

Framework for student educational oversight inspections of private further education colleges and language schools

Effective from September 2026

ISI is a Home Office designated educational oversight body for private providers including English language schools as laid out in the guidance document: [Applying for a Student sponsor licence](#)

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Introduction

Overview

1. The Independent Schools Inspectorate (ISI) is appointed by the Home Office as a designated educational oversight body for private further education providers including English language schools (or colleges) as set out in the Home Office's student sponsor guidance, [Applying for a Student sponsor licence](#) (also referred to as the student sponsor guidance).
2. Sponsorship by an education provider that holds a student sponsor licence is the primary route for international students who wish to study full time, or part time in some limited circumstances, in the UK.
3. The student sponsorship regime, whereby education providers are granted a licence, is based on two basic principles. They are that:
 - sponsorship is a privilege and not a right so those who benefit most directly from student migration (education providers) must help to prevent the system from being abused
 - those applying to come to the UK to study must be eligible to do so and must have a reputable education provider who genuinely wishes to teach them.
4. When an education provider is granted a student sponsor licence, significant trust is placed in them. With this trust comes a responsibility to act in accordance with immigration rules and all parts of the student sponsor guidance.
5. To be issued a student sponsor licence, an education provider must be:
 - a genuine education provider that has acceptable educational quality standards, and is operating lawfully in the UK, complying with all appropriate rules and regulations
 - considered eligible and suitable to hold a student sponsor licence
 - capable of carrying out its duties as a sponsor.
6. An education provider wishing to be a sponsor must demonstrate that all its sites meet acceptable educational quality standards. An educational oversight body will make this assessment. ISI acts as an educational oversight body. Sponsors are required to maintain their educational oversight for all their sites throughout the duration of their student sponsor licence.
7. A private further education provider applying for an educational oversight inspection must have been continually teaching a course of study that meets student requirements to UK or EEA students for the two years prior to its application.

8. All educational oversight inspections cover the core requirements set by government. Educational oversight bodies may choose to add further requirements to their educational oversight inspections if they consider it appropriate to do so.
9. Educational oversight bodies decide how to conduct their inspections. They have discretion to fail a private provider where they have reasonable grounds to believe that the provider is not a credible educational institution and/or they have reasonable doubts about the evidence the provider has submitted.

The scope of ISI inspections and judgements

10. ISI will inspect colleges that hold a student sponsor licence or are in the process of applying for a student sponsor licence within six months of the date of the planned inspection.
11. ISI will engage with any college requesting inspection. ISI will inspect a college that relies on educational oversight to recruit overseas students. ISI will not refuse inspections for those colleges that rely on educational oversight to provide short or longer-term courses for overseas students.
12. ISI's student educational oversight inspections of colleges evaluate and report on:
 - the extent to which students benefit from a suitable standard of education and care by evaluating and reporting the extent to which the requirements of each section of the framework are met
 - where colleges teach students who are under 18 years of age and/or vulnerable adults, the extent to which effective safeguarding arrangements are in place, in accordance with relevant statutory guidance including Keeping children safe in education and Working together to safeguard children
 - the financial sustainability of the college.
13. Inspectors will reach one of two judgements for each section of the framework:
 - All requirements are met
 - Requirements are not met

Principles of inspection

14. ISI has four inspection principles which exemplify its inspection methodology. These are:
 - **Manageability:** ISI understands that inspection is a significant event for a college and will promote practices on inspection that, as far as possible, align with the day-to-day life of the college and do not cause unnecessary workload for college leaders and staff or for the inspection team.
 - **Collaboration:** Inspectors will seek to work alongside college leaders and staff as outlined in the inspection handbook, discussing evidence and sharing emerging findings.

