
Student Handbook 2019



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About MLS

Who We Are – Foundations and Overview

MLS International College was established in 1987 by Barry Henwood, Chairman. MLS is an abbreviation for Management and Language Specialists. MLS' formal company registration details are as follows:

MLS International Ltd trading at MLS International College, company registration number 1947337.

MLS is accredited by the British Council for the provision of English language training.

MLS is an approved centre for the provision and assessment of NCFE IIQ programmes and ICM programmes.

MLS provides training in English language, English for special purposes and tailor made training for companies and governments blending language and management training. Barry Henwood has been involved in education and training for overseas students since 1976. He worked and consulted for a number of the top UK English language and management schools before establishing MLS International College in 1987. MLS International College employs over 40 staff and over the last year has trained in excess of 1,500 adult students from over 50 different nationalities.

Key Personnel

Board of Directors:

Chairman	Barry Henwood	admin@mls-college.co.uk
Managing Director	Mark Henwood	mhenwood@mls-college.co.uk

Academic Management:

Director of Studies:	
Coordinating Business	Kim Draper Maria Cook
Deputy Director of Studies:	Laura Breden

Administration Management:

Admissions Officer	Nicole Kane	admin@mls-college.co.uk
Admissions Officer (Academic / Welfare)	Sue Hunt	shunt@mls-college.co.uk
Business Services Manager (Accounts)	Paul Hagley	phagley@mls-college.co.uk
Admissions Manager & Secretary to the Directors	Rebekah Parrish	rparrish@mls-college.co.uk
Accommodation Officer	Fruzsina Olah	folah@mls-college.co.uk
Client Manager	Elaine Spark	espark@mls-college.co.uk
Client Services & Student Communications Manager	Lesley Cave	lcave@mls-college.co.uk
Premises Management	Jimmy McGuinness	

Student Charter

It is our intention to make MLS a friendly, supportive and motivated learning environment and the following charter outlines in summary our relationship with you.

What are our responsibilities to you?

1. We will provide a legally compliant environment for you to study in.
2. We will provide a clear structure of staffing to which you may refer.
3. We will administer your enrolment maintaining academic and other records effectively and to ensure your privacy.
4. We will maintain a quality assurance scheme for education provision.
5. We will provide a course of study as advertised on our website, or as presented under proposal and contract to you and in accordance with our terms and conditions.
6. We will make clear our pricing structure for all courses and services and ensure you are aware of charges before you make any commitments.
7. We will provide a suitable classroom learning environment.
8. We will provide an environment in which learning can take place outside of the classroom. This will include providing you access to additional learning materials, place to study on your own after class hours and before MLS closes for the day, free internet access.
9. Although we work within course structures, we will ensure courses and teaching are receptive to student learning needs and we will make every effort to ensure that student learning needs are met.
10. We will monitor your progress and we will ensure you are aware of your own progress and achievements.
11. We will also provide an accommodation advice service which will help you find homestay accommodation but will also provide guidance on living in the UK generally, including outside of homestay accommodation.
12. We will provide a pastoral support service, through which you may approach nominated members of staff for support on any issues of concern to you. In this regard, we may advise you to seek professional assistance, where required.
13. We will seek your feedback on our services and we will endeavour to respond to issues raised where practicable and in consideration of all feedback received.

What are your responsibilities to us?

1. You will agree to comply with the terms and conditions of enrolment, the rules and regulations of MLS and the laws of the United Kingdom, including immigration laws.
2. You will ensure that all information you provide to us about yourself is accurate.
3. You will ensure your best efforts in following and completing your programme of study at MLS.
4. You will ensure your best efforts to attend MLS for all lessons for which you are timetabled and to catch up on any work that is missed through absence.
5. You agree to make known to MLS any issues or complaints you have with regard to our service at the time, to assist us in resolving any matters.
6. You agree to treat the MLS learning environment with respect including the staff, premises, facilities and homestay partners.

Finding Your Way Around

Resources by Floor:

Lower Ground Floor

Classrooms 1, 2 and 4
Self-study/Internet room
Ladies' toilets
Men's toilets

Ground Floor

Classrooms 9, 10 and 13 (Rob Shave Room)
Reception
Staff room / Director of Studies office
Business department office

