



BEST PRACTICE IN STUDENT WELFARE, SAFEGUARDING AND CARE OF UNDER 18S

A guide for English UK member centres

Section: welfare

Sub-section: care of accommodation

Welfare and student services (W)

Sub-section: Accommodation

Background information

- * For all types of accommodation, it is the provider's responsibility to ensure that inspection criteria are being met, whether the provider operates the accommodation themselves or sub-contracts it; e.g. using an accommodation agency for homestays or hiring rooms in residential halls or hostels.
- * When providers sub-contract accommodation they need evidence that inspection standards are being met.
- * With all accommodation, **providers must be clear in publicity and student information what is being offered**, helping students to have realistic expectations of what they are selecting/coming to; e.g., when providers use accommodation agencies or if a self-catering is an option.

Please note: The type of accommodation should be described in the following terms:

Wording	Things for providers to think about to meet the standard
<p>Homestay accommodation: hosts treat the student as full member of the household, eating together and sharing the common living areas; no more than four students accommodated in homestay accommodation at any one time. Includes home tuition where the host is also the teacher. Homes accommodating more than four students should not be described as homestay accommodation.</p>	<ul style="list-style-type: none"> i) Do not use host family; this phrase can lead students to unrealistic expectations, e.g. one mother, one father and children; in many countries, that is what family means. To help students, explain the term 'homestay' in publicity and student information so students realise homes in UK can contain a varied mix of occupants / hosts ii) The wording (on left), or similar, should be part of the contract between provider and homestay - along with many other points – as it sets minimum standards iii) Provider must ensure the required standards are met iv) ‘..eating together..’ is no longer a norm for breakfast in many UK households. Providers should clarify this with students so that they have realistic expectations, maybe explaining why the ‘help yourself’ breakfast is common, e.g. parents off to work and / or taking children on school runs etc.
<p>Other accommodation: in private homes accommodating more than four students, student houses, residential halls or hostels, catered or self-catering.</p> <p><i>The following are not normally suitable for under 18s: private homes accommodation more than four students, residential accommodation where there is no overnight supervision, and self-catering accommodation. Please see the additional criteria for Safeguarding Under 18s.</i></p>	<p>The provider must meet required standards and statutory regulations for different types of accommodation; e.g.</p> <ul style="list-style-type: none"> i) for residential: health & safety including risk assessment, first aid provision, fire safety, insurance, food preparation, safeguarding for under 18s (see Safeguarding Under 18s section). ii) private homes with more than 4 students may require a HMOs (House of Multiple Occupancy) licence. Rules vary by location/area and size of house; check with local council to ascertain status. iii) residential accommodation for students under 18 (which includes those attending adult courses); a security guard at the front desk is not usually adequate overnight supervision; there must be enough adults capable of dealing with any sort of incident or emergency.

Practical help

* further information on HMO licence: www.gov.uk/house-in-multiple-occupation-licence

Criterion W9

All accommodation

Section: Welfare

Sub-section: Accommodation

Further-sub-section: All accommodation

Wording	Evidence
<p>W9 Students have a comfortable living environment throughout their stay.</p> <p>Requirements</p> <p>A bedroom and common areas in a proper state of cleanliness and repair.</p> <p>Adequate heating and lighting.</p> <p>A sufficiently spacious bedroom with natural light, equipped with an adequately sized bed.</p> <p>Adequate hanging and drawer space for clothes.</p> <p>Privacy from members of the opposite sex.</p> <p>A table for private study (where appropriate).</p> <p>Sufficient washing facilities and access to a bathroom, with baths or showers available daily.</p> <p>An adequate supply of duvets or blankets.</p> <p>Homestay hosts treat the student as a full member of the household, eating together and sharing common areas</p>	<ul style="list-style-type: none"> - Visits to student accommodation - Interviews with staff - Talking to homestay hosts and residential staff - Student focus group(s) <p>Documentation</p> <ul style="list-style-type: none"> - Description of accommodation offered (40) - List of accommodation in use (41) - Accommodation placement (42)

Background information

* these are minimum standards; best practice will require more

* think of your students and what they expect / need to have 'a comfortable living environment throughout their stay'

	Questions to ask	Some helpful information
1	Some of the words & phrases in the requirements are not precise; e.g. 'adequate' 'proper' 'sufficiently'. How can I judge if it is acceptable and meets the standards?	<ul style="list-style-type: none"> i) some words are subjective due to the large variety of accommodation used by providers ii) staff assessing accommodation must know what the provider accepts as suitable, and what the students expect (connected to W10 below). If in doubt, imagine a demanding customer and how they would react iii) there will be differences in expectations as students come from different cultures.
2	'...an adequately sized bed'	<ul style="list-style-type: none"> i) a bed designed for a child is not suitable for an adult ii) it is generally considered that bunk beds are unsuitable for over 14s iii) some beds are not long enough for tall adults.

3	'..adequate supply of duvets or blankets'	Some students come from very hot, dry climates and coping with the damp / chilly UK climate (even in summer) can be very hard; a student unable to get warm, even in bed, will feel miserable. Extra bedding needs to be available year-round.
4	Can homestays use bunk beds?	Bunk beds should not be used for students over age 14.

Criterion W10

Section: Welfare

Sub-section: Accommodation

Further-sub-section: Accommodation: residential

Wording	Evidence
<p>W10 Arrangements for cleaning and laundry are satisfactory.</p> <p>Requirements Arrangements for regular cleaning of homestay. Arrangements for weekly cleaning of common areas, including bathrooms and kitchens in residential accommodation. Regular cleaning of fridges. Provision of cleaning materials where students are responsible for cleaning. A weekly laundry service or clearly explained laundry arrangements. A change of towels and bed linen each week.</p>	<ul style="list-style-type: none"> - Visits to student accommodation - Interviews with staff - Talking to homestay hosts and residential staff - Student focus group(s) - Notices <p>Documentation</p> <ul style="list-style-type: none"> - Description of accommodation offered (40) - Accommodation placement (42) - Student handbook/notes (54)

Background information.

