N/a			0	0	0		
Staying in privately rented rooms/flats	N/a	N/a	N/a			0	0	0		
	Adults					Under 18s				
Overall totals	N/a	N/a	N/a			63	163	94		

Centres	1	2	3	4	5
Overall total adults + under 18s	63	163	94		