- **Triangulation and typicality:** Inspectors will consider a range of evidence when forming evaluations on inspection. Inspectors will look for evidence of what would be typical provision for students at the college over time. Inspectors will consider a range of connected evidence, including scrutiny of college records and consideration of what inspectors are seeing, hearing, and reading on inspection.
- **Proportionality:** When judging the extent to which a college meets the requirements, inspectors will exercise their professional judgement. Where there are some relative weaknesses or minor errors that can be easily rectified, inspectors will take a proportionate approach. Inspectors will consider if those weaknesses amount to a failure to meet one or more of the requirements. Weaknesses or errors which are indicative of systemic failings in the college's processes and/or provision will lead to a judgement that the relevant requirements are not met.

The inspection framework and reporting

The structure of the framework

15. ISI's inspection framework is laid out in four sections. Each section includes the related requirements. Inspectors will evaluate the extent to which each of the requirements is met, by gathering and evaluating a range of inspection evidence, as explained in the inspection handbook.

Section One: Requirements relating to leadership and management

16. The proprietor must ensure that those with leadership and management responsibility have the knowledge and skills required to ensure that all requirements are met, and that they fulfil those responsibilities effectively so that all the college's sites meet acceptable educational quality standards.
17. The proprietor must demonstrate that the college meets the Home Office's requirements for financial sustainability, management and governance. This is required so that international students can have reasonable confidence that they should not be at risk of being unable to complete their course because of the financial failure of their education provider.
18. The provider must satisfactorily complete an inventory provided by ISI with the required information and documentation, as part of the inspection process. Assessments made by ISI on an institution's financial sustainability will be made based on information provided to ISI and are not to be relied upon by any individual or body other than UK Visas and Immigration (UKVI).
19. The proprietor must ensure that the recruitment of international students follows UKVI guidance relating to students' English language proficiency and that all students are recruited to appropriate courses to meet their needs.

20. The proprietor must maintain effective quality assurance arrangements to enable enhancement of the quality of students' learning experience including by ensuring that:

- accurate self-evaluation informs enhancement of the quality of provision for students or maintenance of high standards
- leaders draw on the views of students and other stakeholders to inform their self-evaluation and any plans for improvement.

Section Two: Requirements relating to the quality of education

21. The proprietor, leaders and managers must ensure that provision gives international students reasonable confidence in arrangements for maintaining the academic standards and quality of the courses that the college offers.

22. The proprietor leaders and managers must set and/or maintain academic standards including by ensuring that:

- all courses on offer are valid and suitable for the needs and aptitudes of students
- all courses on offer to international students lead to qualifications or outcomes which meet the definition of an approved qualification for UKVI purposes
- the curriculum for each course is well planned and supported by appropriate schemes of work
- teaching enables students to learn and make progress.

23. The proprietor, leaders and managers must provide appropriate learning opportunities including by ensuring that:

- students who are not primarily studying English language courses, but who speak English as an additional language (EAL) are supported in their English language acquisition so that they can access the curriculum
- teaching is informed by regular and accurate assessment of students' knowledge, skills and understanding
- students are given feedback about their progress so that they understand their strengths, where they need to improve and the likelihood of successfully completing their course(s)
- teaching is underpinned by secure subject knowledge, effective pedagogy and positive relationships
- resources are well chosen and appropriate
- 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

- teaching does not discriminate against students, in line with Part 3 of the Equality Act 2010 and encourages respect for people including those with the protected characteristics set out in the Equality Act 2010.

Section Three: Requirements relating to students' wellbeing

24. The proprietor, leaders and managers must verify the suitability of teaching staff, including by carrying out pre-appointment safeguarding checks on staff where they will be teaching students under the age of 18 or any vulnerable adults including by ensuring that:

- secure procedures are followed to recruit appropriate teaching staff, including by seeking and verifying professional references and carrying out checks on identity, qualifications and right to work, as well as investigating employment gaps
- where the college provides for students under the age of 18 and or vulnerable adults, safer recruitment processes are diligently followed in full, on all adults, as outlined in statutory guidance issued by the Secretary of State for Education.

