



## Self-evaluation template for 2018–22 inspection criteria

(optional template for document 11)

This is intended to help providers to evaluate their work against the 2018–22 inspection criteria. Completing this on an annual basis will help to provide evidence of ongoing review, required to meet criterion M7 at the time of an inspection.

It is a requirement of M7 that a completed form for the current year is submitted as part of the preparation for an inspection.

For further information about meeting the requirements for individual criteria, see the document *Criteria, requirements and guidance*. Please note that for a particular criterion to be met all points in the relevant requirements column must be in place.

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

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

Completed:

Reviewed:

Reviewed:

Reviewed:

Reviewed:

Reviewed:

## Example from Management: strategic and quality management

Criteria eligible for a strength are indicated by (S)

Section standard, criteria and requirements	Evidence to show criterion is met and/or action required. <b>Numbers refer to inspection documentation list.</b>
<b>Standard</b> <b>The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.</b>	
<b>Strategic and quality management</b> Area of strength requires four strengths, no not mets	
<b>M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff. (S)</b>	Met. Mission statement is on the website and in staff handbook (52), page XX. Goals and values are discussed during staff inductions (16).
<b>Requirements</b> The statement is explicit and in writing.	
It covers all key aspects of the organisation's work.	
It is made known to and understood by all staff.	
<b>M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them. (S)</b>	Met. Three-year organisation plan on hold during pandemic (10). Plans normally discussed and updated at quarterly senior management meetings (see M4).
<b>Requirements</b> Objectives and plans are explicit and in writing; they relate to the statement of goals and values.	
Objectives and plans are known to and understood by relevant managers.	
Plans set out steps needing to be taken and the time frame.	
Evidence of work being carried out towards the stated objectives.	
<b>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. (S)</b>	Met. Organogram and explanation of structure discussed at induction (16) and on page XX of staff handbook (52) and in teacher handbook (53).  All staff have access to school computers in the office and staffroom.
<b>Requirements</b> Documented structure includes all management and administrative posts, is current and is known by staff.	
Cover for key posts is clear, adequate and known to staff concerned.	
Record keeping is accurate, up to date, comprehensive and consistent.	
Staff, systems and computer resources are sufficient to meet the needs and expectations of students, group leaders, agents etc.	
<b>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. (S)</b>	Met. Department staff meet informally each morning and in weekly, minuted meetings on Fridays (14, 55). Quarterly senior management meetings are held between the Director, Operations manager, DoS and Student services manager to discuss progress against organisation plans, finance, risk management and items escalated from department meetings. Meetings are minuted.
<b>Requirements</b> Clear and comprehensive lines of communication.	
Appropriate forms of communication.	
All relevant stakeholders included in communications.	
Intended recipients aware of important information	
<b>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. (S)</b>	Met. End-of-first week and end-of-course surveys completed online (21). Any initial dissatisfaction comments followed up by relevant department. Action taken is recorded. Feedback discussed in weekly meetings and trends discussed in quarterly meetings (14, 55)
<b>Requirements</b> Initial and end-of-course feedback taken and recorded.	

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Feedback collated, reviewed and action taken and recorded.	
Feedback taken on all significant services including, e.g. accommodation and resources.	
Staff have access to feedback relevant to their role.	
<b>M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded. (S)</b>	<b>Met.</b> Feedback gathered both informally and formally through meetings (14, 55), CPD feedback and performance reviews (17, 58). Exit questionnaires from all staff.
<b>Requirements</b>	
All significant groups of staff are included.	
Action taken is recorded.	
<b>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. (S)</b>	<b>Met.</b> Action plan points to be addressed have been resolved (7)
<b>Requirements</b>	
Evidence of planning and implementation.	Self-evaluation form completed by different departments and information collated centrally (11). Evidence includes student and staff feedback. Any outstanding issues have been addressed.
Feedback from M5 and M6 informs the organisation's forward planning.	Systems also reviewed through quarterly meetings (14) and annual course reviews.
Action plan showing progress on Points to be addressed (PTBA), submitted with the <i>Annual declaration</i> in the year following inspection.	
Action plan kept up to date (but not submitted unless requested).	
Self-evaluation against inspection criteria submitted prior to inspection.	

