

EDUCATIONAL OVERSIGHT OF PRIVATE FURTHER EDUCATION COLLEGES AND ENGLISH LANGUAGE SCHOOLS

FRAMEWORK FOR FULL INSPECTIONS

The Independent Schools Inspectorate (ISI) is an approved Educational Oversight body authorised by the Home Office to inspect privately funded further education colleges and language schools in England and Wales.

ISI inspections are required to:

- Report on the extent to which colleges and language schools comply with the published Educational Oversight Standards;
- Assess and report on the quality of educational outcomes and provision;
- Where applicable, make recommendations outside the scope of the Educational Oversight Standards to support continued improvement of quality.

ISI inspection of colleges and languages schools is designed to improve the quality of education on offer to international students who attend UK colleges through the Student Visas points-based system. Inspection provides objective and reliable reports on the quality of colleges, and by placing reports in the public domain, makes this information available to students, Government and the wider community. Inspection takes account of the context of each individual college, and of how it evaluates its own performance and demonstrates its success. Reports help colleges and language schools, their staff and governors/proprietors to recognise and build on their strengths and to identify and remedy their weaknesses. Reports also address the issues relating to the safeguarding, welfare, health and safety of students including, where applicable, those under 18 and vulnerable adults. The report will have a preamble explaining the coverage and limitations of the inspection.

Inspection principles

ISI inspections:

- report on whether the college or language school operates in line with its public presentation and aims and the distinctiveness of each college;
- report on the extent to which the Standards for private colleges and language schools are met;
- report on the quality of the education and support students receive;
- report on the effectiveness of arrangements to promote the welfare, health and safety of students;
- support college or language school development and improvement;
- include clear and helpful oral feedback to colleges and language schools;
- provide independent and objective public reports to inform students, the Home Office and the wider community;
- take account of any self-evaluation by those inspected;
- are carried out by those with sufficient and relevant professional training and first-hand experience.

Quality assurance measures are employed at each stage of the inspection process to ensure that these principles are met and to identify areas for further improvement.

Code of conduct for inspectors

Inspectors are required to adhere to the *Code of Conduct* set out below. They should uphold the highest professional standards in relation to all who are involved in the process before, during and after the inspection. Inspectors should:

- carry out their work with professionalism, integrity and courtesy;
- evaluate the work of the college or language school objectively;
- report fairly and without favour;
- communicate clearly and objectively;

- act in the best interests of the students at the college;
- pay close regard to legal requirements for safeguarding the welfare of students under the age of 18 and any vulnerable adults;
- respect the confidentiality of information received and judgements made before, during and after the inspection;
- at all times adhere to the *Code of Conduct* and the requirements outlined in the *Inspection Guidance* and associated guidance.

Guidelines for colleges and language schools

Those involved in inspection should:

- treat inspectors with professionalism, integrity and courtesy, and take all reasonable steps to facilitate their work in the college;
- provide open and objective information on the college and communicate clearly in response to questions;
- co-operate with inspectors in the best interests of the students at the college, raising any concerns promptly in a constructive manner;
- respect the confidentiality of information about the inspection and inspectors;
- seek to understand the *Inspection Framework* and to assist inspectors in fulfilling its requirements;
- respect the inspectors' need to make direct observations and to talk with staff and students.

Principles to ensure the quality of inspections and reports

Inspection teams must ensure that their judgements are:

- *valid*, in that they are supported by the evidence gathered by the inspectors;
- *comprehensive*, in that they cover all the aspects of the college set out in the *ISI Inspection Guidance*;
- *corporate*, in that conclusions about the college or language school as a whole reflect the collective view of the inspection team;
- *even-handed*, in that they accurately express the correct evaluation of strengths and areas for development;

- *consistent*, in that the evaluations from inspection evidence do not contradict one another;
- *reliable*, in that they are based on consistent application of the evaluative criteria in *the ISI Inspection Guidance*;
- *objective*, in that the aims of the college or language school are fully and fairly judged.

Use of evidence

In order that a team’s judgements may meet the quality criteria, they shall be based as far as possible on first-hand evidence and include the following activities:

- observation of lessons and scrutiny of samples of students’ work;
- consultation with students;
- discussion with the proprietor or representative(s) and, to a limited extent, others involved in the work of the college or language school;
- analysis of evidence provided by students and staff;
- analysis of documentary evidence, including performance indicators and self evaluation;
- consideration of any significant changes or overt progress over recent years.