25. The proprietor, leaders and managers must ensure the suitability of the premises for teaching, having regard to the number, age and needs of students, including any special educational needs/and or disabilities, including by ensuring that:

- buildings and any residential accommodation and facilities are suitably maintained and are fit for purpose.

26. The proprietor, leaders and managers must promote and protect students' health, safety and welfare, including by the drawing up and effective implementation of a written risk assessment policy, and must take appropriate action to reduce risks that are identified, including by ensuring that:

- leaders and staff identify any contextual risks to students and take action to mitigate those risks
- leaders' approach to welfare, health and safety is diligent and effective
- all necessary action is taken to reduce risks from fire and other hazards
- appropriate first aid provision is in place
- evacuation and lockdown procedures are appropriate, well understood and are rehearsed
- any arrangements for accommodation, through homestay, halls of residence or otherwise, are appropriately managed and registered in accordance with national requirements
- if a student under 16 is living with a host family (private fostering arrangement) for 28 days or more, the local authority is notified within timescales specified by the Children (Private Arrangements for Fostering) Regulations 2005.

27. The proprietor, leaders and managers must ensure that appropriate arrangements are made to safeguard and promote the welfare of students, and such arrangements have regard to any guidance for educational settings issued by the Secretary of State for Education, for pupils under 18 and vulnerable students, including by ensuring that:

- leaders promote a safeguarding culture which puts the needs of students first
- staff are trained effectively to understand their duties and the college's procedures regarding safeguarding
- attendance, punctuality and course completion are monitored carefully and, when students are absent or persistently late, action is taken to improve attendance and/or punctuality
- when a student fails to enrol or otherwise discontinues study and does not fulfil Home Office requirements for attendance, leaders ensure the required report is made to UKVI
- where the college includes students under the age of 18 or vulnerable adults, statutory safeguarding guidance is understood, embedded in policy and practice and consistently followed.

Section Four: Requirements relating to advice and guidance for students

28. The proprietor, leaders and managers must provide accurate and up-to-date information to students, including by ensuring that:

- prior to their enrolment, students are provided with the information, advice and support they need to make well-informed decisions about the suitability of the courses to meet their needs and aspirations
- a suitable programme of induction is in place for all students
- students are provided with details of the college's complaints policy.

29. provide up-to-date, relevant and informed advice and guidance including, where appropriate, on relevant careers and or further education opportunities that are appropriate for students on completion of the course(s) studied including by ensuring that students are provided with the advice and support that they need to make informed choices about their next steps including about relevant careers.

Evaluation and reporting

30. The inspection team will use their professional judgement to evaluate and report on the extent to which the requirements of the framework are met. The inspection report will be evidence based and will reflect inspectors' evaluation of what they saw, read, heard, and noticed as part of the inspection. Evaluation will result from careful consideration of the inspection evidence. The report will be written in clear and unambiguous language.

31. Inspectors will gather and evaluate triangulated evidence to reach secure judgements for each of the requirements across the four sections of the framework.
32. Inspectors will reach judgments and report on whether each of the requirements of the framework are met or are not met.

The structure of the student educational oversight inspection report

The summary section

33. The summary section of the report will provide an evaluative overview of the main inspection findings. It will summarise inspection findings relating to the effectiveness of leadership and provision in each section of the framework and whether a college meets each of the requirements.
34. The summary section will include a statement regarding the provision of information relating to financial sustainability, management and governance.

Areas for action and recommended next steps

35. Inspectors will identify recommendations to enhance the effectiveness of leadership of provision that relates to any of the requirements of the framework.
36. Where requirements are not met, inspectors will provide areas for action that make clear what needs to improve for the college to meet the requirements of the framework.

Sections of the framework

37. For each section of the framework, the report will describe more fully the relative strengths and weaknesses, and whether requirements are met or not met.
38. In the relevant section, inspectors will report the progress the college has made since the previous inspection, including in addressing requirements that were previously not met and against any recommended next steps.