## Example from Management: publicity

<b>Publicity</b>	
Area of strength requires three strengths, no not mets	
<b>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. (S)</b>	<b>Met.</b> Publicity comprises pdf brochure (2) and website <a href="http://www.langschoolX.co.uk">www.langschoolX.co.uk</a> . Where closed groups require a variation to provision described in brochure, this is separately negotiated and documented (23). Publicity is up to date and photos in publicity (brochure, website) are captioned. Any variation to normal services due to Covid restrictions have been featured on the website and brought to the customer's attention at booking or as soon as possible.
<b>Requirements</b>	
As criterion.	
<b>M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English. (S)</b>	<b>Met.</b> Language of publicity has been proofread and checked for comprehensibility.
<b>Requirements</b>	
Accessible to speakers of English at level B1 of the <i>Common European Framework of Reference</i> , or in translation – languages for relevant markets.	
<b>M24 Publicity gives clear, accurate and easy-to-find information on the courses. (S)</b>	<b>Met.</b> Website descriptions of courses include all requirements. Website indicates that in the event of a local lockdown or need to self-isolate, students can transfer their classes from school-based to online or make up the missed teaching hours later.
<b>Requirements</b>	
Easy to access in main section of publicity	
<ul style="list-style-type: none"> <li>outline description of each course, including objectives and levels</li> <li>times of classes, any private study periods</li> <li>total number of taught hours per week</li> <li>course dates and any non-teaching days within the course</li> </ul>	

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<ul style="list-style-type: none"> <li>• minimum enrolment age and, where courses enrol only under 18s, maximum enrolment age</li> </ul>	
<ul style="list-style-type: none"> <li>• the maximum class size</li> </ul>	
<p><b>M25 Publicity includes clear, accurate and easy-to-find information on costs.</b></p> <p><b>Requirements</b> The cost of:</p> <ul style="list-style-type: none"> <li>• tuition</li> <li>• any teaching materials which students are required to buy</li> <li>• any accommodation offered.</li> </ul> <p>The approximate cost of:</p> <ul style="list-style-type: none"> <li>• any leisure programme not included in the course fees</li> <li>• any course-related examination fees not included in the course fees.</li> </ul> <p>Requirements for deposits, payment of fees, and the refund policy, (including the arrangements and deadlines for cancellations.)</p>	<p>Met.</p> <p>Course prices are on the website and include all teaching materials.</p> <p>Additional costs for accommodation prices and the leisure programme (sample provided) are on the website.</p> <p>Refund policy is in the <i>terms and conditions</i> on the website.</p>
<p><b>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. (S)</b></p> <p><b>Requirements</b> Full and accurate statement of pastoral care, including details of:</p> <ul style="list-style-type: none"> <li>• supervision outside class times</li> <li>• arrangements (if relevant) for journey from accommodation to teaching centre</li> <li>• limits to supervision of 16 and 17 year-olds on adult courses.</li> </ul>	<p>Met.</p> <p>The junior courses part of the website includes a section on the level of care and support for under 18s. The parental consent form is also located there (50, 79).</p>
<p><b>M27 Publicity gives an accurate description of any accommodation offered. (S)</b></p> <p><b>Requirements</b> Provider makes it clear if accommodation offered is arranged by an agency. Types of accommodation offered are clearly described. If provider places a student in accommodation described as homestay there will be no more than three other students (or other paying guests) staying (whether placed by the provider or another organisation.) Where a student is expected to share a bedroom with another student, this is clearly indicated. Services, including arrangements for cleaning, supply of towels and bedding, and laundry, are clearly described. Realistic estimate is provided of the time, distance and cost of travel from accommodation to the provider.</p>	<p>Met.</p> <p>Summer residential accommodation is described accurately on the website and in the brochure; photos are of actual residential rooms in the block we use. Publicity makes clear that homestay accommodation is provided by an agency and accurately describes the room options available (40).</p>
<p><b>M28 Descriptions of staff qualifications are accurate.</b></p> <p><b>Requirements</b> Any description of staff qualifications and experience is accurate and applies to the full range of staff at any time. Any classes or courses which are used for teacher training purposes (with unqualified teachers) are so designated, and are provided free of charge or at substantially reduced cost.</p>	<p>Met.</p> <p>Teachers are described as 'qualified', which applies to all teachers at all times; minimum qualification for teachers on adult courses is TEFLI, including our cover teacher, and TEFLI or relevant QTS for junior courses.</p>
<p><b>M29 Claims to accreditation are in line with Scheme requirements.</b></p> <p><b>Requirements</b> All eligible provision is declared for inspection as set out in 1.3 Scope of accreditation.</p>	<p>Met.</p> <p>The overseas courses are not included in the sections of the publicity where the Accreditation Scheme marque is used.</p>