* minimum standards needed for any residential accommodation, managed by provider or rented

* requirements will vary according to situation

* provider has responsibility to check that standards are being met when renting accommodation

	Questions to ask	Some helpful information
1	What is / would be considered adequate provision?	i) Situation dependent. Residential accommodation encompasses a wide range. What exactly gets cleaned (bedrooms / toilets + showers / public areas / any food preparation areas) and how often (does 'daily' include weekends and all areas)? Are there any restrictions, e.g. floors in bedrooms will only be vacuumed if floor is clear of students' belongings? ii) Proper cleaning is a health & safety issue; it has to be done effectively iii) Providers to clarify requirements in detail at contract stage when arranging cleaning with staff / landlord iv) Arrangements with cleaners need to be supported by 24x7 access to cleaning materials and equipment for times when accidents occur and cleaners are not available
2	Changeover days for new arrivals can be difficult if they happen at weekends.	Changeover days, especially on short-stay courses with frequent exits / intakes, require more thorough cleaning (and bed-making). Provider to ensure that cleaning services are adequate for these important 'first-impression' days. Arriving students (and possibly parents with under 18s) should be welcomed by clean and bright spaces / rooms / freshly made beds. Weekend changeovers may require additional cleaning staff / higher wages.

3	How do we check?	<ul style="list-style-type: none"> i) Daily checking by provider's staff and frequent feedback to cleaners (direct or via the landlord's representative) ii) Verbal and written feedback from students via casual questioning, welfare tutorials and early / regular / departure feedback forms iii) Unannounced 'drop in' visits by senior staff to check that all aspects of accommodation contract are being met
4	What is a 'weekly laundry service'?	<ul style="list-style-type: none"> i) a student's clothes and bedding are washed and dried by homestay host or by staff organised by provider ii) for under 16s this would be usual; if they were expected to use machines for washing their clothes, adults / staff must be available to help (see point 5) iii) older students can be expected to do their personal laundry; however, some adult students will never have done laundry before (see point 5) iv) even when a laundry service is provided, some cultures prefer to wash their own underwear v) publicity and information to students must be clear about laundry arrangements.
5	'...or clearly explained laundry arrangements'?	<p>Students doing their own laundry need a demonstration of how to use the equipment, probably more than once, supported by clear written or diagram guidance. Telling them once on arrival is insufficient.</p> <p>Sending a student to use a local launderette would not be acceptable as part of a 'comfortable living environment'.</p>

Practical help

* more information on cleaning issues available from HSE website <http://www.hse.gov.uk/cleaning/topics/>

Criterion W11

Section: Welfare

Sub-section: Accommodation

Further-sub-section: All accommodation

Wording	Evidence
<p>W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.</p> <p>Requirements Checks recorded. Fire risk assessments. Gas Safe certificates renewed annually.</p>	<ul style="list-style-type: none"> - Visits to student accommodation - Interviews with staff - Talking to homestay hosts and residential staff <p>Documentation</p> <ul style="list-style-type: none"> - Accommodation placement (42) - Records of accommodation inspections (76)

Background information

- * providers must check premises inside and out, and also decide whether the location is suitable; will students feel comfortable in the neighbourhood and travelling to / from there, possibly at night. This is particularly important for under 18s.
- * there must be evidence that inspection visits have been made and details of what was covered; this includes providers using accommodation agencies.
- * this is a minimum standard; best practice would be more frequent inspection visits
- * inspection visits should be augmented with gathering information in other ways, e.g. student, agent, group leader feedback
- * developing and maintaining good relations with accommodation hosts is beneficial
- * providers must be thorough and accurate in keeping accommodation information current
- * in residential accommodation, fire safety requires the accommodation manager to know exactly who is sleeping in which room every night
- * homestays must have proper and current safety documents in place

Questions to ask	Some helpful information
<p>1 Is there a set procedure for inspecting accommodation?</p>	<p>Same written procedure should be followed, whatever the circumstances. Procedure may happen speedily during busy periods when additional homestay accommodation is needed urgently. Include the following elements (and others as required):</p> <ul style="list-style-type: none"> i) The potential host is sent a list of core requirements ii) Before going to premises, send questionnaire to be returned prior to visit; thus allowing provider to better understand and prepare iii) Person inspecting has detailed list of what to check / look for, and must know the provider's required standards; these may vary according to the type of student, e.g. short-stay child / long-stay mature adult etc. iv) Potential host will probably have everything 'at best' for the visit; this needs to be taken into account v) For a homestay, plan visit when all / most members of the household are present; to meet them and to gauge everyone's response to hosting international students vi) Make comprehensive record of visit

		vii) If accommodation is not good enough / not suitable, don't use it.
2	Who is a responsible representative?	<p>i) Those visiting accommodation need training, even if already experienced with another provider, as standards of different providers may vary.</p> <p>ii) 'Safer recruitment' best practice for under 18s is that two staff should visit so that two opinions on the host's (and other members of the household's) suitability can be compared. (See Safeguarding Under 18s section)</p>
3	What is safety?	<p>There are statutory minimum standards (see sub-section introduction).</p> <p>i) For any residential accommodation used / sub-let / recommended: provider will need to (a) see host's risk assessments for premises, fire, other safety points and then (b) produce own risk assessments, suitable for type / age of their students using premises. When doing initial visit, a risk assessment checklist should be part of procedure.</p> <p>ii) For homestays: general risk assessments are not required, but fire safety risk assessments are (see sub-section introduction)</p> <p>iii) Other safety points will depend on type / layout of accommodation and location. If a serious accident happened to a student in / near the accommodation provided / recommended, the provider may need to explain in court why they had used this accommodation. In this instance, a risk assessment is evidence that risks had been identified and measures put in place to reduce them.</p> <p>iv) Working with under 18s, certain adults in both homestay and residential accommodation will require DBS checks (PVG in Scotland, AccessNI in Northern Ireland). (see Safeguarding Under 18s section).</p> <p>NB: Although this is not part of the inspection criteria, the safety of provider's staff visiting prospective accommodation is an important factor to be considered, e.g. always visit in pairs, or if not possible, tell prospective host that colleagues are expecting you within x minutes, always go upstairs behind host, etc.</p>
4	What is suitability?	<p>Does the accommodation meet the requirements / standards set by the provider?</p> <p>i) The accommodation is checked for:</p> <p>(a) suitable physical properties; number & size of bedrooms, bathrooms, levels of cleanliness etc.</p> <p>(b) services needed from the host (food, laundry, heating, being available at set times, etc.)</p> <p>ii) The accommodation host(s) are checked for attitude; friendliness, adaptability, responsibility, etc.</p> <p>The requirements for (i) and (ii) may be different if students are under 18 (see Safeguarding Under 18s section)</p> <p>iii) Other information is gathered / checked; e.g. pets, if working with other providers, etc.</p> <p>Is the accommodation suitable for the provider's customers?</p> <p>iv) The person visiting must know the students / customers; what type of people they are and what they expect. This may vary according to nationality / age / other factors. Distance (preferably within walking) from the campus can be a key factor for some</p> <p>(v) providers now have Prevent obligations and should be considering those when selecting homestays (see W4)</p>