How colleges will be inspected

Frequency and type of inspection

Student educational oversight inspections

39. The Home Office requires that all colleges will routinely be inspected at least once every four years. The Home Office also requires that colleges will have an interim health check every year, or every two years if the college is considered to meet the highest educational standards.

40. To fulfil Home Office requirements and to ensure that educational quality standards are maintained, ISI will conduct a student educational oversight inspection for every college, routinely at least once every two years.
41. There will be one type of inspection. Inspections will follow the same format for routine inspections, progress monitoring and material change inspections.
42. ISI will conduct a student educational oversight inspection if a college has failed to meet all requirements at the time of the previous inspection. The timing of this inspection will usually be within six months of the previous inspection. The purpose of the inspection is to ascertain the progress the college has made in meeting requirements that were previously not met and to evaluate if the requirements are now met. The structure of the inspection will mirror the structure of the student educational oversight inspection.
43. ISI may bring forward an inspection within the two-year cycle of inspections if ISI receives complaints about academic standards or the quality of care, or if there are other serious concerns about a provider's ability to effectively maintain academic standards.

Material changes to a college's circumstances

44. College leaders must notify ISI within 28 days of a material change of its circumstances as laid out in Student Sponsor Guidance Document 2: Sponsorship duties.
- The following material changes in circumstances will trigger an inspection.
 - a change of address
 - the acquisition of a new building
 - an extension of premises with an increase in capacity by 25% or more
 - a change of legal or trading name
 - a change of principal and/or proprietor or equivalent
 - a change of 20% or more of permanent teaching staff
 - a change of 30% or more on the type of provision/courses offered, including changes to awarding body/organisation
 - a change in the age range of students (from 18+ to under 18s) for the first time
 - a change in accommodation arrangements for students (from not directly owning and managing to directly owning and managing accommodation).
45. The following material changes in circumstances will also trigger an inspection.
- For providers with fewer than 50 students:**
- an increase in total student numbers (international and domestic) of more than 50 students

- a new site
- a merger with another provider
- a change of 50% or more on the type of provision/courses offered, including changes of awarding body/organisation.

For providers with 50 or more students:

- an increase in total student numbers (international and domestic) by more than 20% or 100 students, whichever is greater
- a new site
- a merger with another provider
- a change of 50% or more on the type of provision/courses offered, including changes of awarding body/organisation.

46. Additionally, colleges should notify ISI if their financial circumstances or management and governance arrangements have changed since the previous financial assessment was carried out. Such changes include, but are not restricted to:

- changes of ownership
- changes of directors or beneficial interest
- changes in financial support provided by a parent company or other financial backer.

47. ISI may require an additional check to be carried out to provide ongoing assurance of a provider's financial sustainability, management and governance.

48. Notification of a change in circumstances will trigger an inspection. ISI will bring forward an inspection in its cycle, if this is necessary, to consider the impact of the change in circumstances. If the college is due for a routine student educational oversight inspection, inspectors will consider the change in circumstances as part of that inspection.

The duration of inspections and the inspection team

49. Student educational oversight inspections are typically scheduled for two and a half days. The first day and a half of the inspection is held remotely. This provides the inspection team with the opportunity to consider the information presented by college staff and leaders. There will be a meeting with college leaders during this second half day to finalise the draft on-site inspection plan. There may also be follow-up meetings with college leaders or staff, where appropriate.

50. ISI will take a flexible approach to the length of the inspection. The colleges that we inspect vary in size and complexity. The length of the inspection will be extended where appropriate, for instance for large providers, or where there are multiple sites or where student accommodation is a consideration.

51. The number of on-site inspection days may be extended for large, multi-site providers or for those providers that offer or arrange accommodation for students.
52. The inspection is led by a lead inspector and in most cases, a minimum of one team inspector. The size of the inspection team will be determined by the context of the college, including student numbers and the range of courses delivered.