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Any claims to accreditation, or registration of accommodation agencies, are in line with the guidelines set out in 3.1 Claiming accreditation, and are not applied to unaccredited or ineligible provision.	
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### Example from Premises and resources: premises and facilities

Criteria eligible for a strength are indicated by (S)

Section standard, criteria and requirements	Evidence to show criterion is met and/or action required
<b>Standard</b> 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.	
<b>Premises and facilities</b> Area of strength requires three strengths, no not mets	
<b>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. (S)</b>	<b>Met.</b> When the school is open, rooms are cleaned daily and toilets twice per day. Students use common room outside lessons and garden with benches in the summer (24).
<b>Requirements</b> Adequate <ul style="list-style-type: none"> <li>• circulation space</li> <li>• storage space</li> <li>• toilet facilities</li> </ul>	
<b>P2 Classrooms and other learning areas provide a suitable study environment. (S)</b>	<b>Met.</b> Rooms at the front of the building are double glazed. Seminar chairs allow layout patterns to be changed. Maximum of 10 students per room, except for the smaller rooms on the top floor which have maximum limit of 8.
<b>Requirements</b> Adequate in size and number.	
Adequately lit, heated and ventilated.	
Free from disruptive extraneous noise.	
Furnished for sufficient flexibility of layout.	
Arranged so that all students can see, hear and write in comfort.	
<b>P3 Students have adequate room and suitable facilities for relaxation and the consumption of food. (S)</b>	<b>Met.</b> Students can stay in classrooms between lessons, use the common room and the garden with benches.
<b>Requirements</b> As criterion.	
<b>P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally. (S)</b>	<b>Met.</b> Drinking cooler in the common room. There are a number of cafes, supermarkets in the same street as the school.
<b>Requirements</b> As criterion.	
<b>P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information. (S)</b>	<b>Met.</b> All rooms have signs on the door. School plan is in the student handbook (24, 54) Exit signs checked annually.
<b>Requirements</b> Clear indications of how to move around the building/campus and locate the various rooms and services.	
Clear exit signs and fire evacuation procedure notices.	

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<p><b>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. (S)</b></p> <p><b>Requirements</b> As criterion.</p>	<p>Met. In the staffroom, there are 6 workstations with computers, lockers for all staff and a printer. Classrooms used for whole staff meetings.</p>
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## Example from Teaching and learning: academic management

Criteria eligible for a strength are indicated by (S)