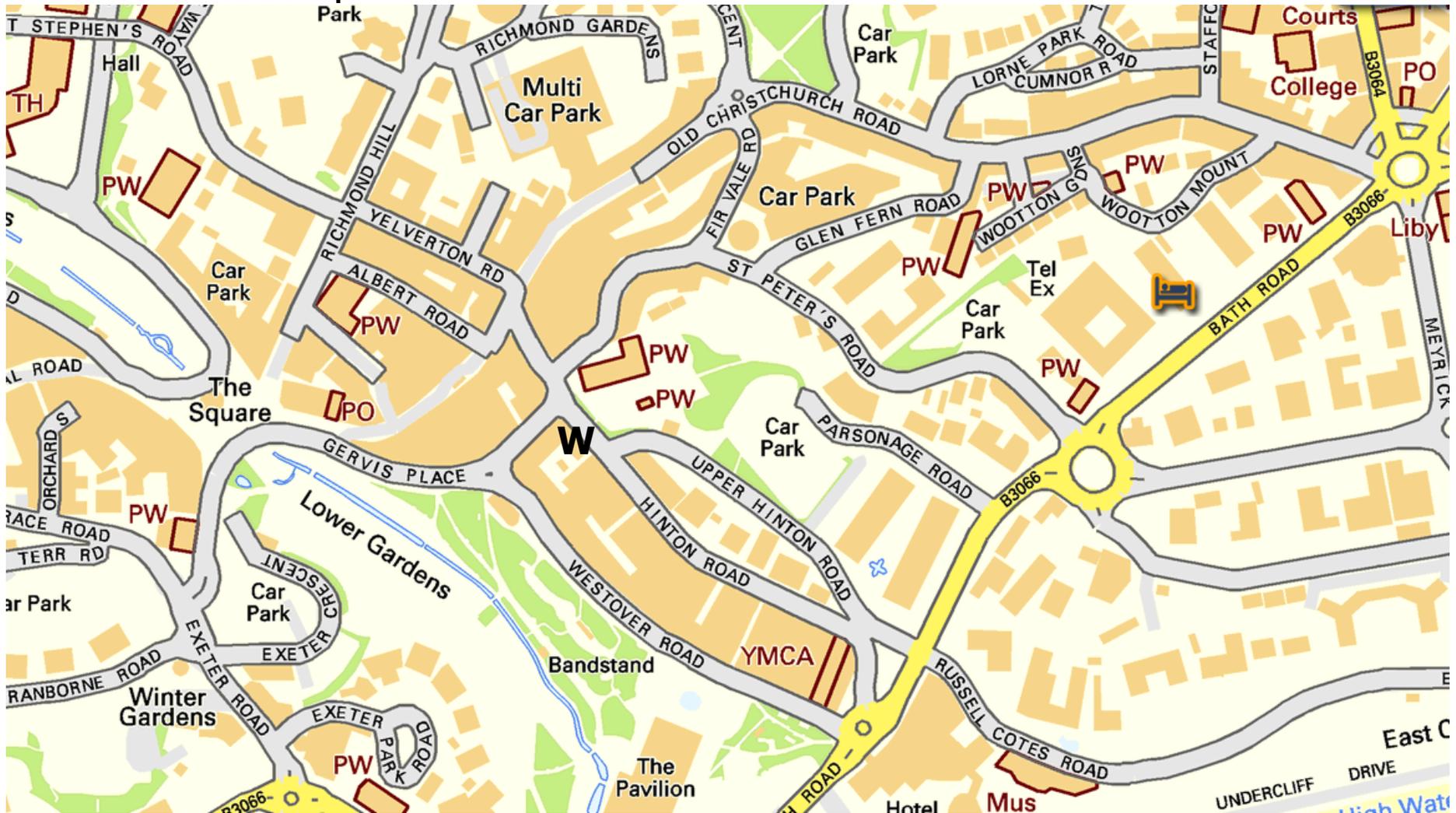
First Floor

Classrooms 15, 16, 17, 18 and 22
Computer room (19)
Self-study/Internet room (24)
Lecture theatre (20)
Student lounge
Library (23)
Ladies' toilets
Men's toilets

Second Floor

Classrooms 25, 26, 27, 28, 35 and 36
Administration (accommodation, fees, Client Manger, Directors)

Bournemouth Town Centre Map



W: WESTOVER CHAMBERS (Hinton Road)

PW: Place of Worship

PO: Main Post Office

Academic Matters

Course Listings

The following courses are available at MLS.

Course Code	Course Name	20 lessons x 45 mins per week	30 lessons x 45 mins per week	Entry Level	Start Dates	Course Duration	Max Stds Per Class
General English and Exam Preparation Courses							
GE	General English <i>(20 lessons per week)</i>	✓		CEFR A1	Any Monday	2-102 weeks	14
GEI	General English Intensive <i>(30 lessons per week)</i>		✓	CEFR A1	Any Monday	2-102 weeks	14
GESI	General English Super Intensive <i>(40 lessons - 30 integrated GEI + 10 lessons tailored small group training)</i>		40	CEFR A1	Any Monday	2-102 weeks	14
FCE	General English and FCE <i>(20 lessons per week)</i>	✓		CEFR B2	Any Monday	2-12 weeks	14
FCEI	General English Intensive and FCE <i>(30 lessons per week)</i>		✓	CEFR B2	Any Monday	2-12 weeks	14
CAE	General English and CAE <i>(20 lessons per week)</i>	✓		CEFR C1	Any Monday	2-12 weeks	14
CAEI	General English Intensive and CAE <i>(30 lessons per week)</i>		✓	CEFR C1	Any Monday	2-12 weeks	14
IELTS	General English and IELTS <i>(20 lessons per week)</i>	✓		CEFR B1	Any Monday	2-102 weeks	14
IELTSI	General English and IELTS <i>(30 lessons per week)</i>		✓	CEFR B1	Any Monday	2-102 weeks	14

Business English Courses (25+)							
BE	Business English (age 25+) <i>(20 lessons per week)</i>	✓		CEFR B1	Any Monday	2-12 weeks	14
BEI	Business English Intensive (age 25+) <i>(30 lessons per week)</i>		✓	CEFR B1	Any Monday	2-12 weeks	14
BESI	Business English Super Intensive (age 25+) <i>(40 lessons - 30 integrated BEI + 10 lessons tailored small group training)</i>		40	CEFR B1	Any Monday	2-12 weeks	14

English for Aviation Courses							
EA 2	English for Aviation <i>(32 lessons per week, 30 English + 2 lessons 1:1 or small group aviation)</i>		32	CEFR A2	Any Monday	1-12 weeks	15
EA 4	English for Aviation <i>(34 lessons per week, 30 English + 4 lessons 1:1 or small group aviation)</i>		34	CEFR A2	Any Monday	1-12 weeks	15
EAG	English for Aviation Group Programme <i>(tailored for your group)</i>		✓	CEFR A2	Any Monday	On request	On request

Vocational Language Course							
VBSP	Business Simulation Programme <i>(30 lessons per week)</i>		✓	CEFR B1	Any Monday	1-24 weeks	16

Executive and Tailor Made Courses							
Course Code	Course Name	20 lessons x 45 mins per week	30 lessons x 45 mins per week	Entry Level	Start Dates	Course Duration	Max Stds Per Class
E20	Executive 20 x 1:1	✓		CEFR A1	Any Monday	1 week +	1
E30	Executive 30 x 1:1		✓	CEFR A1	Any Monday	1 week +	1
E40	Executive 40 x 1:1		40	CEFR A1	Any Monday	1 week +	1
EP 5	20 lessons group plus 5 x 1:1	25		CEFR A1	Any Monday	1 week +	14
EP 10	20 lessons group plus 10 x 1:1		✓	CEFR A1	Any Monday	1 week +	14
EP 20	20 lessons group plus 20 x 1:1		40	CEFR A1	Any Monday	1 week +	14
EP 35	30 lessons group plus 5 x 1:1		35	CEFR A1	Any Monday	1 week +	14
EP 40	30 lessons group plus 10 x 1:1		40	CEFR A1	Any Monday	1 week +	14

Extra-Curricular Learning and Self-Study

Social programme

Free, weekly social programme activities such as Conversation Club are a fun way to get extra speaking and listening practice and mix with other students in MLS.

Self-study

MLS will set homework each day and it is vital that this is completed to assist your progress. Additional learning materials can be found in the library or online at various English language websites (see following pages).

Self-study rooms

MLS provides various self-study rooms with individual computers and free internet access. These are located on the lower ground floor (W5) and the first floor (W24). They are open Monday to Friday, 15:15-16:45 and at lunchtimes. Students can access recommended English language and business websites, do extra listening and language practice activities or prepare for exams such as BULATS, IELTS or Cambridge exams. The Deputy Director of Studies can assist you with any questions you have regarding exams.

Please respect our computers.

- DO NOT change any of the settings on the computer, including:
 - the background of the desktop;
 - the icons;
 - the screen resolutions.
- DO NOT load any of your own software onto the network.

Library

The MLS Library is located on the first floor (W23). It is open Monday, Wednesday and Friday, 15:15-16:45. Students can borrow a wide range of free resources during their stay. Resources include graded readers and books to help improve all areas of English as well as audio materials and DVDs.

