



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

A guide for English UK member centres

Section: welfare

Sub-section: leisure opportunities

Welfare and student services (W)

Sub-section: Leisure opportunities

Background information

- * This section applies to all students; variations will depend on the provider's situation/type and age of students etc.
- * Additional requirements for leisure programmes for under 18s are in the 'Safeguarding Under 18s' section.

Criterion W23

Section: Welfare

Sub-section: Leisure opportunities

Wording	Evidence
<p>W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.</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"> - Current leisure programme (43) - Previous leisure programmes (48) - Student handbook/notes (54)

Background information

- * students should benefit from being in UK; not just through studying but also during their time outside the classroom
- * depending on their situation, the provider can deliver a leisure programme or have information available for students to create their own, or both
- * providers to consider the interests / needs / wishes of their students and to be aware of a wide range of available opportunities when delivering a leisure programme / giving leisure information

	Questions to ask	Some helpful information
1	What does the word 'appropriate' mean in this context?	<ul style="list-style-type: none"> i) situation dependent; <ul style="list-style-type: none"> - location of provider and what is available locally / in area / nationally - facilities available on / near provider's campus - type of students; ages / interests / income / etc. - type of course; with focused / general leisure programme or none ii) knowing how to access information on local / national / international travel (some students may want to travel outside UK as part of their leisure programme) and having it readily available and easily accessible for students
2	How to 'enhance their experience'?	<ul style="list-style-type: none"> i) satisfying students' interests is an important part, however

		<ul style="list-style-type: none"> ii) directing students to things they would not otherwise know about local / UK culture can enhance their experience much more; e.g. traditional UK events such as church fetes, open gardens, pubs with darts / skittle alleys, parades (carnival / Lord Mayor's), music festivals, street markets, seasonal events (switching on Xmas lights / Xmas markets) etc. Use the local paper / library to get further information on what is going on in the area iii) particularly for long stay students, being able to join a local club / society / interest group gives them leisure, social contacts and the chance to use English outside the classroom iv) make leisure activities / events easier for students by <ul style="list-style-type: none"> (a) staff taking them to things (at least for the first time) (b) staff finding a contact person who will welcome students on arrival (c) make attractive resources (online and / or hardcopy) describing wide range of possibilities in all areas, e.g. sports / hobbies / interest groups / local events etc – and keep them updated. When students want to find out more, have staff ready to help them. (d) staff go round classes explaining and encouraging students to join activities / events v) exploit all staff's interests / knowledge to gain access to more information / support vi) spend time finding out about students and their interests – and from that direct them to suitable leisure opportunities
3	How much should we offer students; there is so much going on?	<ul style="list-style-type: none"> i) as much as possible – and more. Leisure programme staff should be creative and very wide-ranging in the activities / events offered to students. ii) always be aware of safety (see W26/7) – even for events not organised by the provider, e.g. attending a football match iii) some events may be inappropriate for certain cultures

Practical help

* the local paper and websites, local library, local / national tourist board websites / offices, local/national travel information, Time Out in London etc.

Criterion W24

Section: Welfare

Sub-section: Leisure opportunities

Wording	Evidence
<p>W24 The content of any leisure programme is appropriate to the age and interests of the students.</p> <p>Requirements Where activities form part of a course package, alternatives are available for activities cancelled for reasons outside the control of the provider.</p>	<ul style="list-style-type: none"> - Interviews with staff - Talking to group leaders - Student focus group(s) - Notices <p>Documentation</p> <ul style="list-style-type: none"> - Current leisure programme (43) - Leisure activity information (47) - Previous leisure programmes (48) - Student handbook/notes (54)

1	What factors should providers consider here?	<p>Situation dependent; will usually:</p> <ul style="list-style-type: none"> i) be planned in advance – with alternative plans ready in event of cancellations ii) with full consideration given to safety (see W26/7) iii) offer a balanced and wide range of activities to suit a variety of tastes iv) sport and non-sport options available v) take into account student preferences / wishes and meet their needs.
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Criterion W25