Section standard, criteria and requirements	Evidence to show criterion is met and/or action required
<p><b>Standard</b> The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.</p>	
<p><b>Academic management</b> Area of strength requires three strengths, no not mets</p>	
<p><b>T5 Teachers are matched appropriately to courses. (S)</b></p>	<p>Met.</p>
<p><b>Requirements</b> Teachers' qualifications and or experience inform deployment.</p>	<p>Teachers matched to courses according to experience, expertise and preference (29, 68). This is discussed and reviewed at appraisal (17). Teachers rotate classes taught every 6 months.</p>
<p><b>T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms. (S)</b></p>	<p>Met. Largest classes put in larger classrooms with maximum class size of 10. Junior classes located near to the staffroom and DoS office.</p>
<p><b>Requirements</b> As criterion.</p>	
<p><b>T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers. (S)</b></p>	<p>Met. DoS or senior teacher in the summer act as first cover. List of cover teachers kept by academic manager. Absence protocols and cover arrangements are in the teacher handbook (53).</p>
<p><b>Requirements</b> As criterion.</p>	
<p><b>T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected. (S)</b></p>	<p>Met. Students in classes by 11.00 on first day of courses. Guidance for teachers re first lessons and continuous enrolment in the teacher handbook (53).</p>
<p><b>Requirements</b> Course design takes account of continuous enrolment.</p>	
<p>Teachers receive practical guidance on lesson planning and integration of new students.</p>	
<p>Attention is paid to organisational and logistical issues.</p>	
<p><b>T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers. (S)</b></p>	<p>Met. DoS office is next to the staffroom. DoS or senior teacher on duty in the staffroom before lessons and breaks. Peer observation scheme runs annually and swap shops form part of CPD (18).</p>
<p><b>Requirements</b> As criterion.</p>	
<p><b>T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager. (S)</b></p>	<p>Met. All new teachers observed in first two weeks. Observations of all staff take place twice per year (67).</p>

## Self-evaluation on 2018–22 criteria

<b>Requirements</b> Regular monitoring observations of all teachers by TEFLQ member of staff at least once a year.	Additional observations were arranged for those teaching online for the first time during 2020. Drop-in observations linked to teacher CPD (18).
Observation process includes appropriate feedback and action planning to improve and develop teaching.	
Particular care is taken to monitor and guide inexperienced teachers, those whose classroom performance exhibits weaknesses and those whose student feedback indicates dissatisfaction with their teaching.	

## Example from Welfare and student services: care of students

This section is normally not applicable where the provider only offers in-company provision.  
 Criteria eligible for a strength are indicated by (S)

Section standard, criteria and requirements	Evidence to show criterion is met and/or action required
<b>Standard</b> <b>The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.</b>	
<b>Care of students</b> Area of strength requires four strengths, no not mets	
<b>W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location. (S)</b>	Met. Risk assessments conducted of main premises and residences used in the summer (38). Covid-19 secure risk assessments completed before school re-opened and reviewed whenever guidance is updated. Fire drills conducted quarterly. Fire safety arrangements covered in student induction and in student handbook (54).
<b>Requirements</b>	
Regular risk assessment(s) of all premises. Record of actions to mitigate risks.	
Regular fire drills. Adequate first aid provision.	
<b>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. (S)</b>	Met. Major incident emergency plans updated annually. Pandemic planning added 2020. Plans discussed with staff, group leaders and students before trips (46).
<b>Requirements</b> As criterion.	
<b>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. (S)</b>	Met. Student services manager identified to students at induction and in student handbook (54). Classroom used as a quiet room outside the peak season. Student tutorials include pastoral care questions. Special meetings held weekly with 16 and 17-year-olds on adult courses.
<b>Requirements</b> As criterion.	
<b>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. (S)</b>	Met. Abusive behaviour covered in staff and student inductions, on classroom noticeboards and in student handbook (39, 54). Respect posters are displayed in all classrooms.
<b>Requirements</b> Procedures for dealing with abusive behaviour by staff or students including <ul style="list-style-type: none"> <li>• verbal abuse</li> <li>• harassment</li> <li>• bullying</li> <li>• actual or threatened violence</li> <li>• damage to personal property</li> <li>• behaviour that may lead to extremist radicalisation</li> </ul>	