Virtual Learning Environment

MLS provides a Virtual Learning Environment (VLE). More details are available in the VLE Handbook.

Recommended websites

Note: websites often change; also try the websites of your course books (and the publishers of the course books). In addition, your teachers may recommend some of their favourite English websites.

General English and other

Site	Contents	Skills	Levels	Tabs/Other Comments
www.britishcouncil.org/learnenglish	Covers many areas including business, IELTS	All	Most	"Listen & watch' tab most useful
www.bbc.co.uk/learningenglish	Many areas including business, pronunciation	All	Yes	Exercises and news
www.soundenglish.com	Varied topics, pronunciation	Listening	Yes	Scroll down to "Free Lessons" button
www.englishclub.com	General, academic and business	All	Some	Slow news listening (American English)
www.eslcafe.com	Grammar quizzes, quotes, slang, phrasal verbs	Grammar, vocabulary	Some	"Stuff for Students" tab
www.esl-lab.com	Listening exercises with audio-scripts	Listening	Yes	Mainly American but very useful
www.esl-lounge.com	Exercises and tests	Listening/reading	Yes	"Student site"
https://esl.about.com	Covers many areas	All	Some	Many links
http://lyricstraining.com	Pop songs – fun listening exercises	Listening, vocabulary, writing	Yes	Search for your favourite song then choose your level
http://www.cambridgeenglishonline.com/Phonetics Focus	Phonemic charts and exercises	Pronunciation, listening	No	Good pronunciation practice of individual sounds
http://www.myenglishpages.com	Covers many areas	All	No	Good grammar explanations

Business English specific

Site	Contents	Skills	Levels	Tabs/Other Comments
www.downtobusinessenglish.com	Regularly updated with podcasts discussing latest business news topics, includes scripts	Listening, reading	Intermediate+	
www.businessenglishsite.com	All round practice in various business English fields, includes videos	Listening, vocabulary, grammar	Intermediate – Advanced	Includes specialist areas, e.g. medical English
www.ted.com	A wide range of videos with subtitles and transcripts	Listening, vocabulary, reading	Intermediate+	
www.youtube.com	Search for 'Financial Times' videos, 'Business English Pod' or 'The Business of English' – Australia network	Listening	Intermediate+	Useful videos on business news/ topics

Facts, figures, culture and news

Site	Contents	Skills	Levels	Tabs/Other Comments
www.telegraph.co.uk	Finance, economics, etc.	Reading	Not graded	"Finance" tab
www.howstuffworks.com	Technical systems, processes and more	Reading	Not graded	Slightly simplified
www.firstscience.com	Good general interest, science-related	Reading	Not graded	
www.thisisbournemouth.co.uk	Bournemouth newspaper site	Reading	Not graded	
www.russell-cotes.bournemouth.gov.uk	Bournemouth's main museum	Reading	Not graded	
www.culture24.org.uk	Museums, history, art, science	Reading	Not graded	
www.itv.com/football	Football information	Reading	Not graded	
www.bbc.co.uk/health	Health	Reading	Not graded	

Examinations

Site	Contents
www.floe-joe.co.uk	FCE, CAE exam practice and advice
www.examenglish.com	IELTS, TOEFL, TOEIC, Cambridge exams including BEC and BULATS
www.ielts.org	Free test samples
www.ieltshelpnow.com	Free advice and lessons
www.ielts-blog.com	Advice plus sample essays

Dictionaries and other reference

Site	Contents
www.macmillandictionary.com	Definitions, buzz words, synonyms
www.dictionary.cambridge.org/	Definitions, phonetics, synonyms, grammar sections, general/business English
www.oxfordlearnersdictionaries.com	Sounds, synonyms, examples, history, topic areas including business with sub-topics
www.collinsdictionary.com	Sounds, British/US English, translations, thesaurus section
www.visualdictionaryonline.com	Illustrated dictionary, good for technical vocabulary, specialist areas and low levels

Managing Your Progress

Procedure for Managing Student Progress

General English language:

In the General English Department, student progress is largely managed through:

1. ongoing assessment and testing;
2. Completion of monthly tutorials.

Assessment and testing

There are several ways in which we assess student progress.

1. Continuous assessment which takes place informally in class. Teachers will monitor your progress each day or may for example check your understanding through class tests. Each week teachers record your test results. You will also be given an element checklist at the level at which you study. This will show you what you need to work on to improve your English and you and your teachers can tick off when you feel confident you have understood a particular element of language learning – see the details below.*
2. Another method of assessing student progress is if the students take internationally recognised EFL exams, for example, FCE or IELTS. We encourage students to take these exams where appropriate as they serve to give students extra motivation and incentive to study hard and improve their English.
3. The main method of measuring overall student progress is through the monthly level assessment tests. These tests are based on the Cambridge suite of EFL exams – KET, PET, FCE and IELTS. All students at one level will take the same test. This test is used primarily for determining if students are at the correct level and can help in deciding if a student should progress to the next level or not. However, it is also useful in helping teachers assess overall progress, strengths and weaknesses. Monthly testing is not normally carried out in the busy summer term.

Tutorials

Tutorials will ideally take place a couple of days after the monthly level assessment test. The main aim of the tutorials is to encourage and indicate to students where progress is being made. It is, moreover, an opportunity for the student to talk to the teacher on a one to one basis and raise any concerns which may need to be fed back to the Director of Studies.

The tutorial should take about five to ten minutes for each student. During the tutorial, students are informed of their progress and set targets using the MLS 200 scoring system. Advice is also given on how best to achieve these targets. After talking through the tutorial with the student, the student is given the opportunity to complete their section of the form where they can give feedback on how they feel their course is going. Both the student and the teacher sign the tutorial form; a copy of the form is given to the student and the original is kept in the student's file.

*Outcomes, elements and EFL syllabus

The overall outcomes are intended to describe the goals of a learner wishing to complete a level. The outcomes are aligned with the Common European Framework of Reference (CEFR) descriptors. These are also used on the report and tutorial forms. The outcomes are a summary of the more detailed elements, which form the basis of the EFL syllabus.

Elements in general

The skills and items in the elements may be studied at any time in a term. As students move up through the levels, they can see their progress related to the elements, which should be used as a checklist. They should check their progress through these lists with their teachers at regular times. Learners should be improving both accuracy and fluency, and extending their range within the skills and systems. There will always be some consolidation, review and cyclical progression with the contents of the elements.

Element 1 is usually in the first time session of the day. Here the course book is used as a basis to introduce the items, systems and skills of the syllabus. With grammar and vocabulary, there should be a balance of fluency and accuracy.

Element 2 is usually in the second time session of the day. This element pays more attention to the skills of reading and writing, and learning strategies (using a dictionary, for example). There is also some practice for external examinations at the level, and there is a test for everyone with an English class in this time slot every month except for July and August.