5	What happens if I work through an accommodation agency?	<p>Two types of accommodation agency; those registered by the Accreditation UK scheme and those not.</p> <p>In both cases, providers using an agency for the first time should get references from providers who have used / continue to use them.</p> <p>Registered accommodation agencies</p> <ul style="list-style-type: none"> i) will have met the accommodation criteria (and Safeguarding Under 18s if appropriate) at their most recent inspection (see link below for list of registered agencies) ii) However, providers need to assure themselves that the agency's accommodation is safe and suitable for their students. (Assuming that everything will be right for the provider because the agency has been registered is not best practice.) iii) The contract is critical; whilst the provider is buying the services of the agency, the provider must be satisfied that agency standards / procedures meet their needs. This is particularly important for under 18s, e.g. location of accommodation, hosts accepting provider's (not agency's) curfew times / rules for what students may do outside supervised activities (see Safeguarding Under 18s section). iv) The student / agent has purchased the course, including accommodation, from the provider; therefore, the provider has the responsibility to deliver according to their publicity even when sub-contracting. v) Provider and agency having similar standards becomes very important if the provider places some students itself and some via an agency. <p>Non-registered accommodation agencies</p> <ul style="list-style-type: none"> i) The provider is responsible for ensuring that the agency follows all inspection criteria in the accommodation and, if appropriate, Safeguarding Under 18s sections. ii) The provider needs evidence of this. If an agency will not provide completed documents of, for example, homestay visits, can they provide a template and data about when visits were made? <p>Points (iii), (iv) and (v) above for registered agencies also apply to non-registered agencies.</p>
6	What is considered best practice for frequency of accommodation inspection visits?	<p>It depends on the situation.</p> <ul style="list-style-type: none"> i) Residential accommodation leased annually (e.g. a boarding school / university campus) should be visited annually: (a) institutions inevitably make greater changes / refurbishments than private homes, e.g. allocating different accommodation blocks / sections; these must be seen by the provider to check if safe and suitable for their students (b) the provider needs to update premises' risk assessments annually (c) host accommodation staff may have changed; the provider must check that new staff understand the provider's (safety) needs and procedures. ii) Homestays: (a) the more frequent the visits, the more confident the provider can feel placing students (b) gas safety certificates and fire safety risk assessments need to be updated and seen by the provider annually; this could be coordinated with an annual inspection visit.
7	What is the format for regular re-inspection visits?	<ul style="list-style-type: none"> i) Use a checklist based on the original visit information

		<ul style="list-style-type: none"> ii) Update information by checking visually and verbally iii) Discuss hosting since previous visit; positive feedback, any issues that need addressing iv) Ask host for feedback v) Check that host has understood and put into practice any changes to rules / procedures sent by the provider since last visit vi) Update records on host. Make notes on meeting and send copy to host. <p>Consider not telling host exact time of visit; only that it will be between x and y dates. Visiting when all / most members of the household are at home is better.</p>
8	Are there any other reasons to visit accommodation more frequently?	An additional visit(s) would be necessary if, for example, there were: (a) a significant complaint, (b) on-going problems, (c) a safety issue (d) major changes to premises/campus, (e) any other exceptional circumstances.
9	What else can providers do to find out about accommodation, especially any changes?	<ul style="list-style-type: none"> i) From outset, develop a relationship that includes host and provider keeping each other informed of changes to premises or personnel, e.g. <ul style="list-style-type: none"> a) include as requirement in contract b) provider keeps regular contact by phone / email / occasional unannounced visits, asking for feedback and anything provider should know c) provider issues regular email / hard copy newsletter, including updates on courses / procedures ii) Collect feedback from students / group leaders, both written and face-to-face (formal & informal) <ul style="list-style-type: none"> a) initial feedback and ongoing feedback b) sometimes ask details to check if host is providing agreed services / any changes occurred c) record feedback and follow up sensitively iii) Develop loyalty with homestays / residences so that they feel positive about working with the provider, e.g. <ul style="list-style-type: none"> a) 'thank you for looking after our students' gestures; social events for homestays / gifts for residential staff b) welcoming feedback from hosts c) invite hosts & their families to join social programme events / excursions d) be honest in dealings with hosts; do not promise things that don't happen
10	What is an 'accommodation register'?	<p>For residential - fire safety / any emergency:</p> <ul style="list-style-type: none"> i) the manager of the accommodation premises (e.g. provider's staff / company operating a student residence) must ensure registers are kept of (a) which people (students and staff) are sleeping in which rooms each night and (b) who is in the building overnight. ii) these records are kept by fire wardens in the building and also kept centrally, away from the building, in case the registers in the building are destroyed iii) room changes must be updated for every night iv) particularly on junior residential courses, supervision staff must ensure students sleep in the right rooms; students must be told how important it is to do this

		<p>v) a reliable system must exist to record which staff or adult students are sleeping on the premises each night</p> <p>For homestay - any emergency:</p> <p>i) the provider must know where all their students are residing and have up-to-date contact details for the homestay hosts.</p> <p>For students arranging their own accommodation – any emergency:</p> <p>i) the provider must know where all their students are residing and have up-to-date contact details for them</p> <p>ii) the provider must not depend on students telling when they change address, rather the provider should regularly collect / check that information in writing from the students.</p> <p>The provider is responsible for keeping all the above information accurate and current as emergencies could happen at any time. Changes need to be recorded immediately.</p>
11	Are there any data protection issues about holding information on homestay hosts?	<p>i) Data protection law is sensible; data must be kept securely, only used for specifically stated purposes and for as long as is necessary, and not shared without consent.</p> <p>ii) therefore, homestay hosts need to be told that data might be shared and with whom, and sign their agreement as part of the contract with the provider, e.g. legal obligations such as Prevent issues or for inspections such as British Council</p> <p>iii) keeping information on hosts is fine whilst they remain on the books. If the provider stops using a host, keep only their contact details, record of which students stayed with them and when, and why they were dropped.</p> <p>iv) certain information must never be kept on file, e.g. details of criminal records, which includes hard copies of DBS certificates. (See Safeguarding Under 18s section on Safer Recruitment),</p> <p>v) providers often provide emergency phone holders with booklets showing addresses and contact details for hosts (and students) - these should be destroyed (i.e. shredded) after use.</p>
12	What records of visits are needed?	<p>i) dated checklists showing that all the provider's requirements are in place and signed by the person who visited</p> <p>ii) record any feedback from host and issues discussed</p> <p>iii) update master records with significant changes to premises or personnel</p> <p>iv) for residential: providers need to check host's risk assessments and keep records of the provider's own updated premises and safety risk assessments</p> <p>v) for homestay safety documents, see point 13 below</p> <p>For all records; there must be efficient systems for collecting, keeping and quickly updating / accessing information.</p> <p>Key electronic data must be supported by hard copy information (e.g. contact details) in case of an IT malfunction.</p>
13	Homestays sometimes get confused about the safety documents needed.	<p>Key statutory regulations:</p> <p>i) if homestays are getting paid (even getting paid 'expenses' rather than a fee) to accept guests in their home, they must have:</p>