Scale and requirements of inspections

Inspection teams are constructed to provide appropriate coverage of the *Inspection Framework and Guidance*. They have regard to the college or language school’s educational character and priorities. Inspections are overseen by a lead inspector (LI), who manages the inspection process and is the main point of contact with the college or language school. The LI is supported by between one and three team inspectors, depending on the size and complexity of the college or language school. The team inspectors have complementary experience and may be allocated particular aspects of the inspection to manage. All inspectors undertake a wide range of inspection activities including observing teaching, interviewing students and staff, and scrutinising records and documents. The team makes a single visit of three days to the college or language school. Additionally, the LI spends a day before the inspection in the

college or language school to undertake initial discussions and make arrangements for the inspection.

Reporting on inspections

Oral feedback

The corporately agreed findings of the inspection team are reported to the college or language school orally at the end of the inspection visit.

Written report

The lead inspector is responsible for drafting the written report on the basis of the team's agreed findings. The report includes judgements and related explanation in accordance with the *Inspection Guidance*. The college has the opportunity to comment on factual matters and highlight any administrative errors in the draft report **two to three** weeks after the end of the inspection. Copies of the published report are usually sent to the college or language school within **four** weeks of the end of the inspection. The report is published on the ISI website within **two** weeks of its issue to the college or language school and remains there for up to three years. On receiving the final report, the college or language school must send copies to all current students and make copies available to any who request it, and may defray the cost of printing and postage.

Introduction

The framework set out below is designed to support high quality inspection of private further education colleges and language schools and produce reports, which are valuable to students, the institution, government agencies and the public. Reports reflect the institution at the time of inspection; they do not take account of planned future developments or historic circumstances that do not have current impact. Inspectors are education specialists and not financial, legal or similar experts. Prospective students should make their own enquiries into the financial viability of institutions before accepting a place.

Reports will include an assessment of quality of outcomes and provision, and state clearly whether the Standards for private colleges and language schools are met or not. Inspectors may also make recommendations outside the scope of the Standards, where these will support continued improvement of quality.

The Standards for private colleges and language schools are set out within each aspect section of the Framework. Key Standards are shaded and emboldened.

Inspection grading

Inspectors will make an overarching judgement for the quality of education on a four-point scale:

Overarching judgement	Inspection findings	Next steps by ISI / Home Office/ College
Exceeds expectations	Quality is excellent. Student outcomes are excellent, measurable and sustained. [All Standards are met]	A monitoring visit will usually take place within 26 months of the previous inspection, unless a material change has taken place.
Meets expectations	Quality is never less than satisfactory and may often be good. Student outcomes are good, measurable and sustained. [All Key Standards and most other Standards are met]	A monitoring visit will usually take place within 14 months of the previous inspection.
Needs improvement* <i>*This outcome is applicable only to initial Educational Oversight inspections – it does not apply to full inspections that follow a failed monitoring visit.</i>	Quality is satisfactory in most respects, but has some elements that are not acceptable. Student outcomes are not less than satisfactory but may not be consistent or sustained. [No more than 3 Key Standards are not met]	A follow-up visit will take place within 6 months of the inspection to monitor progress made by the college in implementing its action plan. If the college chooses not to receive a follow-up visit and is in possession of a Student sponsor licence, its CAS allocation will be set to zero. -
Unsatisfactory	Quality is sometimes satisfactory or better but there are a significant number of elements that are unsatisfactory. Student outcomes are not being achieved as they should. [More than 3 Key Standards are not met]	The Home Office set the colleges CAS allocation to zero if it holds a Student sponsor licence. Colleges not meeting the required ratings of 'Meets' and 'Exceeds' should consult the Home Office guidance about reapplying for Educational Oversight.

The above overarching judgement is based on consideration of the quality of provision and outcomes for each aspect.

Grade descriptors are published in the *Inspection Guidance* to assist inspectors in arriving at the correct judgement for each of the three aspects: The Quality of the Curriculum, Teaching and Learners’ Achievements; Students’ Welfare, including Health and Safety; and The Effectiveness of Governance, Leadership and Management.