Element 3 is usually in the third time session of the day. Here the aim is to improve listening comprehension and speaking fluency, with some vocabulary extension. Some attention may be paid to listening and speaking parts of common external examinations at this level.

It is important that students try to assess their own strengths and weaknesses so that they know which areas to focus on and to set themselves learning targets and measure their progression. With this in mind all students will receive personal checklists for each element of an English course from their teachers. The exceptions to this are the exam courses (IELTS, FCE and CAE) where the learning targets are self-explanatory. Samples of personal checklists are available on the student noticeboards. It is up to the student to retain the list and to assess their own progress on a regular basis. However, a good time for the class to periodically review their targets or learning outcomes is just prior to tutorials where they can be used as a basis for discussion.

Examinations

Examinations available at MLS

*MLS is the examination centre, all other examinations must be taken at the local examination centre in Bournemouth or elsewhere. Please note that minimum enrolment numbers will apply in examinations and you should check with the Deputy Director of Studies for availability.

- Cambridge ESOL FCE
- Cambridge ESOL CAE
- Cambridge ESOL BULATS*
- Cambridge ESOL IELTS

Examination rules

Internal examination guidance for students.

1. You must make sure you know when and where the examinations or tests are and be present before the examination starts.
2. You will not be allowed to enter the room after the examination or test has begun.
3. You must switch your mobile phone off.
4. You must not use dictionaries and calculators or other electronic equipment unless the instructions allow this.
5. Read the instructions on the examination or test paper carefully.
6. You must not talk during an examination unless the instructions require this. If you have a question, raise your hand and only speak to the invigilator.
7. Please do not help other students or ask for their help or bring to the exam any notes or other papers or books unless you know you are allowed to.
8. Any cheating/collaboration will mean that you fail the examination or test and could result in disciplinary procedures, including possible expulsion from MLS.
9. If you finish early, you are not allowed to leave within the first hour of the session. When you leave, make sure that you do not disturb other students in MLS. Please remember that normal attendance rules still apply.
10. Hand in all question papers and any rough work before you leave the room.

How Do You...?

Change course

If you wish to change from an English or Business English course to a Vocational course, please contact the Client Manager.

Change your level of study

It is important for MLS International College that all our students are studying English at their correct level. If you feel that you are currently studying general English at the wrong level, the procedure is as follows:

- Speak to your class teacher.
- Ask them to watch you closely for a minimum of two days.
- Ask them to assess your language proficiency from your classroom performance.
- Speak to your teachers again after two days.
- If your teachers agree that you are studying general English at the correct level, they will advise you.
- If two or more of your teachers agree that you are studying general English at the wrong level, they will speak to the Director of Studies.
- Following the advice of your teachers, and taking into account your placement test and proficiency test and your general language progress **across all skills**, the Director of Studies will consider your request.
- If the Director of Studies believes it to be in your best academic interest, circumstances permitting, your class level will be changed.
- The Director of Studies will inform your teachers of their decision. Your teachers will inform you.
- After the above steps have been followed, if you wish to speak to the Director of Studies regarding your request, please arrange an appointment to do so through Reception.

A change of level request form must be completed.

Change your homestay/residence accommodation

If you wish to change your homestay/residence accommodation, you should speak to the Accommodation Officer in the Administration office in the first instance. Please note that we usually require at least one week's notice to change homestay accommodation and four weeks' notice to change residential accommodation.

Extend your course

If you wish to extend your course, please contact the Client Manager in the first instance.

Book an excursion

If you wish to join an excursion or talk about excursions generally, please ask at Reception, where you can purchase tickets for weekly events. The staff will be happy to help you with any enquiries you have about places to visit in the UK.

Health, Safety and Compliance

Health and Safety

MLS International College will take all reasonable steps to ensure your wellbeing and safety whilst at MLS. If you become aware of any potential hazard or unsafe working conditions, you should have no hesitation raising them with a member of staff.

You are required to take all reasonable steps to safeguard your health and safety and that of any other person who may be affected by your actions, and to observe at all times published safety and fire rules and procedures.

You must report to management all accidents, no matter how small.

Full health and safety policies are provided on the noticeboards and we ask that you make yourself familiar with them.

Statement on Safeguarding Children and Vulnerable Adults

At MLS our prime responsibility is the welfare and well-being of all the students in our care. It is the policy of this College to provide a secure and safe environment, enabling each person to experience a full and productive study experience with us.

All members of staff who come into contact with our students have a duty to safeguard and promote the welfare of all and in particular regard to those under the age of 18 and adults who may be vulnerable. All international students, for whom English is a second language, and who are living in an unfamiliar culture, may at times be exposed to situations where they are vulnerable. We ensure that all our staff are familiar with and follow procedures for promoting and safeguarding the welfare of all of our students. All staff have induction training which includes child protection policies and procedures. Our staff are aware of possible signs and symptoms of people at risk and are provided with guidance on this.

Every member of staff should recognise that safeguarding students and staff against radicalisation and extremism is no different to safeguarding them against any other vulnerability in today's society. The requirement to do so is detailed in the Counter Terrorism and Security Act 2015. College staff and homestay providers are particularly important as they are in a position to identify concerns early and provide help for vulnerable students or colleagues, to prevent concerns from escalating.

Designated member of staff for Safeguarding

Sue Hunt is the designated contact for safeguarding in liaison with Mark Henwood

Sue Hunt will be the initial contact and in her absence, Mark Henwood. The safeguarding contact complies with the local child protection procedures approved by the Bournemouth and Poole LSCB.

It is the safeguarding contact's role to ensure that staff discuss any concerns they may have about a student immediately with her. It is then her responsibility to ensure that the correct procedures are followed as set out in the government booklet "Keeping children safe in education".