		<ul style="list-style-type: none"> a) a current Gas Safe Certificate (need gas safety checks every 12 months) not a boiler service, which is insufficient and does not cover gas pipes and any other gas appliances b) a current Fire Risk Assessment (updated every 12 months). More information below on how providers can help homestays produce a sample fire risk assessment ii) provider is not required to keep photocopies, but must have record that both documents have been seen with date original seen and who saw it. Seeing scanned documents is acceptable iii) providers / accommodation agencies should consider reminding each host when these documents are due for renewal as hosts are breaking the law if hosting students without current documents, and it is in best interests of provider / accommodation agency to keep all their homestays legally available.
--	--	--

Practical help

* link to accommodation agencies registered by the Accreditation UK scheme: www.britishcouncil.org/education/accreditation/information-centres/registered-accommodation-agencies

* link to further information on UK data protection law: <https://www.gov.uk/data-protection/the-data-protection-act>

* [Document 4](#) how to help homestays produce fire risk assessment

* [Document 5](#) sample fire risk assessment template

Criterion W12

Section: Welfare

Sub-section: Accommodation

Further-sub-section: All accommodation

Wording	Evidence
<p>W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.</p> <p>Requirements Accurate and sufficient information about the type of accommodation, location, approximate time and cost of travel between the accommodation and teaching premises, services provided and payment arrangements (including cancellation penalties). Where a student is expected to share a bedroom with another student, this is clearly indicated in the provider's publicity. Conditions and procedures under which accommodation arrangements can be terminated are included.</p>	<ul style="list-style-type: none"> - Interviews with staff - Talking to homestay hosts and residential staff <p>Documentation</p> <ul style="list-style-type: none"> - Accommodation placement (42)

Background information

- * it is important to prepare students with realistic expectations of all aspects of their accommodation before arrival
- * international students often expect daily living conditions / travel to be the same as their country; they need help to understand life in UK
- * information sent to students should be clear, helpful, easy to understand and truthful
- * providing detailed information before student's arrival can be very helpful if issues / disputes arise later over accommodation

Questions to ask	Some helpful information
<p>1 What is 'accurate and sufficient information about the type of accommodation'?</p>	<p>Situation dependent; the list in the criterion indicates some of the usual information that students need to know. State if working through an accommodation agency.</p> <ul style="list-style-type: none"> i) being accurate is very important; ii) type of premises (semi-detached / terraced house / flat) plus what that means / how usual is it for the area, garden / balcony, type of road (main, residential, quiet, busy). iii) type of room (shared / ensuite), size, window overlooking front / back iv) simple, personal information about hosts; occupations & interests, and other members of household, including pets. <p>Sending pictures of all the above helps students understand.</p> <ul style="list-style-type: none"> v) detailed and pictorial information can avoid difficulties on arrival if, e.g. student has a phobia of the host's pet rabbit / cannot live in a quiet location by a park, needs a busy,

		<p>noisy street. This sort of information is not always put on student application forms, but once the student sees details, they realise it isn't right for them</p> <p>vi) when accommodating groups of under 18s, particularly from some nationalities, it can be important for parents of the under 18s to house everyone in similar accommodation with (if applicable) similar types of host, e.g. all families with children. In some cultures all children on an overseas trip are expected to have (exactly or close to it) the same experience.</p>
2	How much information is needed on location and travel?	<p>i) location; with map, showing (if appropriate) nearest bus stops / stations</p> <p>ii) options for travel (if appropriate) e.g. tube / overground / bus with different costs and times for each. Costs / times can be within a range; costs should include weekly ticket options if available. (NB don't take travel times from Google maps; use reliable local knowledge, e.g. from hosts)</p> <p>iii) explanation of taxi services, safe use (e.g. book ahead, only registered taxis) and costs will help students understand differences (e.g. in many other countries taxis are cheap / often used)</p> <p>iv) for some under 18s there may be special travel arrangements, e.g. hosts collecting them, but only after evening activities, not afternoons. Be clear with all information</p> <p>v) if provider is accepting students with disabilities or additional needs, more detailed and specific information will be required</p>
3	What services need explaining?	<p>Situation dependent (see W9/10). Some details are proscribed by the provider (e.g. bedding changed every week), others depend on the host e.g. meal arrangements; the main ones are:</p> <p>i) meal arrangements; be precise, provided by host, student can use kitchen / kettle microwave. If dietary needs have been requested, confirm these to student to ensure correct information</p> <p>ii) laundry, how often, student's clothes and / or bedding, done by host or student, washing powder available or not</p> <p>iii) how often bedding changed</p> <p>iv) baths / showers; en-suite / shared, any restrictions (time / how many per day), towels supplied?</p> <p>v) technology access; Wi-Fi / phone / TV etc.</p> <p>vi) particularly for under 18s, if student is included in weekend homestay life / outings</p> <p>vii) reassurance of friendly welcome from host</p> <p>Never assume students 'will know that'; life is different in each of their countries, especially in small details of the 'usual' way of doing things.</p>
4	Does it matter that we don't always know exact rooming arrangements before arrival?	<p>Residential:</p> <p>i) if range of room sizes, e.g. twin bedded to dorm of 4 beds, explain that to student</p> <p>ii) if room size or sharing requests have been made by student, e.g. with friend, not with X language-speaker, confirm only what is certain. If rooming is arranged immediately prior to arrival (e.g. some junior summer courses), be clear that the request is noted but not confirmed.</p>