The inspection process

53. The lead inspector will contact the college leader three weeks ahead of the planned inspection. At this point the inspection virtual team room will open. Any correspondence between inspectors and college leaders will take place via the virtual team room. Inspectors and college staff will make every effort to avoid the use of emails.
54. The pre-inspection planning call will focus on the practical arrangements for the inspection. The lead inspector will confirm that the college leader has access to the inspection framework and handbook and will explain the process of the inspection. The lead inspector will explain the process for gathering the views of staff and students through the pre-inspection surveys. The lead inspector will also outline the information that inspectors require ahead of the start of the inspection.
55. There will be a further pre-inspection call, approximately one week ahead of the planned inspection. This call will be to confirm inspection arrangements and to share the draft inspection plan with college leaders. The lead inspector will also confirm the range of courses and make-up of the student body.
56. The first day and a half of the inspection will be held remotely. The focus of this time will be to hold remote meetings with college leaders and staff (using Microsoft Teams or similar online meeting platforms) to gather evidence, including that relating to the college's self-evaluation and improvement planning, college policies, details of the courses on offer and safeguarding arrangements. The lead inspector will also confirm the draft on-site inspection plan.
57. The remaining days of the inspection will be held on site. The lead inspector will be joined by members of the inspection team (team inspectors). The focus of these inspection days will be to gather first-hand evidence of the implementation of the college's policies and processes, implementation of the curriculum and schemes of work and discussions with students, the proprietor and/or those responsible for governance of the college. Inspectors will also visit premises, including residential premises, where appropriate, to consider their suitability as well as health and safety arrangements.
58. Throughout the inspection, the lead inspector will hold regular keeping in touch meetings with college leaders. The lead inspector will share relevant emerging evidence, giving leaders the opportunity to signpost any additional evidence, as required.

59. On the final day of the inspection, the lead inspector and team will give provisional feedback to the college on the provisional inspection judgements. The judgements do not become final until the publication of the inspection report.

Conduct

Code of conduct for inspectors

60. Inspectors must adhere to the code of conduct. Inspectors are required to uphold the highest professional standards in relation to all who are involved in the process of inspection, before, during and after the inspection.

61. Inspectors will:

- act in the best interests of the students at the inspected college and always prioritise the safeguarding and welfare of students
- uphold ISI's values at all times and evaluate objectively in line with ISI's frameworks and regulatory requirements
- refrain at all times from any behaviour which might bring ISI into disrepute
- use their ISI inspector designation only in relation to their inspection work for ISI, unless previously agreed with ISI senior staff
- maintain up-to-date knowledge of ISI's inspection frameworks, handbook, policies, and practice and associated requirements and guidance
- maintain strict confidentiality about the identity of the college to be inspected, the timing and scheduling of inspections and not divulge any information about the inspection, including, but not limited to, the region, the type of college or any identifying features
- declare all actual and perceived conflicts of interest and have no real or perceived connection with the inspected college prior to, or following inspection, which could undermine the integrity of the inspection
- act promptly and in line with ISI guidance on any safeguarding or health and safety issues that may arise on inspection
- work with professionalism, sensitivity and integrity, treating all with respect and courtesy
- liaise immediately with senior staff at ISI if inspectors become aware that college staff are experiencing exceptional stress
- follow requirements and good practice in relation to the secure management of information
- be mindful of the additional workload that inspection can create, be sensitive to the needs of college staff and take reasonable steps to prevent undue anxiety and stress
- avoid any requests or suggestions that may cause undue disruption to business as usual for the college

- communicate regularly and productively with college leaders, keeping them informed of emerging findings and judgements clearly and honestly
- evaluate the work of the college objectively and impartially supported by clear and secure evidence
- report fairly and without favour ensuring that judgements are reliable
- respect the confidentiality of inspection evidence and judgements
- wear their ISI inspector identification badge at all times when on college premises.