Prevent Statement Tackling Extremism and Radicalisation

No.	Policy item	Policy description	Persons responsible
1.	Statement	<p>MLS International College is fully committed to safeguarding and promoting the welfare of all its students.</p> <p>Every member of staff should recognise that safeguarding students and staff against radicalisation and extremism is no different to safeguarding them against any other vulnerability in today's society. The requirement to do so is detailed in the Counter Terrorism and Security Act 2015. College staff and homestay providers are particularly important as they are in a position to identify concerns early and provide help for vulnerable students or colleagues, to prevent concerns from escalating.</p>	All staff and homestay colleagues
2.	Context	<p>MLS welcomes students from all around the Globe with differing cultural, religious, political and social views. A key role for us is to assist students to understand and respect the internationalism of their study within the context of British society and for the purpose of developing global citizenship.</p> <p>The College is based in the town centre of Bournemouth and students are housed throughout the town.</p>	
3.	Prevent Lead	<p>Sue Hunt, Welfare Officer is the Lead Contact for the Prevent Strategy at MLS.</p> <p>In Sue's absence, Mark Henwood, Managing Director of MLS International College is available.</p> <p>All concerns will be investigated sensitively and appropriately and could save lives.</p>	
4.	Key procedures and Risk Assessment	<p>The following procedures have been put in place at MLS International College to protect vulnerable individuals from being drawn towards terrorism or exposed to extremist views:</p> <ol style="list-style-type: none"> 1. A Prevent risk assessment 2. Training of key staff in PREVENT Policy and Risk 3. Raising Staff Awareness of PREVENT through staff notification of PREVENT and ongoing review of matters arising. 4. Raising of student awareness of Prevent to ensure boundaries are raised to those wishing to abuse Prevent policies and to assist students to understand their rights of protection in the UK. 5. Maintaining of direct local anti-terrorism police contacts and to make reports of concerns accordingly. 6. Preventing the gathering of students inside MLS for meetings without suitable notification to College management. 7. To ensure homestay providers are trained and aware of Prevent guidance. 	
5.	Prevent contacts outside MLS	<p>All concerns regarding the safeguarding and well-being of students should be reported in the first instance to Sue Hunt and then to the Safeguarding Lead, Mark Henwood. However, staff and colleagues may feel the need to contact third parties and should be free to do so without concern. MLS maintains a whistleblowing policy. In the event of any concerns that cannot be dealt with through the MLS communication channel the following contacts may be made:</p> <ol style="list-style-type: none"> 1. Dorset Police – Community Safety Manager - (01202) 458240 and MASH@dorset.pnn.police.uk 	

		2. Bournemouth Police (non-emergency) – 101 3. Bournemouth police (emergency) – 999	
No.	Policy Item	Policy Description	Persons Responsible
6	Information sharing	MLS will work with local and national partners to maintain awareness of Prevent and to share practice, for the purpose of increasing safety.	
7	Terminology	<ol style="list-style-type: none"> 1. Radicalisation: act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of mind. 2. Extremism*: holding extreme political or religious views which may deny right to any group or individual. Can be expressed in vocal or active opposition to core British values. 3. Core British values: including <ol style="list-style-type: none"> a. democracy; b. the rule of law; c. individual liberty; d. respectful tolerance of different faiths or beliefs. <p>*NB: extremism can refer to a range of views, e.g. racism, homophobia, right-wing ideology, as well as any religious extremism.</p>	

At MLS all students have an equal right to enjoy their own views and beliefs within the framework of the core British values. If you feel at any time that you are at risk or know of someone at risk of radicalisation or extremist views that run contrary to the rules of law or core British values, please speak with a member of MLS staff or the Safeguarding Officers directly.

Overview of safeguarding procedures at MLS

1. Staffing:
 - a. Staff recruitment policy
 - b. Procedure for managing the recruitment of staff
 - c. Reference check procedure
 - d. Staff induction reading (from "Keeping children safe in education")
 - e. List of training courses available to staff, including mandatory training
 - f. Staff handbook
2. Homestays:
 - a. Procedure for the selection of homestays
 - b. Application form for homestays – including declaration of suitability for homestay
 - c. Homestay visit report
 - d. Homestay agreement
 - e. Homestay update form
 - f. Procedure for managing homestays
 - g. Homestay agreement to host under 18 year olds
 - h. Change of accommodation request form
3. DBS policy statement
4. Student / parent information:
 - a. Pre-arrival parental agreement
 - b. Pre-arrival information for under 18 year olds
5. Student management:
 - a. Student supervision during leisure activities policy
 - b. Use of IT policy
 - c. Managing 16 and 17 year olds in College
6. Prevent
 - a. MLS Prevent policy statement

Use of IT Policy

MLS recognises that use of IT is essential within the business, teaching and learning environment. However, the following policies are designed to protect the individual and the company where the IT environment may provide opportunity for threat.

IT - Data protection

MLS takes the protection of your data seriously and we expect all staff and students at the College to comply with data protection rules and principles. MLS maintains a Privacy policy, which is available on our website and further details are provided in the general Data Protection section below.

Use of the MLS VLE and computer systems

Information security

You must take the appropriate steps to guard against unauthorised access to, alteration, accidental loss, disclosure or destruction of data.

Under no circumstances should you divulge your password or the passwords at MLS to anyone else, nor should you gain access or attempt to gain access to information stored electronically which is beyond the scope of your authorised access level.

Electronic mail and the internet

MLS may provide email addresses to students who use the VLE. Misuse of the email/internet can expose MLS to significant risk. Care must be taken when attaching documents to ensure there is no infringement of copyright and you must not disclose confidential information. You must not send or download defamatory, offensive or pornographic emails. You are reminded that email is not 'private' and MLS reserves the right to access email and audit the use of the system.

Electronic mail

Policy

The use of the email system within MLS is encouraged, as its appropriate use facilitates communication and improves efficiency. Used correctly, it is a facility that is of assistance to students and teachers. Its inappropriate use, however, causes many problems ranging from minor distractions to legal claims against MLS. This section sets out MLS' view on the correct use of the email system and explains how this can be achieved, as well as MLS' responses to inappropriate use.

Monitoring

MLS International College reserves the absolute right to monitor students' use of email at MLS.

Unauthorised use

MLS will not tolerate the use of the email system for any of the following:

- any message that could constitute bullying or harassment (e.g. on the grounds of sex, race, age or disability);
- personal use, e.g. social invitations, personal messages, jokes, cartoons or chain letters;
- online gambling;
- accessing pornography; and
- downloading or distributing copyright information and/or any software available to the user.

Internet

Policy

The use of the internet within MLS is encouraged, as its appropriate use provides access to a wide range of useful information. Used correctly, it is a facility which can be of valuable assistance to MLS and to students and staff. Its inappropriate use, however, causes many problems, ranging from excessive costs for MLS, to possible legal claims against MLS International College.

Monitoring

MLS International College reserves the absolute right to monitor students' use of the internet.

Authorised use

Access to the internet is provided to students primarily for study matters concerned with the course at MLS. MLS will allow a limited amount of personal use outside of lesson times and in the student internet room. You should be aware that:

- leaving internet access wide open while away from your PC means that unauthorised use may occur in the absence and be attributable to you;
- video may be used to monitor your use of the internet;
- priority of internet use will be given to students who need to access the internet for study related matters;
- students should follow our safety guidelines for the use of the internet at all times, in particular with regard to protecting yourself online.

Unauthorised use

MLS will not tolerate the use of the internet for any of the following:

- accessing/downloading pornography or other illegal or obscene material;
- downloading software which has not been virus checked and approved.

This is not an exhaustive list.