INSPECTION REPORTING

Inspection reports are grouped into 6 main areas. The first provides factual information about the college or language school and this is followed by a short summary of the team’s findings. Sections 3 to 5 report on the findings for each of the three aspects of the college or language school’s work, and Section 6 will list the recommendations and action points identified. The report ends with a brief outline of the evidence base for the inspection. Further details on each of these sections are provided below.

1. CHARACTERISTICS AND CONTEXT

This section is entirely factual and includes:

- The college or language school’s aims, distinctive features and governing structure.
- Its type, location and history. If applicable, brief information on the nature of the provision for students under 18.
- Any significant changes in the nature of the college or language school in recent years or since its previous inspection (if applicable).
- The numbers of students on roll at the time of inspection and information about patterns of enrolment (briefly and with significant features of the college or language school structure).
- Information on the selection process for courses, and on the breakdown of age range, gender, ethnicity and background.
- For further education colleges, a profile of students whose first language is not English.
- If applicable, a profile of any students requiring support for special educational needs, learning difficulties or disabilities.

This section will include key information about the college or language school and will identify any areas of provision not inspected, for example because they are publicly funded or because they were not operating at the time of the inspection.

2. SUMMARY OF FINDINGS

This section includes:

- Compliance with the Standards for private colleges and language schools.
- Significant strengths or weaknesses, drawing on the evidence gained from the inspection of the Standards.
- A short summary the students' views and the inspection team's judgements in relation to them.

- The college or language school's response to the recommendations of any previous inspection.
- Where appropriate, due reference to provision for under 18s.

3. THE QUALITY OF THE CURRICULUM¹, TEACHING AND LEARNERS' ACHIEVEMENTS

Inspectors will evaluate quality and Standards in relation to the following criteria:

- Assessment of students prior to or on arrival
 - The college or language school undertakes accurate assessments of
 - students' suitability prior to entry,
 - reviewed if necessary before commencement of the course of study. This includes the identification of any language or learning difficulties;
 - Assessment information is used effectively by tutors to identify the appropriate course for students and any learning support requirements.
 - Accurate information and appropriate advice and guidance are provided to students before they arrive at the college or language school.
 - The requirements to provide support for learning difficulties are only applicable where there are students with learning or language difficulties and is not a requirement for all colleges or language schools.

- Course provision and curriculum
 - Students are well educated in accordance with their objectives and the college or language school's aims.
 - Courses are well matched to students' needs and objectives.
 - Courses are in accordance with those detailed in the prospectus and other marketing materials; most students complete the course they initially registered for.
 - Where students are taking formal qualifications that they are registered with appropriate awarding bodies whilst undertaking their courses.

- Teaching and learning
 - Teaching is effective in promoting students' progress. The report will: refer to significant features of the teaching (for example, in: subject knowledge; methods employed; understanding students' needs; fostering interest and independence; planning; management of time; availability and use of resources; marking and assessment).
 - The Students are enabled to acquire suitable levels of knowledge, understanding and skill as a result of the teaching, independent learning and assessment and develop confidence and resilience.

- There are effective procedures for identification of students with particular learning or language needs and support, where applicable, which enables them to make suitable progress that is in line with their capabilities.
- o Students feel valued and are aware of the requirements for tolerance and respect.
- Progress and attainment
 - Students reach acceptable levels of attainment and make progress in line with their capabilities:
 - EITHER in UK or international public examinations relevant to the course undertaken, including any trends over time.
 - And/or as judged by available evidence from the demands of the curriculum, the destinations of leavers, and performance in classes, written work and interviews.

¹Course programmes in the case of English language schools

Standards for the Curriculum and assessment prior to or on arrival
1. The college or language school has a statement of educational purpose supported by appropriate plans or schemes of work, which leads to an appropriate learning experience for students.
2. The courses offered are appropriate for the ages, aptitudes, and language capabilities of students.
3. The courses offered enable all students to learn and make progress.
4. All courses on offer to international students lead to qualifications or outcomes which meet the definition of an approved qualification for UKVI purposes.
5. Students in private FE colleges are given effective support in using standard English so that they can benefit from their studies.
6. Where students have been identified as having learning or language difficulties and/or disabilities, the curriculum meets their needs.
7. The college or language school uses initial assessment effectively to place students on the most appropriate programme and to provide the most appropriate support to help them with their studies.