Guidance for colleges

62. To facilitate a professional and positive working relationship, we request that college leaders and staff:

- treat inspectors with professionalism, respect, courtesy and candour
- ensure any inspection surveys, or other communications with parents and students requested by the reporting inspector, are sent out promptly
- engage with and facilitate the inspection process and enable inspectors to carry out their work in an honest and open way in line with ISI's framework and the requirements.
- provide access to evidence that will enable inspectors to evaluate the work of the college fairly and reliably
- facilitate necessary meetings with proprietors, leaders, staff and students
- work with inspectors to minimise disruption to the normal working college day
- work with inspectors to minimise anxiety, stress, or additional workload for staff
- ensure the health and safety of inspectors while on college premises
- maintain regular and productive communication with inspectors
- raise any concerns promptly with the reporting inspector
- respect the confidentiality of information about the inspection and inspectors.

63. If access to accurate inspection information is not facilitated, inspectors may reasonably conclude that the requirements are not met.

64. ISI has discretion to judge that requirements are not met where inspectors have reasonable grounds to believe that the college is not a credible educational institution and/or they have reasonable doubts about the evidence the college has submitted.

Quality assurance of inspections

Quality assurance

65. ISI's internal quality assurance processes involve several stages, all of which serve to ensure that our inspection findings are reliable and that our reports are clear and based on robust evidence.
66. Inspectors are carefully selected and properly trained. They also receive regular training updates about our work and any changes to regulations or requirements. Inspectors are assessed for suitability at every stage of their recruitment and training before they take part in inspections. As part of their training, lead inspectors shadow inspections, they are supported by experienced inspectors and are monitored for their suitability.
67. ISI has a process for monitoring the quality of the work of all inspectors. ISI has a group of experienced inspectors who work as monitors. ISI gathers information from team and lead inspectors, monitors and from those conducting quality assurance tasks to inform the quality assurance process. Following and during every inspection, we ask college leaders for their views about how the inspection was conducted. We use this information to inform inspector training and provide appropriate additional training and guidance for individual inspectors when necessary. Where inspectors fall short of our expectations, we act.
68. On inspection, evidence is gathered, recorded and evaluated by the inspection team. The inspection team share and discuss their evaluations of the evidence, reach judgements and identify recommended next steps. Where requirements are not met, inspectors will set areas for action. Triangulation of evidence is key to the formation of the judgements. Judgements are made corporately by the inspection team.
69. A team of experienced inspectors is available on duty for support and these inspectors are available to give advice to the inspection team during inspections. They regularly join inspections to check the quality and consistency of our work.
70. The lead inspector writes the inspection report shortly after the end of the inspection. All inspection reports are subject to our quality assurance processes. These involve ensuring that the evidence supports the judgements reached on site. We also check reports to ensure that they clearly state the reasons for the judgements. A copy of the draft report is sent to the college so that leaders can check for any inaccuracies. This is called the factual accuracy check (FAC).
71. When the report is finalised, following quality assurance, a final copy of the report is sent to the college prior to publication on our website. At this stage, the college will be invited to give feedback on the inspection process. The final report is also sent to the Home Office.

Complaints about inspections

72. A provider who wishes to complain about an inspection can refer to the ISI [inspection complaints policy](#).

Framework at a glance: The requirements

Section One: Requirements relating to leadership and management	
The proprietor must:	
1.1	ensure that those with leadership and management responsibility have the knowledge and skills required to ensure that all requirements are met, and that they fulfil those responsibilities effectively so that all the college's sites meet acceptable educational quality standards.
1.2	demonstrate that the college meets the Home Office's requirements for financial sustainability, management and governance.
1.3	ensure that the recruitment of international students follows UKVI guidance regarding students' English language proficiency and that all students are recruited to appropriate courses to meet their needs and aspirations.
1.4	maintain effective quality assurance arrangements to enhance the quality of students' learning experience including by ensuring that: • accurate self-evaluation informs improvement in the quality of provision for students or maintenance of high standards • leaders draw on the views of students and other stakeholders to inform their self-evaluation and any plans for improvement.