Computer software

Because of potential virus infection and consequent damage to the business, you must not load any software into any computer via any source, including memory sticks, flash drives, pen drives or any portable memory devices, without the prior approval of management. Approval will only be given after virus checking. Virus protection software is maintained and periodically updated.

Under no circumstances must you load games or free issue software onto MLS equipment. If a specific additional programme is necessary for your work, then a request must be made to MLS for consideration to purchase.

You must not make 'pirate' copies of MLS owned software for use by other persons either inside or outside MLS. This not only breaks MLS rules, it is an illegal practice.

Failure to comply with any procedure will result in a disciplinary warning or dismissal, depending on the circumstances.

Mobile phones – anti-harassment

You must be aware that certain operations that may be performed on mobile phones may breach MLS International College's rules and procedures. You must understand that the sending of text messages or digital images that are or could be deemed offensive is strictly prohibited.

The photographing or filming of fellow students, employees, customers, clients, visitors or any member of the public, without their consent, may breach an individual's right to privacy and could, in certain circumstances, constitute harassment.

It is against the principles of MLS for any person to be harassed in such a way and will not be tolerated. Any instances that come to MLS' attention will be investigated. Should you be found to have used a mobile phone in such a way, you will be subject to the disciplinary procedure, which could include dismissal.

If you feel that you have been a victim of this form of harassment, you should bring this to the attention of management immediately.

Guidance on the safe use of the internet

Please note that MLS operates anti-virus and firewall technologies which restrict access and use of the internet to what are deemed acceptable websites.

If you do come across problems using the internet and you are worried by what you see – please inform a member of staff. Further guidance is available at <http://www.thinkuknow.co.uk/>. Below is an amended extract from this website which you may find useful.

Seeing things you wish you hadn't

The web is open for anyone to post material on it and that means sometimes there are things you'll see which you wish you hadn't.

If you see something that you don't like, just close the screen on your laptop or turn off the monitor. If you feel you wish to talk about any matters please speak to a member of staff you feel comfortable to talk with or the Welfare Officer. If there's no one around or you don't wish to discuss matters, close the site using the cross at the top of the browser. If you think the content might be illegal, like racist hate sites or pictures of children being abused, you can report it directly to an organisation called the Internet Watch Foundation: www.iwf.org.uk. If the thing you don't like is a person – so for example, someone exposing themselves on webcam or sending you indecent pictures – you can report that to the police and they will help.

Talking to weirdos!

Unfortunately, as well as great people, there are some really strange people who use the internet – people who aren't friendly or who have bad intentions. If someone is being nasty to you online or on your mobile, speak to a member of staff at MLS.

If someone is being inappropriate; saying sexual things or asking you to do things that you feel are wrong, start by saving the conversation, blocking them and then report it to the police. Sometimes people can seem really friendly and then do things which make you question the friendship and make you feel uncomfortable.

Feeling pressured to do things you don't want

People who are looking to abuse people online will often manipulate relationships and pressure you into doing things you feel uncomfortable with. Examples of this can include talking in a way that you don't like, asking you to do things on webcam or with your camera that feel wrong or uncomfortable or making you feel anxious or trapped in a romantic or sexual relationship.

The first thing to realise about this kind of relationship is that it is wrong. Adults who pressure people into doing anything that they don't feel comfortable with should be reported to the police. They can be very clever and make you feel as though you have to do something because you owe them, or because otherwise they will get you in trouble. This is wrong and you should report them.

Attendance and Progress Policy

Key points

1. Attendance is checked every lesson.
2. 100% attendance is expected.
3. Discipline procedures may start at less than 85% attendance.
4. Non-attendance for any reason is always an absence from your course, even if it is authorised or is for medical or compassionate reasons.
5. Any absence may slow your progress.
6. Continued poor attendance will result in your dismissal from the College and you will forfeit fees and course certification.

Introduction

MLS is required to take attendance on a lesson by lesson basis and to monitor student progress generally, and so it is necessary to have certain rules. Although it is evident that attendance may not always correlate perfectly with progress and performance, these rules are designed to ensure that students' opportunities for learning are maximised and any interruption is minimised. MLS considers that poor attendance and non-attendance may exist for a variety of reasons, including student dissatisfaction with the College, and will make every effort to investigate poor attendance and assist in its resolution. Ultimately, however, MLS considers that attendance is the responsibility of each student.

Under UKVI regulations, students are required to maintain good attendance. MLS expects students to attend for 100% of the time and MLS uses as a guide to poor attendance the figure of 85% or less of their lessons over the whole period of their study. Attendance means actually being present in class. If a student is not physically present in class, he/she is marked absent. Excuses for absence will be considered for agreed holidays or other absence such as compassionate leave or illness certified by a doctor or a maximum of seven days self-certification in any annual period.

MLS reserves the right to suspend or terminate a student's enrolment if the student's continued participation represents a risk to their health and safety or to the health and safety of other students or staff (e.g. presenting with an infectious disease), or if, notwithstanding reasonable accommodation(s), in the opinion of MLS, the student's physical or mental condition makes the student unable or unlikely to successfully complete their programme.

Definition

- Present – A student is marked present in a class only when they attend for the full duration.
- Late – Where a student arrives over ten minutes after the beginning of any lesson, he/she will be marked late (L). The teacher has the right to refuse entry to students arriving late. Three 'Ls' are counted as one absence.
- Absent – If a student is not present in a scheduled class for any reason, including holiday or illness. "Not present in class" means that a student never arrived at a lesson; arrived later than 20 minutes into a lesson; left a lesson for a period of 20 minutes or more, or left the lesson early by 20 minutes or more.
- Sick – If students are sick and unable to attend college, they should telephone the college to let us know. When they return to the college they should complete an absence notification form, available from Reception staff, and hand it to Reception with any medical notes they may have.
- Notified absence/un-notified absence – If a student is absent for any reason, including illness or holiday, he/she must complete an absence notification form. This form should be completed in advance of any planned absence and as soon as possible after any unplanned absence. This form is available from Reception and must be completed and handed to Reception. Only when this is done will an absence be considered as "notified". All other absence is "un-notified". Completion of a form (notified absence) **does not** excuse a student from class and will affect attendance rates. It does however allow you to advise MLS of your whereabouts in the event you are not in class, in compliance with MLS and UKVI procedures where they apply.
- Authorised absence – Where students are sponsored for study and the sponsor has agreed a period of absence from the course, absence may be authorised. Even where absence is authorised, attendance levels will be affected, as the course has continued in your absence. However, MLS may provide adjusted attendance records to reflect actual and authorised absence for the sponsor's benefit.