		<p>Homestay:</p> <ul style="list-style-type: none"> i) The possibility of sharing rooms must be in initial publicity and clarified at confirmation; can the provider tell the student the likely nationality or at least age-range of the other student sharing the room? (a 2-3 year age range is better for under 18s) ii) no more than 2 students per room is the norm for homestay (see W18) <p>For residential and homestay, identify if the student might have a bunk bed; this doesn't suit all (see W9 above).</p>
5	<p>Cancellation terms are included in our terms and conditions? Is that enough?</p>	<p>All financial arrangements must be stated clearly to avoid misunderstandings, particularly after the student arrives. If details are listed in Terms and Conditions, the student should be directed to them from the main accommodation information;</p> <ul style="list-style-type: none"> i) when, how and to whom the student has to pay accommodation fees ii) cancellation terms and penalties if a student cancels / changes accommodation; this to include lost fees plus any administration charge iii) terminating accommodation: (a) under what circumstances this could happen, initiated by student / school / host, (b) the procedures; who to tell, attempts to resolve problem, possible further actions (c) reminder of financial implications iv) if working through an accommodation agency, the provider must have covered all these points in the contract.
6	<p>How should we present and send the accommodation confirmation?</p>	<p>Be adaptable and ready to send the information electronically or hard copy. Make sure content is easily accessible, well-designed and with an attractive layout. Documents may include confirmation letter (personalised), accommodation information notes / handbook (general)</p>

Criterion W13

Section: Welfare

Sub-section: Accommodation

Further-sub-section: All accommodation

Wording	Evidence
<p>W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.</p> <p>Requirements Where any accommodation is provided by an accommodation agency, procedures include provision of feedback to agency.</p>	<ul style="list-style-type: none"> - Interviews with staff - Talking to agency staff (if used) - Talking to homestay hosts and residential staff - Talking to group leaders - Student focus group(s) - - Documentation - Feedback procedures (21) - Accommodation placement (42) - Student feedback (63) - Records of any complaints (65)

Background information.

* there must be at least one person, known to students, who has the responsibility for resolving any accommodation problems

* there might be other people who are able to deal with immediate, day-to-day accommodation problems, e.g. homestay host, house parent

* feedback is an essential part of quality control and customer care

	Questions to ask	Some helpful information
1	We have a team of people to deal with accommodation problems, do we tell students about all of them?	<ul style="list-style-type: none"> i) Explain your accommodation set up. If there is an accommodation department, there will be somebody managing it; students need to know the manager and that anyone in the department can help. ii) Students to be informed of all avenues of support; e.g. tell anyone in school about a problem and they will help you / tell you the person who can help you. In reality, students often speak first to their teacher as the person with whom they most quickly built a relationship; so all staff need to know who deals with which student problems. iii) Inform students who they talk to about day-to-day accommodation issues, i.e. homestay host, house parent, reception / manager in student residence. Ensure systems in place for these people (a) to know which issues to report to provider's accommodation department / person (b) how to do it (make it easy).
2	How and when should students be told who to contact (about accommodation problems)?	<ul style="list-style-type: none"> i) Students need information at all stages of the student journey; before arrival, on arrival and during their stay; therefore, information may be presented in variety of ways ii) Information presented according to age / language level of students and accessible throughout stay in document such as Student Handbook iii) Photo and name(s) of provider's accommodation person / staff to be displayed around school, plus where to find them and when available. If residential, display photo and name

		<p>of go-to person(s) for each accommodation block, plus where to find them and when available.</p> <p>iv) These people (or cover people) to be introduced to all students on arrival. A problem requiring immediate response (e.g. light bulb gone) can happen on arrival / first night.</p>
3	When would be considered 'an early stage' and how do we find out if students are satisfied with their accommodation?	<p>i) a face-to-face question on the first morning, and again during first week</p> <p>ii) a written early feedback questionnaire on course, including some questions on accommodation, given in middle (at latest by end) of first week</p> <p>iii) questionnaire to be age / language-level appropriate, usually offering simple points to comment on, e.g. food (quantity / quality), cleanliness, heating, friendliness of host / residence staff etc., and range of responses, e.g. from very happy to very unhappy</p> <p>iv) as well as checking student's satisfaction with homestay accommodation, do quality control check of practical details to ensure homestay is as it should be, i.e. ask students about other guests; how many, how many per room, same L1, etc (see also W16, W17, W18, W19 below). This type of questioning probably best done face-to-face (in case students are confusing household residents with international students from other providers).</p>
4	How quickly is sufficient – and do we have to record every little problem, e.g. changing a light bulb?	<p>i) Best practice is to respond immediately to a problem (responding is not the same as solving, but a response reassures the student something is being done) and to record everything, the problem, the response, time of response, who responded, when student told of response.</p> <p>ii) When responding to a problem, discuss options, tell the student the likely time something will be done, or when the provider will contact the student again with news. (This is true of any sort of problem, not only accommodation.)</p> <p>iii) Recording even small problems can become important evidence if a customer becomes dissatisfied and complains in generalisations, e.g. nobody here helps me, the provider can refer to a log of issues and how the student was helped.</p> <p>iv) Systems are required for recording different types of problems / response, e.g. a light bulb may be in a maintenance log. Ensure staff know what needs to be recorded and how / where.</p> <p>v) Systems also required for collecting and sharing information about accommodation problems / responses with different people, as required, e.g. residence hosts, homestay hosts, maintenance staff, group leaders, parents (especially re: under 18s and room changes) etc.</p>

Criterion W14

Section: Welfare

Sub-section: Accommodation

Further-sub-section: All accommodation

Wording	Evidence
<p>W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.</p> <p>Requirements Booking and cancellation arrangements are clear. Includes information on W15–W20.</p>	<ul style="list-style-type: none"> - Interviews with staff - Talking to homestay hosts and residential staff <p>Documentation</p> <ul style="list-style-type: none"> - Accommodation placement (42) - Staff handbooks/notes (52)

Background information

* homestay hosts need a contract, with supporting detailed information, which both parties sign

* financial arrangements must be clearly stated in the contract

Questions to ask	Some helpful information
<p>1 At what point in the recruitment process do homestays require 'the rules, terms and conditions applied by the provider with respect to the provision of accommodation services'?</p>	<p>Hosts need information at all stages of recruitment; providers decide what is appropriate. Usually</p> <ul style="list-style-type: none"> i) key points, including legal requirements, are included before homestays are visited ii) more information is explained and discussed during the visit iii) after the visit, successful hosts are sent a contract and 'Homestay host handbook' which together cover all the provider-host rules, terms and conditions iv) the host must be given full details before signing and returning the contract. Typical content will include: <ul style="list-style-type: none"> (a) services required of host (see W9 as minimum), (b) other services, e.g. W15, W16,W17, W18, W19, and all Safeguarding Under 18s requirements if applicable, (c) statutory regulations (various), (d) booking procedure, (e) cancelling a booking (on either side), (f) payment made (how and when), (g) compensation for no-shows or changes, (h) private arrangements if student leaves provider but wants to remain with host, (i) insurance, (j) complaints procedures (from students or hosts), (k) provider's data protection policy, (l) emergency procedures
<p>2 What format should be used?</p>	<p>There must be a contract with terms and conditions; the contract will refer to other documents with information about services that the host must provide, e.g. Host's Handbook. Hosts must have a copy of the contract and the other documents to keep and refer to as they won't remember all the details. Documents should be available in hard copy and electronically</p>