Section Two: Requirements relating to the quality of education	
The proprietor, leaders and managers must:	
2.1	set and/or maintain academic standards including by ensuring that: • all courses on offer are valid and suitable for the needs and aptitudes of students • all courses on offer to international students lead to qualifications or outcomes which meet the definition of an approved qualification for UKVI purposes • the curriculum for each course is well planned and supported by appropriate schemes of work • teaching enable students to learn and make progress.
2.2	provide appropriate learning opportunities including by ensuring that: • students who are not primarily studying English language courses, but who speak English as an additional language (EAL) are supported in

	their English language acquisition so that they can access the curriculum • teaching is informed by regular and accurate assessment of students' knowledge, skills and understanding • students are given feedback about their progress so that they understand their strengths, where they need to improve and the likelihood of successfully completing their course(s) • teaching is underpinned by secure subject knowledge, effective pedagogy and positive relationships • resources are well chosen and appropriate • 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 • teaching does not discriminate against students, in line with Part 3 of the Equality Act 2010 and encourages respect for people including those with the protected characteristics set out in the Equality Act 2010.
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Section Three: Requirements relating to students' wellbeing

The proprietor, leaders and managers must:

3.1	verify the suitability of teaching staff, including by carrying out pre-appointment safeguarding checks on staff where they will be teaching students under the age of 18 or any vulnerable adults including by ensuring that: • secure procedures are followed to recruit appropriate teaching staff, including by seeking and verifying professional references and carrying out identity, qualifications, investigation of employment gaps and right to work checks • where the college provides for students under the age of 18, safer recruitment processes are diligently followed in full, on all adults, as outlined in statutory guidance issued by the Secretary of State.
3.2	ensure the suitability of the premises for teaching, having regard to the number, age and needs (including any special educational needs/and or disabilities) of students including by ensuring that: • buildings and any residential accommodation and facilities are suitably maintained and are fit for purpose.

3.3	promote and protect students' health, safety and welfare including by the drawing up and effective implementation of a health and safety and risk assessment policy and must take appropriate action to reduce risks that are identified including by ensuring that: • leaders and staff identify any contextual risks to students and take action to mitigate those risks • leaders' approach to welfare, health and safety is diligent and effective • all necessary action is taken to reduce risks from fire and other hazards • appropriate first aid provision is in place • evacuation and lockdown procedures are appropriate, well understood and rehearsed • any arrangements for accommodation, through homestay, halls of residence or otherwise, are appropriately managed and registered in accordance with national requirements • if a student under 16 is living with a host family (private fostering arrangement) for 28 days or more, the local authority is notified within timescales specified by the Children (Private Arrangements for Fostering) Regulations 2005.
3.4	ensure that appropriate arrangements are made to safeguard and promote the welfare of students, and such arrangements have regard to any guidance for educational settings issued by the Secretary of State for pupils under the age of 18 and vulnerable students including by ensuring that: • leaders promote a safeguarding culture which puts the needs of students first • staff are trained effectively to understand their duties and the college's procedures regarding safeguarding • attendance, punctuality and course completion are monitored carefully and action is taken when students are absent or persistently late, including the necessary reports to UKVI when required • when a student fails to enrol or otherwise discontinues study and does not fulfil Home Office requirements for attendance, leaders ensure the required report is made to UKVI • where the college includes students under the age of 18, statutory safeguarding guidance is understood, embedded in policy and practice and consistently followed

Section Four: Requirements relating to advice and guidance for students

The proprietor, leaders and managers must:

4.1	provide accurate and up-to-date information to students including by ensuring that: • prior to their enrolment, students have the information they need to make well-informed decisions about the suitability of the courses to meet their needs and aspirations • a suitable programme of induction is in place for all students • students are provided with details of the college's complaints policy.
4.2	provide up-to-date, relevant and informed advice and guidance including, where appropriate, on relevant careers and or further education opportunities that are appropriate for students on completion of the course(s) studied including by ensuring that: • students are provided with the advice and support that they need to make informed choices about their next steps including about relevant careers.

Change Log

Version date	Page and paragraph	Change
1.01	Initial draft	