Holidays

- On a pro-rata basis, a one week holiday request for every 12 weeks attended will be considered as reasonable on English courses. Holidays are not expected to be taken from termly programmes – such as foundation courses. MLS closes over the Christmas period and this should be included in any calculation for holiday weeks.
- Students are advised not to ask (on the absence notification form) for more than four weeks within any academic year as holiday, and no more than two weeks at any one time, to ensure that their academic progress is not adversely affected. Any absence may affect your progress.
- Students who are sponsored for study should note that authority for any holiday must come from your sponsor. MLS will notify your sponsor of any absence.
- Holiday requests do not usually result in a course extension being granted unless an agreement about this was reached before the start of the course.
- Any agreement to extend the course without further fee payment can only be agreed by the Client Manager.

Attendance monitoring

Attendance is recorded on weekly registers, monitored daily and recorded electronically for all students. Teachers also report directly to the Director of Studies, or the Director of Business Studies, any outstanding absences of short-stay students. Students under the age of 18 are monitored on a lesson by lesson basis.

Attendance and progress review

Attendance and progress are monitored constantly.

Weekly review: Attendance for the whole College is reviewed on a weekly basis.

The key purpose of the weekly review is to identify students whose weekly attendance is so low that there may be some immediate cause for concern, including pastoral needs.

- Absences, without excuse or notification, of 100% in a week – students will be contacted to arrange a meeting to discuss their absence. Where students are absent for two consecutive weeks, without excuse or notification a student will be placed on step 4 (see below) and disciplinary steps may be taken. In the event a student is studying under a Tier 4 visa, MLS will notify UK Visas and Immigration, where such absence remains unexcused.
- Attendance at 60% or less in a week – students will be contacted to discuss their absence. Attendance at or less than 60% in two consecutive weeks or in two weeks in any given 12 week period, may lead to a student being placed on a step level or where already on a step, that the step level is raised (see below).

Termly review: The key purpose of termly reporting is to build on the weekly review and to identify students whose performance during the previous term does not meet expected attendance or progression rates. Students will be placed on the step management system to assist them to identify specific targets that will help them meet their learning goals or to identify more appropriate learning goals.

Step process overview

MLS will review student attendance and progression on an ongoing basis and reserves the right at any time to place a student on a step level, where expected targets are not being met. Step levels are largely progressive, but not necessarily so and tutors may select the most appropriate step level in response to the individual circumstances of a student. At each step level, a student will be provided with specific learning outcomes over a specific timeframe and achievement against those targets will be monitored by tutors.

Steps are described below for guidance.

Step 1: Any student who is noted for the first time as having attendance below 85% for the course or any student whose attendance remains "poor" but who is generally deemed to be coping with the course and progress requirements. Also, any student whose "poor" attendance may be due to pastoral reasons being managed via the Welfare Officer.

Step 2: Any student whose poor attendance is deemed to be affecting progress or affecting college operations in some way (e.g. class morale) or any student whose attendance is significantly poor (less than 60%).

Step 3: Any student who has serious poor attendance (less than 50%). Any student who has not responded positively to the agreed action plan at an early step. Step 3 is a serious concern raised by the College and if performance does not improve as required it may be necessary to take disciplinary proceeding, potentially leading to expulsion from the College. Wherever applicable, UK Visas and Immigration will be informed if a student has to be removed from the course.

Sanctions steps 1-3:

In order to assist students to meet their study obligations, MLS may impose sanctions on students where a step level is identified. The range of sanctions open to MLS is reasonably at the discretion of the College but will include the following:

1. withholding of course certification;
2. downgrading of expected course outcomes – for example a student booked on a Diploma programme may be downgraded to a Certificate course;
3. placement on our more formal disciplinary procedure which is outlined in steps 4-7 below.

Disciplinary procedures – this step procedure is aligned with the full disciplinary procedure outlined in the disciplinary process.

Each of the following steps will be overseen by a senior manager or one of the Directors.

Step 4: Where disciplinary activity is deemed serious enough to be placed on step 4. A first written warning is sent to the student by email* or during a formal meeting, in which a target for improvement is confirmed, allowing a specified period (typically two-four weeks) to achieve this target.

Step 5: Where disciplinary activity is deemed serious enough to be placed on step 5. Where a student has not met the targets laid out in step 4. A second written warning is issued by email and the student will be invited to a meeting, stipulating the requirements for improvement over a specified period of time (typically a week). Where a student is unable or unwilling to join a meeting and does not notify the college, disciplinary steps will continue in their absence.

Step 6: Where disciplinary activity is deemed serious enough to be placed on step 6. Where a student has not met the targets laid out in step 5. A final target is agreed in writing and the student will be invited to a meeting, stipulating the requirement for improvement over a specified period of time (typically a week). Where a student is unable or unwilling to join a meeting and does not notify the college, disciplinary steps will continue in their absence. Where targets are not achieved this will result in dismissal from the college.

Step 7: Dismissal The student is invited to attend a meeting at which a dismissal letter will be presented. Any student dismissed from the college will forfeit all fees paid and/or due for the course booking and will not be eligible for any certification. External agencies may be informed in the event of dismissal for the purposes of quality assurance and immigration.

* Note it remains the student's responsibility to update MLS with contact details. MLS will use the address provided on induction or on enrolment in all cases unless specifically advised otherwise. Where MLS is unable to contact the student, it reserves the right to carry out step procedures in student absentia. It always remains the responsibility of the student to attend class.

Absence Notification Form			
MLS Reference:	Version Date:	Version Number:	Last Review Date:
2A03	17/04/2018	v7	17/04/2018

Completion of this form does not excuse you from class and WILL affect your attendance rate.

To be completed in consideration of the MLS Attendance Policy

- This form should be completed in advance of any planned absence and as soon as possible after any unplanned absence.
- This form is to advise MLS of your whereabouts in the event that you are not in class, in compliance with MLS and UK Visas and Immigration procedures where they apply.
- You must fill this form in yourself. You are **not** allowed to fill it in for another student.
- **Sponsored students:** where your sponsor has agreed a period of absence, attendance levels will be affected as the course has continued in your absence. However, MLS may provide adjusted attendance records to reflect actual and authorised absence for the sponsor’s benefit.

Name of Student:

I am notifying MLS of an absence from the College.

The reason for the absence is:

1. Sickness (please attach any medical documentation is possible)

2. Holiday

3. Other reason (please specify)

.....

Dates of absence: From: To:

If absence is less than one day:

Lessons absent: 09:00-10:30 11:00-12:30 13:30-15:00 15:15-16:45

Total number of days absent:

Student’s signature: **Date:**

Please hand your completed form in to Reception

PLEASE NOTE

MLS expects 100% attendance.
Any absence will affect your attendance level and performance on the course.
 Failure to meet expected attendance or progression rates may result in you being entered into MLS’ step monitoring process.
If you hold a Tier 4 visa, you must maintain good attendance and any absence of more than ten days may be reported to UK Visas and Immigration.