3	Updates	Providers will sometimes need to update their Host's Handbook or their terms and conditions (e.g. in response to safeguarding procedures / contacts - see S1/2); hosts must be sent updated copies / addendums whenever this happens. They should sign to show acceptance of changes in terms and conditions (not rates, but procedures / ways of working together).
4	Working through an accommodation agency	<p>The relationship between provider and accommodation agency is a delicate one.</p> <ul style="list-style-type: none"> i) Terms and conditions of business / cancellation / compensation for no shows etc. are clearly between provider and the agency to negotiate ii) Minimum standards and other requirements listed by the inspection scheme (point 1 above) should already be met if the agency is registered by the Accreditation UK scheme; however, it would be prudent to refer to these specifically as part of the contract iii) The details of some Accreditation UK services, especially for under 18s, will vary according to the provider, e.g. curfew times, safety and supervision requirements outside class. Therefore, the provider needs to stipulate their own standards to the agency and make it part of the contract that the agency ensures the provider's standards are followed by the agency's homestays allocated for the provider's students. iv) If an accommodation agency has not been registered by the Accreditation UK scheme, details of all the provider's requirements needs to be included in the contract.

Criterion W15

Section: Welfare

Sub-section: Accommodation

Further-sub-section: All accommodation

Wording	Evidence
<p>W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.</p> <p>Requirements As criterion.</p>	<ul style="list-style-type: none"> - Visits to student accommodation - Talking to homestay hosts and residential staff - Student focus group(s) <p>Documentation</p> <ul style="list-style-type: none"> - Accommodation placement (42) - Student feedback (63)

Background information

- * homestays and residential hosts will appreciate guidance on meals for international students
- * the ability of homestay and residential hosts to provide for diets must be checked prior to accepting students
- * students must know what they are eating.

Questions to ask	Some helpful information
<p>1 How can providers help homestays and residential hosts with information on well balanced meals for international students; nationalities have many different tastes?</p>	<p>For homestays:</p> <ul style="list-style-type: none"> i) providers give hosts information on different nationality meal and eating habits / norms; use staff knowledge / experience, ask students for input. Information to cover (a) sample acceptable food contents and quantities for breakfast / lunch / dinner / packed lunch (if appropriate) and (b) specific nationality or religious diets / preferences / forbidden food. Never assume homestays know (a) or (b) information. ii) this information must be clear and unambiguous: lists help; give specific examples of (un)acceptable foods and meals. Suggest ways of meeting nationality / religious needs, e.g. no pork, so only buy beef sausages; use separate pans for cooking bacon / pork and other meats iii) stress the importance of (a) discussing food and meals with students at beginning of and throughout their stay, (b) explaining meal contents; UK names often mean nothing to students, e.g. cottage pie, toad in the hole (c) the host's positive attitude to providing enough of food that appeals to the student, particularly if the student is struggling with the normal household menu iv) refer to food / meal information in the contract with homestays, i.e. standards they must meet v) information on eating habits can help everyone, e.g. in some cultures it is (a) rude to clear the plate (b) not considered a proper meal unless it includes soup / meat etc. <p>For residential:</p>

		<p>i) request sample menus; provider makes comments / requests. Agree at contract stage extent of influence provider can have on menus; check host's willingness to adapt menus to meet changing student profile</p> <p>ii) (a) diverse and changing menus, (b) being able to return for more, (c) having plenty of choice at every meal, will ensure students can get a well-balanced diet</p> <p>iii) provider gives host caterers weekly student numbers / nationalities and menu requests based on nationality preferences to help them provide appropriate menus</p> <p>For both: Packed lunches for under 18s are notoriously difficult to get right, especially with health & safety regulations on contents (that might go off if not kept cool). Offer options that appeal and, if possible, allow students to pre-order their choice to avoid waste. Can coaches carry cool boxes for excursion days?</p>
2	Are there any issues around presentation and food availability?	<p>Presentation.</p> <p>i) Students must know what they are eating; UK combinations of ingredients are often unknown by students. For under 18s / low level speakers, use pictures of the meat / protein (eggs / cheese), displayed prominently in residential serving areas. Pork is very important to identify; ructions caused by accidental intake of pork can be large. Providers can prepare food clip-art images for residential / homestay hosts to ensure labeling is properly done.</p> <p>ii) Students need choice. In homestays this can be discussed before preparing meals, in residential it requires food items to be presented individually</p> <p>iii) Attractive and imaginative presentation of food (as opposed to functional) will entice students to try items and improve their appreciation of meal times. Some residential catering companies do this exceptionally well, some don't bother.</p> <p>Availability. For residential and homestay courses, particularly for under 18s (Duty of Care), providers must ensure students get food if they miss the scheduled meal times, e.g. early / late arrivals / departures, excursion coaches delayed. This could mean late, cold or packed meals. Providers to discuss at contract stage how these situations will be resolved, especially when unforeseen, and lead time needed by host (especially residential) to prepare for known changes of mealtimes / numbers.</p>
3	How do providers check that meals are being 'received... as agreed'?	<p>Residential</p> <p>i) once menus agreed / published, provider's on-site staff to check that food served matches published menu (and to check that food labeling is happening accurately)</p> <p>Homestay</p> <p>i) verbal and written checks via welfare tutorials and early / regular / departure feedback forms; ask students for details.</p>
4	Many UK homestays have different eating habits to 30 years ago, e.g. they often buy ready-meals and they rarely sit down at a table to eat together. Are these acceptable norms?	<p>The provider knows what their customers expect / will accept; from which they set the expectations for their hosts. The provider must balance the realities of modern UK eating habits with student expectations and (a) make clear to students what to expect (b) check frequently (see point 3) that hosts are providing meals 'as agreed'.</p>

5	<p>What systems do we need to ensure diets are successfully catered for? What constitutes a 'reasonable dietary requirement'?</p>	<ul style="list-style-type: none"> i) question on application form about any dietary needs and allergies. Most residential hosts can cater for wide range of diets; amongst homestays some will have experience of challenging diets. Identify likely requirements and what hosts can / can't cope with at contract stage. ii) ensuring information is passed to hosts (homestay and residential); have robust system that checks hosts have noted allergy / dietary information sent iii) in residential, identify the students with dietary needs / allergies so catering staff know; maybe keep photos of students behind servery as catering staff often work shifts / change. iv) Need system for ensuring students with diets / allergies actually get their meals, e.g. special meals kept behind counter, if limited number of vegetarian options available - keep separate so non-vegetarians don't take them v) most diets are 'reasonable' when related to health issues; if expensive ingredients are required to produce meals, providers may need to charge a supplement (ensure this is clear at time of booking). If diets are based on personal (dis)likes, negotiations with hosts will probably be required.
---	---	--