***Key Standards are emboldened and shaded throughout**

Standards for Teaching
8. The teaching enables students to make clear progress according to their ability so that they develop the skills and understanding necessary to follow their chosen accredited course and/or employment
9. Classes are well planned, using effective teaching methods and suitable activities, and class time is managed wisely.
10. Tutors demonstrate appropriate knowledge and understanding of the subject matter being taught.

<p>11. The assessment of students' work is timely, reliable and consistent; information from such assessment is used to plan teaching and inform students how they can improve their work and make progress.</p>
<p>12. The teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.¹</p>
<p>13. The teaching does not discriminate against students contrary to Part 3 of the Equality Act 2010 and encourages respect for other people including those with the protected characteristics set out in the Equality Act 2010.</p>
<p>14. The teaching engages students' interest and encourages them to participate and make progress.</p>
<p>15. Tutors show a good understanding of the aptitudes, cultural background, needs and prior attainments of the students, and ensure that these are taken into account in the planning of lessons.</p>
<p>16. Classroom resources are of an adequate quality, quantity and range and are used effectively.</p>
<p>17. The teaching encourages students to take responsibility for their educational progress during their time in the UK.</p>

Standards for Progress and attainment

18. Students reach acceptable levels of attainment and make good progress based on their starting points and the length of their course.

¹ These fundamental values, first set out by the government in the 'Prevent' strategy in 2011, were published by the DfE on 27 November 2014 as part of guidance to British schools, who are under a duty to 'actively promote' them. In March 2014, the Parliamentary Under Secretary of State for Schools, Lord Nash, explained that the changes were designed to, 'tighten up the standards on pupil welfare to improve safeguarding, and the standards on spiritual, moral, social and cultural development of pupils to strengthen the barriers to extremism.' <https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>. See also: <https://www.gov.uk/government/publications/prevent-duty-guidance>.

19. The college or language school has in place a framework by which overall student performance can be evaluated by reference to norms derived from externally accredited examinations, Common European Framework (CEFR) or assessments where they exist.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

Inspectors will evaluate quality and Standards in relation to the following criteria:

- Health, safety and security of premises
 - All necessary measures are taken to reduce risk from fire and other hazards.
 - Arrangements to ensure health and safety are effective and include provision for students who are ill, injured or have learning difficulties and/or disabilities.
- Student registration and attendance records
 - Admission and attendance registers are properly maintained.
 - The college or language school has appropriate procedures to monitor attendance and course completion rates, including making timely contact with students missing classes and the necessary reports to UKVI when required.
 - Fair and clear procedures are in place for the collection and refund of fees and deposits are provided for students.
- Pastoral support for students
 - Staff members provide effective support and guidance in accordance with the needs of the students and the college or language school's aims.
 - The college fosters positive relationships between staff and students and among the students themselves.
 - The college or language school promotes integration and tolerance and has effective procedures to help prevent bullying and harassment.
 - The college or language school provides appropriate further study/careers guidance for students when appropriate.
 - Effective arrangements are made to protect learners from the risk associated with radicalisation and extremism.
- Safeguarding for students under 18 (if applicable)
 - The safeguarding arrangements have regard to the duty and promote students' welfare where the college or language school has students under the age of 18.

- Residential accommodation (if applicable) ○ Arrangements for accommodation, through homestay, halls of residence or otherwise, are appropriately managed and registered in accordance with national requirements from time to time.
 - Where accommodation is provided by the college or language school, it plays a valuable part in the students' education and personal development, and contributes effectively to the college or language school's aims of safeguarding students.

Standards for Welfare, Health and Safety

20. The college or language school demonstrates that it has proper regard for health and safety issues, including first aid and fire safety, and, where applicable, on activities outside the college or language school.

21. The college or language school can demonstrate that it has a satisfactory level of fire safety which conforms to legal requirements.

22. The college or language school has a satisfactory written policy on first aid which it implements effectively.

Standards for Premises

23. The college or language school buildings and any residential accommodation and facilities it provides are fit for purpose and suitably maintained to a standard which endures the health and safety of the students, so far as reasonably practicable having regard to the number, age and needs (including any special needs and disabilities) of students.