Section: Welfare

Sub-section: Leisure opportunities

Wording	Evidence
<p>W25 Any leisure programmes are well organised and sufficiently resourced.</p> <p>Requirements Leisure programme is under the direction of a named person with specific responsibilities clearly delegated where necessary.</p>	<ul style="list-style-type: none"> - Interviews with staff - Talking to activity staff - Talking to group leaders - Teacher focus group(s) - Student focus group(s) - Notices <p>Documentation</p> <ul style="list-style-type: none"> - Job descriptions (13) - Current leisure programme (43) - Leisure activity information (47) - Previous leisure programmes (48) - Student handbook/notes (54)

Background information

* if a provider advertises a leisure programme, it must be well done

* any leisure programme must have alternatives prepared in case the original activity has to be cancelled

Questions to ask	Some helpful information
<p>1 What does 'well organised' mean?</p>	<p>Situation dependent; usually:</p> <ul style="list-style-type: none"> i) full consideration given to safety (see W26/7) ii) inclusive for all students, including disabled or those with religious / cultural needs, long-term students (to avoid repeating activities) iii) be clearly advertised and explained to all students, including any payment arrangements iv) have clear and fair systems for students joining optional activities / excursions with limited spaces v) be efficiently and positively delivered with staff prepared for: <ul style="list-style-type: none"> - presenting the activity safely (see W26/7) - knowing what they are doing / where going - knowing which students are expected / involved in activity - giving information (as appropriate) - dealing with any problems (see W2, W26/7) - the activity having a clear start / end; and knowing what students do after the end

		<ul style="list-style-type: none"> vi) have feedback systems to find out about success of activity from staff / student perspectives vii) the leisure programme changing based on feedback <p>Staff and students feel secure and confident when things are well organised.</p>
2	What does 'sufficiently resourced' mean?	<p>Situation dependent: generally means;</p> <ul style="list-style-type: none"> i) the budget and equipment / resources are sufficient to meet the needs of the students, and meet the description in publicity material ii) equipment and resources are safe and in good state of repair
3	We have very limited facilities and so we usually take students to the shopping centre when it rains; that's OK isn't it?	<ul style="list-style-type: none"> i) every scheduled activity / excursion needs an alternative plan in case the original has to be cancelled. Excursion destinations can close at short notice, e.g. flooding, so there must be an alternative ii) the alternative should be properly prepared (see W27) and resourced iii) a range of alternatives is needed, e.g. with an extended period of bad weather; going to a shopping centre is acceptable once, but not repeatedly iv) any alternative must fit with provider's description of the leisure programme in publicity v) staff need to be adequately prepared for the alternative vi) students have the reasons for the alternative explained to them vii) creative staff can adapt many outdoor activities to indoor situations, e.g. with juniors, using classrooms for a range of small-scale indoor activities called Mini-Olympics, students placed in teams and moving from one room to another viii) providers should re-schedule a cancelled activity / excursion where possible, especially if important to the students

Criterion W26

Section: Welfare

Sub-section: Leisure opportunities

Wording	Evidence
<p>W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.</p> <p>Requirements Written risk assessments and clear guidelines on how to respond to situations where students are at risk.</p>	<ul style="list-style-type: none"> - Interviews with staff - Talking to activity staff - Talking to group leaders - Teacher focus group(s) - Student focus group(s) <p>Documentation</p> <ul style="list-style-type: none"> - Current leisure programme (43) - Supervision ratios (44) - Information for group leaders (45) - Risk assessments (46) - Staff handbooks/notes (52) - Teacher handbook/notes (53)

Background information

- * risk assessments are a legal requirement
- * they are important for the process and the document, which is evidence that the process has happened
- * thinking in advance about activities ensures that they happen in the safest way possible
- * supervision of students and staff / student ratios are key elements in controlling risk for students under 18
- * note final phrase to this criterion; staff need to know what to do if a student is lost / doesn't turn up during leisure activities, or if there were a major incident involving students.