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<p><b>W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.</b></p> <p><b>Requirements</b> As criterion.</p>	<p>Met. 24-hour emergency number on enrolment letter, in student handbook and on student cards. Students asked to put number in phones during induction.</p>
<p><b>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. (S)</b></p> <p><b>Requirements</b> Information as criterion.</p> <p>Where transport is offered by the provider, arrangements are clear, effective and reasonably responsive to unforeseen circumstances.</p>	<p>Met. Travel information by train and bus on school website together with school's own taxi pick-up services.</p>
<p><b>W7 Students receive advice on relevant aspects of life in the UK. (S)</b></p> <p><b>Requirements</b> Information about:</p> <ul style="list-style-type: none"> <li>• Personal safety and the care of valuables.</li> <li>• Medical and personal insurance.</li> <li>• Compliance with the law.</li> <li>• Other items relevant to the students enrolled.</li> </ul>	<p>Met. Relevant aspects of life in UK discussed at induction and information in student handbook (54).</p>
<p><b>W8 Students have access to adequate health care provision. (S)</b></p> <p><b>Requirements</b> Students are informed about their rights regarding medical and dental treatment through the NHS.</p> <p>Students have full access to any medical and welfare services available in the organisation.</p> <p>Appropriate provision is made in the school and in accommodation.</p>	<p>Met. Medical and dental information found on enrolment form and explained at induction to students and group leaders. Information also written in student handbook (54) and group leader booklet (45). There are two first-aid boxes and four trained first-aiders on the school staff.</p>

## Example Safeguarding under 18s

Criteria eligible for a strength are indicated by (S)

Section standard, criteria and requirements	Evidence to show criterion is met and/or action required
<p><b>Standard</b> There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.</p>	
<p><b>Safeguarding under 18s</b> Area of strength requires three strengths, no not mets</p>	
<p><b>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. (S)</b></p> <p><b>Requirements</b> Clear and comprehensive policy in place written in accessible English, appropriate to current students.</p> <p>Policy is reviewed annually and updated accordingly.</p>	<p>Met. Safeguarding policy reviewed annually and covers all requirements listed under this criterion (49). Student services manager identified as designated safeguarding lead (DSL) and referred to in their job description (13).</p>



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<p>Policy includes:</p> <ul style="list-style-type: none"> <li>• information on recognising abuse</li> <li>• child protection response procedures</li> <li>• names of Designated safeguarding lead (DSL), cover arrangements and how to contact</li> <li>• guidance on handling delayed suitability checks</li> <li>• guidance for everyone in organisation on appropriate behaviour and interaction with under 18s.</li> </ul>	
<p><b>S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation. (S)</b></p>	<p>Met. All staff and homestay providers have taken basic safeguarding awareness training. Three staff, including DSL, have completed specialist safeguarding training.</p>
<p><b>Requirements</b> Policy available to all staff.</p>	
<p>Safeguarding included in induction for all staff.</p>	
<p>Staff receive safeguarding training relevant to their role:</p> <ul style="list-style-type: none"> <li>• all staff in contact with under 18s: Basic safeguarding awareness training (formerly level 1)</li> <li>• named person/DSL: Specialist safeguarding for Designated Lead (formerly level 3)</li> <li>• guidance provided to all other relevant adults</li> <li>• updates provided for all staff.</li> </ul>	
<p><b>S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.</b></p>	<p>Met. Parental consent forms are completed by the parents/guardians of all under 18s (50, 79). Form includes medical consent and times when students are unsupervised.</p>
<p><b>Requirements</b> Where the provider has no direct contact with the parents/guardians, it must be clear in agreements with agents when and where this information is collected and passed to ELT provider.</p>	
<p><b>S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy. (S)</b></p>	<p>Met. Criminal record checks are conducted for all staff and homestay hosts in line with safer recruitment procedures (15, 78). Two references for relevant staff kept on file. Reference request pro-forma includes suitability to work with under 18s (15). Director checked that accommodation agency procedures cover all necessary vetting before signing contract for services.</p>
<p><b>Requirements</b> Providers must check the suitability of all those working with under 18s, as follows:</p> <ul style="list-style-type: none"> <li>• Relevant staff members must have two references (if recruited since 1 January 2014) and relevant current criminal record/suitability checks.</li> <li>• Homestay hosts must have two references (if recruited since 1 January 2016).</li> <li>• Homestay hosts and all adults normally resident in the home must have relevant current criminal record/suitability checks.</li> </ul> <p>Reference requests must include enquiry about suitability to work with U18s.</p>	
<p>Where any of these are contracted by a third party (e.g. accommodation is provided by an agency) the provider must have formal agreements in place to ensure that relevant suitability checks have been done.</p>	
<p><b>S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities. (S)</b></p>	<p>Met. Only 16 and 17-year-olds are enrolled on adult courses. Under 18s have their own leisure programme, mornings or afternoons, all parts of which are compulsory. Students are accompanied by their own group leaders and/or school activity staff (43, 44, 45).</p>