24. Free drinking water is available.

25. The college or language school has adequate security arrangements for its outside area and buildings.

26. Access to the college or language school allows all students, including those with special needs and disabilities, to enter and leave the premises safely, including for emergency evacuations.

27. There sufficient washrooms for staff and students and for those with special needs and disabilities.

28. Where food is served, there are adequate facilities for it to be hygienically prepared, served and consumed.

29. Classrooms and other parts of the college or language school are maintained in a tidy, clean and hygienic state.

30. The lighting, heating, sound insulation and ventilation in the classrooms and other parts of the premises are satisfactory.

31. The décor of the building is satisfactory and maintained to an adequate standard.

32. The furniture and fittings are appropriately designed for the age and needs of all student registered at the college or language school.

Standards for Student Registration and attendance records

33. Does the college or language school maintain an accurate admission register and an accurate attendance register?

34. When a student fails to enrol or otherwise discontinues study and does not fulfil Home Office requirements for attendance, does the college or language school make the required report to the UKVI?

Standards for Pastoral support for students

35. The college or language school provides effective pastoral and personal support to students.

36. There is an appropriate induction which prepares students for their studies.

37. The college has effective systems in place to ensure that students receive support on personal issues if required.

38. The college or language school provides a social programme which enhances the students' learning experience.

39. Students have access to good quality careers advice or guidance to enable them to make informed decisions about future courses or careers.

Standards for Safeguarding for under 18s and vulnerable adults (if applicable)

40. Appropriate safeguarding arrangements are in place and are regularly reviewed to keep all students safe.

41. Where premises are also used for purposes other than conducting the college or language school, they are organised to ensure that the health, safety and welfare of students are safeguarded and their education is not interrupted by other users.

Standards for Residential Accommodation (if applicable)

42. Any arrangements made by the college or language school for accommodation, through homestay, halls of residence or otherwise, are appropriately managed, monitored and registered in accordance with national requirements.

43. Where under-18s are accommodated in host families arranged by the college, the college obtains enhanced DBS checks with barring information for the responsible adults in the family.

44. Where under-16s are accommodated in host families for more than 28 days, the local authority is alerted.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

Inspectors will evaluate quality and Standards in relation to the following criteria:

- Ownership and governance
 - The proprietor(s) provide effective oversight of the college or language school in line with its aims and fully discharge responsibilities for educational standards, financial planning and investment in staff, accommodation and resources.
 - The proprietor(s) have a good insight into the working of the college or language school and are engaged in its strategic development. They are effective in exercising their monitoring role, and providing support, challenge and stimulus for growth and improvement.
 - The proprietor(s) are effective in discharging their responsibilities for safeguarding and for welfare, health and safety throughout the college or language school.
 - The proprietor(s) ensure that the college or language school has appropriate legal permissions from all relevant bodies (including lease, planning, copyright, examinations).
 - Proprietors fulfil their statutory duties for students under 18 and vulnerable adults (where applicable).
- Management structures and responsibilities
 - At all levels of responsibility, the leadership and management of the college or language school are effective, in accordance with the aims of the college or language school and in their discharge of their delegated responsibilities, particularly those for policy implementation and the safeguarding of students.
 - Leadership and management provide clear educational direction, as reflected in the quality of the students' education.
 - Leadership and management are effective in self-evaluation, setting priorities and ensuring that they are achieved.
 - Management at all levels is successful in securing, supporting, developing and motivating sufficient high-quality staff and ensuring that they are suitably trained for their roles in meeting the needs of all students and in safeguarding, welfare, health and safety.

- Quality assurance including student feedback
 - Appropriate arrangements are in place for quality assurance and they take account of the views of students.
 - The college or language school handles the concerns of students and, where applicable, parents with care and follows its published procedures.
- Staff recruitment, qualifications and suitability checks
 - The college or language school checks the suitability of staff engaged in regulated activity, including staff, volunteers, supply staff and governors/proprietors (if they are to engage in regulated activity) thoroughly and reliably, before they start work in regulated activity.
 - Tier 2 workers have the appropriate visas.
- Provision of information
 - The college's website contains all the information required as specified in the Standards.
 - Reference should be made in the inspection report if the college does not provide information in a timely manner.
 - In relation to first Educational Oversight inspections by ISI, evidence for Standard 58 should be that the college or language school has a plan to make available and distribute the report to its students once it has been sent from ISI;
 - The focus of Standard 65 is on whether the college or language school provides the information relating to records and checks on staff promptly to the inspection team

Standards for Governance, Leadership and Management

45. The leadership of the college or language school provide clear educational direction which is reflected in the quality of education provided, the care of students, and the fulfilment of the college or language school’s stated purpose, or its aims and ethos.