	Questions to ask	Some helpful information
1	Can I use the risk assessment produced by the facility being visited (e.g. swimming pool / museum / theme park)?	<ul style="list-style-type: none"> i) only as a starting point; the facility has produced a generic risk assessment for local resident members of the public; you are taking your international students who may not quickly understand written signs / instructions ii) key to risk assessments is that the provider thinks about their own students and what they need to stay safe at any facility / for any activity.
2	Can I use the same risk assessment to cover a range of excursions (or sports activities) as so many of the risks are the same?	<ul style="list-style-type: none"> i) a generic section can cover risks common to all excursions / activity sets (e.g. sports) ii) there must be a section showing specific risks and safety measures for each separate excursion destination / activity.
3	What does it mean by 'effective systems'?	<ul style="list-style-type: none"> i) thorough ii) easy to administer and with full records, including evidence that staff / group leaders have read the risk assessment.

		<ul style="list-style-type: none"> iii) well delivered; ensuring information is communicated to those who need it, and at the right times, e.g. students need to be told certain safety points iv) monitored and feedback collected to allow for improvements v) ongoing; as situations change, risk assessments need to reflect those changes.
4	16/17s on an adult course: their parents have signed a consent form, so can we use the same risk assessments for them as for the adult students?	<ul style="list-style-type: none"> i) 16/17s will require a separate section / risk assessment. The provider has a duty of care for the under 18s; they will need additional guidance on some things, e.g. alcohol, travelling home after evening activities ii) the risk assessment may indicate that some leisure activities are inappropriate / too risky for under 18s, e.g. pub visits, weekend trips organised by external providers, especially those overseas.
5	How do we know what the right staff / student supervision ratios are?	<ul style="list-style-type: none"> i) there are no legal limits, only guidelines (see Accreditation UK Handbook, Safeguarding Under 18s section) ii) use risk assessments to determine requirements; (see S6 in Safeguarding Under 18s section).

Practical help

* link to [Document 6](#) - risk assessment blank template for activities and excursions

* link to [Document 7](#) - Emergency Action Plan (EAP) information

Criterion W27

Section: Welfare

Sub-section: Leisure opportunities

Wording	Evidence
<p>W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.</p> <p>Requirements As criterion.</p>	<ul style="list-style-type: none"> - Interviews with staff - Talking to activity staff - Talking to group leaders - Student focus group(s) <p>Documentation</p> <ul style="list-style-type: none"> - List of staff (12) - Induction documents (16) - Supervision ratios (44) - Information for group leaders (45) - Risk assessments (46) - Staff handbooks/notes (52) - Teacher handbook/notes (53)

Background information

* there must be a person / persons leading / managing the leisure programme

* that person must be fit for demands of the role; sufficiently experienced and / or trained

	Questions to ask	Some helpful information
1	Can the job be combined with another role, e.g. teacher + leisure programme manager?	<p>Situation dependent.</p> <p>i) how many students / how extensive is leisure programme / what sort of students / how demanding is the person's other role / etc.?</p> <p>ii) the person must have sufficient time / resources to carry out role effectively.</p>
2	How do you measure 'appropriate experience and training'?	<p>Situation dependent:</p> <p>i) is the person able to create / lead / manage an effective leisure programme?</p> <p>ii) can they meet the needs of / respond to requests from students for specific activities / excursions?</p> <p>iii) has their work / life experience and / or training from the provider allowed them to fulfill the first two points?</p> <p>Additionally, the person needs a mature attitude:</p> <p>i) to recognise appropriate and inappropriate leisure activities</p> <p>ii) to be aware of how to deliver leisure activities safely.</p> <p>Life experience often helps, but having a responsible attitude is more important than age.</p>