Practical help

* link to free clip art website <https://openclipart.org/>

Accommodation: homestay only

Criterion W16

Section: Welfare

Sub-section: Accommodation

Further-sub-section: Accommodation: homestay only

Wording	Evidence
<p>W16 Homestay hosts accommodate no more than four students at one time.</p> <p>Requirements As criterion.</p>	<ul style="list-style-type: none"> - Visits to student accommodation - Interviews with staff - Talking to homestay hosts - Student focus group(s) <p>Documentation</p> <ul style="list-style-type: none"> - List of accommodation in use (41) - Accommodation placement (42) - Student feedback (63)

Background information

* clear requirement; it refers to any international students, not just students from the provider

* reason for limit: private homes with more than 4 students may require a HMOs (House of Multiple Occupancy) licence and are therefore not homestays

	Questions to ask	Some helpful information
1	What about an emergency?	i) if a student could not be found a bed anywhere else, having 5 students in a homestay for one night would be necessary. A record should be kept of the circumstances. ii) best practice is to have 'emergency hosts' who will take students just for one or two nights when the situation requires. These may typically be 'retired' hosts who are well-known to the provider and who thoroughly understand hosting.
2	How do we check?	i) verbal and written feedback from students via casual questioning, welfare tutorials and early / regular / departure feedback forms. Any indications that there are more than 4 students to be followed up with host. ii) unannounced 'drop in' visits when students are at home
3.	Does '4 students' only refer to overall the number of the providers students in a homestay?	This refers to the total number of paying guests in the homestay; it includes the provider's bookings and any other paying guests including private bookings or students from another organisation.

Criterion W17

Section: Welfare

Sub-section: Accommodation

Further-sub-section: Accommodation: homestay only

Wording	Evidence
<p>W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.</p> <p>Requirements As criterion.</p>	<ul style="list-style-type: none"> - Visits to student accommodation - Interviews with staff - Talking to homestay hosts - Student focus group(s) <p>Documentation</p> <ul style="list-style-type: none"> - List of accommodation in use (41) - Accommodation placement (42) - Student feedback (63)

Background information

* not sharing a home with somebody who speaks the same first language is a generally accepted way to ensure English is used (and, by implication, improved)

* it is also a scheme standard that is expected by a number of agents and parents

* if not meeting this criterion, evidence of consent (rather than a request – see W18) is required.

Questions to ask	Some helpful information
1 We don't plan to put same first language speakers in a homestay together, but sometimes that is the only bed available	Publicity / information to students may state that students are normally placed in a homestay without other speakers of the same first language; however, in exceptional situations this may not be possible / best for the student. (see point 3 below) In this case, one of the listed people will be asked for written consent.
2 Very young students or low-level students might need the support of another student in the home speaking their own language	There must be a record that consent was given for the arrangement by one of the listed people before arrival. Students under 18 cannot decide their rooming preferences without parent / agent consent.
3 Why is the phrase 'before arrival' used? It might become apparent after arrival that a student needs the support of a same language speaker in the home?	The customer should know what to expect from a course at time of purchase, not after purchase as the provider could be accused of mis-selling. See point 1 for how to address this.
4 We get requests in advance for students from one group to be placed together with 1 or 2 friends.	A request gives consent, so the criterion is met.
5 We only work with single nationality closed groups.	Have written evidence of the language tour operator's preference; students housed individually so that they are not sharing with same first language speakers, or together with friends.

Criterion W18

Section: Welfare

Sub-section: Accommodation

Further-sub-section: Accommodation: homestay only

Wording	Evidence
<p>W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.</p> <p>Requirements As criterion.</p>	<ul style="list-style-type: none"> - Visits to student accommodation - Interviews with staff - Talking to homestay hosts - Student focus group(s) <p>Documentation</p> <ul style="list-style-type: none"> - List of accommodation in use (41) - Accommodation placement (42) - Student feedback (63)

Background information

* clear requirement; it refers to any international students, not just students from the provider

* reason for limit: it is a scheme standard, any exceptions must be specifically requested

Questions to ask	Some helpful information
1 Surely if a bedroom is very large and meets the W9 requirements, it is OK to put 3 young students in there if each one has plenty of space?	Not acceptable unless it has been specifically requested in writing (for evidence).
2 A couple of our homestays have large bedrooms, so if 3 to a room is requested, we can meet the request. Are we allowed to include that in publicity?	Publicity should state the norm, i.e. 2 students per room, and that on request a larger room may be available (or something similar). Avoid giving the impression that rooms of 3 are a usual option; that goes against the Accreditation UK scheme standard.
3 We work with a lot of under 18 closed groups who often ask for 3 to be in the same room; several of our homestays can take three. Is it OK if we keep on doing that regularly, and not just as an exception?	This meets the scheme criterion, as long as: i) the room really is sufficiently spacious to take 3 students and they have adequate hanging and drawer space (see W9) ii) on every occasion that 3 students are accommodated together, there is written evidence that this was requested (as opposed to being a standard agreement)

Criterion W19

Section: Welfare

Sub-section: Accommodation

Further-sub-section: Accommodation: homestay only

Wording	Evidence
<p>W19 English is the language of communication within the homestay home.</p> <p>Requirements As criterion.</p>	<ul style="list-style-type: none"> - Visits to student accommodation - Interviews with staff - Talking to homestay hosts - Student focus group(s) <p>Documentation</p> <ul style="list-style-type: none"> - List of accommodation in use (41) - Accommodation placement (42) - Student feedback (63)

Background information

* students have come to UK to improve their English; in choosing a homestay, they expect an English-speaking environment.