46. There is an effective relationship between the principal/senior staff and the college or language school’s proprietor.

47. The proprietor is successful in securing, supporting and developing sufficient high quality staff and ensuring their suitability to work with students.

48. The proprietor puts in place appropriate policies and procedures, reviews them regularly for effectiveness and ensures there are sufficient good quality resources, through robust financial management.

Standards for Quality Assurance

49. The college or language school has adequate quality assurance mechanisms in place which lead to the improvement of the quality of educational experience or the maintenance of existing high standards.

50. Management at all levels is successful in identifying priorities for improvement, planning to meet those priorities, and implementing decisions effectively.

51. The management of the college or language school uses opportunities for regular staff appraisal or professional development reviews which include lesson observations which lead to improvements in the quality of teaching and learning.

52. The college or language school has drawn up and implemented a complaints procedure that is transparent, open and effective and which provides for written records to be kept of all complaints including those relating to fees, and the stage at which they were resolved.

53. If a complaint from or on behalf of a student remains unresolved after consideration by the college or language school, there is provision for resolution of the complaint through a process which includes consideration by an external independent adjudicator or a panel which includes at least two people who have not been directly involved in the matters detailed in the complaint, one of whom is independent of the management and running of the college or language school.

Standards for Suitability of Staff

54. Identity and Right to work - Appropriate checks to confirm the identity of staff and volunteers and their right to work in the UK, are completed before their appointment is confirmed.

55. DBS and barring information - An enhanced DBS and barred list check is carried out for all staff and volunteers who will:

- **provide unsupervised teaching, training, instruction, care, supervision, guidance on well-being for students under eighteen, or drive a vehicle only for students under the age of eighteen;**
- **manage others who carry out the above activities.**

Criminal record checks are applied for in good time. Where the DBS certificate is not returned before the individual enters regulated activity,

- **barring information is obtained before they commence working in regulated activity; and**
- **risk assessed supervision, and any other arrangements indicated by risk assessment, are put in place pending production of the DBS certificate.**

56. Prior to the confirmation of the appointment of all staff,

- references are taken up,
- appropriate checks are carried out to confirm previous employment history,
- where relevant, any qualifications claimed, and
- overseas checks where applicable

and this information is taken into account in determining whether their appointment will be confirmed.

Standards for Provision of Information

Does the college or language school make available on its website:

57. **Details of the complaints procedure and information on how to access policies, such as safeguarding, adopted by the college.**

58. **A copy of their Educational Oversight inspection report (as a minimum, the most recent report) and is also made available to every student by sending it in hardcopy or electronically (in which case a working link suffices).**

59. The college’s address and telephone number and the name of the principal.

60. Where the **proprietor is an individual**, his/her full name, address for correspondence and a telephone number or numbers, or, where the **proprietor is a corporation, organisation or other body corporate**, the address and telephone number of its registered or principal office.

61. Details of the curriculum or range of courses offered by the college.

<p>Standards for Quality of information provided to outside bodies</p>
<p>62. The college or language school has declared to inspectors all instances of allegations, disciplinary action, such as investigation, suspension or departure of any individual (staff, volunteer or other) as a result of their unsuitability to work with children or vulnerable adults (if applicable), or failure to comply with legal requirements?</p>
<p>63. The college or language school complies promptly and effectively with reasonable requests for information in connection with the inspection.</p>
<p>64. The college or language school retains and makes available for inspectors on demand records of all suitability checks completed in respect of staff and volunteers who currently work at the college or who have worked at the college in the previous three years.</p>
<p>65. Where any instances of disciplinary action, suspension or departure (staff, volunteer or other) are due to concerns about their suitability to work with children or vulnerable adults, an appropriate report is made to the Disclosure and Barring Service.</p>

<p>6. ACTIONS AND RECOMMENDATIONS</p> <p>This section includes:</p> <ul style="list-style-type: none"> • Actions required to meet the Standards and/or; • Recommendations for further improvement where all Key Standards are met.