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<p><b>Requirements</b> Students under the age of 16 are not placed in classes with students of 18 years or older.* <i>*Where, exceptionally, courses are intentionally provided for under 16s mixed with adults, the provider must demonstrate a sound rationale, clear recruitment information, and effective systems to protect under 16s from unsuitable materials, activities and relationships.</i></p>	
<p>Sufficient adult supervision for all activities arranged by the provider, taking into account the nature of the activity, age, gender and needs of the students. (Group leaders and other adults travelling with students under 18 will be responsible only for students in their own group.)</p>	
<p>Provision of a leisure programme appropriate to the age, ability and interests of the students (for under 16s, the cost should be included in the course fee).</p>	
<p><b>S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme. (S)</b></p>	<p>Met. School rules are explained at junior student induction and are in the junior school handbook, group leader booklet, and homestay provider guidelines (42, 45, 54). Rules include curfew times for different age groups (42, 45, 54).</p>
<p><b>Requirements</b> Clear rules for what students may do outside the scheduled lesson or activity times and without supervision, appropriate to the age of the students and the location.</p>	
<p>Hosts, group leaders and residence supervisors are aware of the rules (including the time they are expected to return for meals and at night).</p>	
<p>Procedures in place to ensure these rules are adhered to.</p>	
<p><b>S7 There are suitable arrangements for the accommodation of students. (S)</b></p>	<p>Met. Under 18s are only accommodated in homestays who have been security checked. The accommodation requirements of under 18s are in the homestay provider guidelines (42) and the group leader booklet (45). In addition to group leaders, there are two members of the school's activity staff accommodated in the residence used for under 18s during the summer.</p>
<p><b>Requirements</b> Provider is responsible for providing accommodation and all meals unless alternative arrangements have been made by the parent(s) or legal guardian and confirmed in writing.</p>	
<p>A responsible adult (known to and vetted by the provider) is always present overnight and normally when students under 16 are at home or in residence.</p>	
<p>Providers ensure that students under 16 lodged by them or their agency in homestay or residential accommodation are not lodged with students of 18 years or older.</p>	
<p>In residential accommodation, the ratio of supervising adults to students must be at least 1:20 for students aged 12–17, and 1:15 for students under 12 at all times.</p>	
<p><b>S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.</b></p>	<p>Met. Parental/guardian contact details are on enrolment forms for all students (59, 60). School's emergency contact details given to all parents/guardians and agents and in junior student handbook sent in pre-course information (54).</p>
<p><b>Requirements</b> Effective measures and information are in place to enable 24-hour contact with parents or legal guardians of students.</p>	
<p>Parents, legal guardians or agents of students have a telephone number that can be used to contact the provider outside office opening hours.</p>	