	Questions to ask	Some helpful information
1	Does that mean we cannot use homestays whose first language is not English?	One or more members of the homestay can have a language other than English as their first language; however, English will be the usual language of communication within the home and always when students are present.
2	What about families who speak English at home, but with very strong accents (regional / ethnic)?	The provider must decide if a homestay is suitable to host its students and also meet the Accreditation UK's scheme requirements. Does the homestay environment support the student in his / her aim to improve their English?
3	Why is the word 'normally' included?	If members of a homestay regularly speak language(s) other than English, this could be acceptable if English is predominant and always used when students are there.
4	How can the provider check if homestays are using English?	i) face to face questions with students, e.g. in welfare tutorials ii) question in early and subsequent accommodation feedback forms

Criterion W20

Section: Welfare

Sub-section: Accommodation

Further-sub-section: Accommodation: homestay only

Wording	Evidence
<p>W20 Hosts ensure that there is an adult available to receive students on first arrival.</p> <p>Requirements As criterion.</p>	<ul style="list-style-type: none"> - Visits to student accommodation - Interviews with staff - Talking to homestay hosts - Student focus group(s) <p>Documentation</p> <ul style="list-style-type: none"> - Accommodation placement (42) - Student feedback (63)

Background information

* arriving anywhere new is stressful; an adult must be available to resolve any issues and properly welcome the new guest.

Questions to ask	Some helpful information
1 Does it have to be an adult member of the homestay who meets the arriving student?	It must be an adult; a neighbour, friend or family member can substitute for homestay adults. The provider should be informed if this happens. An adult from the homestay is preferable and should be the norm - bear in mind safeguarding requirements (see S4). This expectation should be part of the provider's terms and conditions sent to hosts.
2 What happens if the host has an 18 year old son / daughter, can they be used as they are an 'adult'?	One reason for needing an adult on arrival is to deal with any issues that might have upset or worried the student and may need resolving quickly. Whilst an 18 year old can provide a warm welcome; they may not have the life-experience to deal with problems and calm a distressed student.
3 How can the provider check if an adult is there at the first meeting?	<ul style="list-style-type: none"> i) As part of normal procedure, the provider requires the host to name the adult meeting the student on first arrival ii) When the provider contacts the host shortly before a new student's arrival to check that all is ready, that check includes the name of the adult meeting the student iii) early verbal question to student, usually on their first day in classes iv) question in early feedback form.

Accommodation: other

Criterion W21

Section: Welfare

Sub-section: Accommodation

Further-sub-section: Accommodation: other

Wording	Evidence
<p>W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.</p> <p>Requirements As criterion.</p>	<ul style="list-style-type: none"> - Interviews with staff - Student focus group(s) - Notices <p>Documentation</p> <ul style="list-style-type: none"> - Accommodation placement (42)

Background information

* the provider has a responsibility to support students with guidance / information, even if they are not using the provider's accommodation service

* guidance should include practical information (i.e. of local and UK procedures / requirements for accommodation) and welfare / social support

* independent living is not appropriate for students under 18 as providers cannot properly carry out their Duty of Care.

	Questions to ask	Some helpful information
1	What sort of practical information / help do students need?	<p>General information to include:</p> <ul style="list-style-type: none"> i) understanding terminology connected to accommodation (bed-sit, shared flat, tenant, etc.) ii) tenancy agreements, including deposits and periods of notice iii) responsibility for utility bills iv) damage and repairs v) council tax vi) TV licenses vii) insurance viii) landlord's safety obligations (gas safety certificates / fire risk assessments etc.) ix) staying safe when visiting accommodation (e.g. go with a friend) <p>Local information to include:</p> <ul style="list-style-type: none"> a) reputable accommodation agencies (without recommending one – see W22 below) b) better / safer areas to live c) reasonable rents for different types of accommodation / areas d) council tax rates e) rubbish collection systems f) local shopping options
2	What other information do they need?	<ul style="list-style-type: none"> i) Guidance on sharing accommodation with others (mixed flatting), e.g. responsibilities for chores, shared spaces vs. private, clarity on sharing / paying bills, different cultures sharing

		<ul style="list-style-type: none"> ii) Potential loss of benefits of speaking English outside class iii) Welfare: e.g. cooking / eating properly, laundry arrangements, etc.
3	How should the information be presented?	<ul style="list-style-type: none"> i) Extensive information is available on the British Council website and more information on the UKCISA (UK Council for International Student Affairs) website (see below for both). ii) Provider should access this national guidance plus local information and adapt all to be appropriate for the students. iii) As accommodation issues are complex, face-to-face meetings and support will be needed.
4	Is information and support only required when students are looking for / setting up their own accommodation?	A secure and settled domestic arrangement is part of any student's overall welfare and as such, the provider must support students throughout their stay. Guidance and help for students in resolving any sort of accommodation problems must be available at all times.

Practical help

* the [British Council website](https://study-uk.britishcouncil.org/), (<https://study-uk.britishcouncil.org/>) covers all aspects of student life and is presented in simple language. There is a page focusing on [student accommodation](https://study-uk.britishcouncil.org/planning/accommodation) (<https://study-uk.britishcouncil.org/planning/accommodation>)

* UKCISA also have a website page with further accommodation information and links; this is in more advanced language - <http://www.ukcisa.org.uk/International-Students/When-you-arrive/Choosing-accommodation/#>

Criterion W22

Section: Welfare

Sub-section: Accommodation

Further-sub-section: Accommodation: other

Wording	Evidence
<p>W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.</p> <p>Requirements As criterion.</p>	<ul style="list-style-type: none"> - Interviews with staff - Provider's website <p>Documentation</p> <ul style="list-style-type: none"> - Brochures (6) - Accommodation placement (42)

Background information

* this criterion is about clarity for the customer regarding accommodation.

Questions to ask	Some helpful information
1 What sort of accommodation does this criterion cover?	Provider may give information about e.g. hotels / student residences / B&Bs / local accommodation rental agencies etc.
2 What clarity does the student need?	<ul style="list-style-type: none"> i) Is the provider recommending the accommodation? or ii) Supplying information to the student that these places exist? There is a difference which must be made clear to the student iii) In either case, what are the arrangements for the student making bookings, payments and cancellations? Are these done through the provider or direct with the accommodation?
3 How should the provider monitor these accommodation companies?	<ul style="list-style-type: none"> i) Checking that companies are still trading ii) Visiting them to assess their quality and level of customer care. Do they have the standards that the provider would want to be associated with, even if they are only one name on a list of several? iii) Students might want a range of quality / cost options, so having information on / directing them to 2, 3, 4 and 5 star hotels is helpful. Within each band, there are still good and bad examples; ones to be recommended and ones not.
4 If a provider gives students a list of accommodation for them to research and decide on themselves, i.e. the provider is not recommending any, do they still need to monitor the places?	<ul style="list-style-type: none"> i) Even when a provider is not recommending accommodation to a student, inevitably the student will associate the provider with the company. Therefore, it is in the best interests of the provider to visit and monitor even accommodation on a list that is not specifically recommended. ii) Standards can change quickly, particularly if companies change ownership iii) Provider has local knowledge which the student doesn't, e.g. location / quality of accommodation, customer care, friendliness to international visitors etc.