Behaviour Policy

Inappropriate behaviour

MLS promotes and encourages an environment of mutual respect and cross-cultural understanding for all students, staff and homestay providers. As a result, the College will not accept inappropriate behaviour, such as:

- abusive behaviour;
- harassment, bullying, actual or threatened violence;
- damage to personal property;
- verbal or other abuse based on racial, sexual or religious differences.

Any student who acts inappropriately may be removed from the College. If a student is to be removed, the student expulsion procedure will be implemented. In the event of serious abusive behaviour, MLS reserves the right to contact the appropriate authorities.

If you feel you have been the subject of abusive behaviour, please contact a member of MLS staff who you feel comfortable to talk to, or speak with Sue Hunt, our Welfare Officer, who will deal with your concerns in an appropriate manner and at all times with concern to your privacy.

Student discipline and expulsion policy and procedure

The Directors reserve the right to dismiss a student from the College in the case of unsatisfactory attendance, work or conduct.

Gross misconduct:

The following acts are examples of gross misconduct offences and as such will render you liable to summary dismissal (e.g. dismissal without notice and without previous warnings). This list is not exhaustive.

- Fighting, physical assault or dangerous horseplay.
- Deliberate refusal or wilful failure to carry out a reasonable and lawful direct instruction given by management during College hours.
- Serious insubordination.
- Non-compliance with the terms of entry clearance (visa) in the UK.
- Serious cases of bullying, offensive, aggressive, threatening or intimidating behaviour or excessive bad language.
- Theft or misappropriation of MLS International College's property.
- Wilful damage or negligence involving damage to property belonging to MLS International College, customers/clients, other employees or the general public.
- Fraud or any other illegal offence committed against MLS International College.
- Drinking alcohol during college hours, being under the influence of alcohol/drugs and/or drug abuse.
- Being in possession of, or dealing in, illegal drugs whilst at the College.
- Breach of safety rules and/or any action which seriously endangers the health or safety of an employee, client or any other person whilst at the College.
- Deliberately making a false entry in the written records of MLS International College.
- Knowingly giving false information or deliberately omitting relevant information on the study application form or associated documents.
- Unlawful discrimination, harassment and bullying.
- Receipt of bribes to effect the placing of business with a supplier of goods or services.
- Unauthorised access to or disclosure of any confidential information from whatever source including any personal data under Data Protection legislation.
- Criminal offence causing harm to the reputation of MLS International College or relations with MLS' employees.
- Unauthorised access to or disclosure of any part of the MLS International College's computer data.
- Indecent or lewd behaviour of a serious nature.
- Smoking in designated non-smoking areas.
- Serious misuse of MLS International College's email/internet or other computing resources.
- The act of copying computer software without authorisation.
- The use of unauthorised software on MLS International College's PCs or laptops.
- The unauthorised disabling of anti-virus software.
- Failure to carry out necessary virus checks.
- Use of pirate software on MLS International College's PCs or laptops.

Disciplinary procedures

The purpose of the disciplinary procedure is to outline a recognised and consistent system to deal with any issues of conduct, capability or other circumstances which may result in a disciplinary warning or dismissal. Before considering a warning or dismissal, steps will be taken by MLS International College to establish the facts.

At any stage of the disciplinary procedure you may be suspended from study at MLS, whilst investigations are carried out. This does not mean that you have been, or will be found guilty of any particular offence or act of misconduct.

If it is necessary for MLS International College to take action under the disciplinary procedure, you will be issued with a written statement setting out the nature of the conduct, capability or other circumstances that may result in a disciplinary warning or dismissal. You will only be issued with a disciplinary warning or dismissed following a formal disciplinary meeting, at which you will have been given the right to be accompanied by a fellow student or other associate, such as an agent or parent. You should make every effort to attend the meeting. Throughout the disciplinary procedure you will be given the opportunity to respond to any complaint before any decision on a disciplinary warning or dismissal is taken.

MLS International College may commence the disciplinary procedure, depending on the circumstances, at any of the following levels:

Verbal warning: A record of the verbal warning will be placed in your student file.

First written warning: A written warning will be issued and a copy placed in your student file.

Second written warning: A written warning will be issued and a copy placed in your student file.

Final written warning: A final written warning will be issued and a copy placed in your student file.

Dismissal: Dismissal may be with or without notice depending on the circumstances, and may occur whether or not warnings have been issued. You will be entitled to appeal against any disciplinary or dismissal decision taken, such appeal being held in accordance with the appeal procedure, which is outlined below. Before considering any action, steps will be taken by MLS International College to establish the facts. If appropriate, informal action will be taken by MLS to resolve problems relating to conduct, capability or other circumstances. At any stage of the disciplinary procedure, you may be suspended whilst investigations are carried out. This does not mean that you have been, or will be found guilty of any particular offence or act of misconduct.

Disciplinary appeal procedure

The appeal procedure does not form part of your contract of study. Wherever possible, you should address your appeal to the next higher level of management authority immediately above the person who determined the disciplinary warning or a decision to dismiss. In the event that there is no higher level of managerial authority, then the appeal should be raised with the Board of Directors. You will be given the opportunity to be accompanied at the meeting by a fellow student or other associate of your choice.

Visa Compliance

All students are required to ensure they comply with the terms of their visa:

- No students studying at MLS under a visa have the permission to work.
- Students must not miss lessons at MLS without authorisation and the College will maintain strict attendance records requiring students to comply with attendance requirements.
- Full details regarding the terms of your visa are available on the UK Visas and Immigration website: <https://www.gov.uk/government/organisations/uk-visas-and-immigration>

Data Protection

Please refer to MLS' full Privacy Policy, available on our website.

How Do You Use My Personal Data?

We will only use Your personal information when the law allows us to. Most commonly and in general, we will use Your personal information in the following circumstances:

- a. Where we need to perform the contract we have entered into with You.
- b. Where we need to comply with a legal obligation.
- c. Where it is necessary for our legitimate interests (or those of a third party) and Your interests and fundamental rights do not override those interests.
- d. Where you consent to our use of your data.

We may also use Your personal information in the following situations, which are likely to be rare:

- e. Where we need to protect Your interests (or someone else's interests).
- f. Where it is needed in the public interest or for official purposes.

Your personal data may be used for one of the following purposes (Clients / Potential Clients):

- Providing and managing your education, training and assessment at MLS or a subcontracted partner centre, where agreed.
- Your personal details are required in order for us to enter into a contract with you.
- Personalising and tailoring our Educational services for you.
- Communicating with you. This may include responding to emails or calls from you.
- Providing an associated service such as accommodation or activities.
- Providing pastoral and welfare services in support of your education and training.
- Providing necessary support in regard to your right to enter and study in the UK.
- Complying with our legal duties generally and in particular with regard to immigration, prevent and safeguarding regulations.
- Complying with our Quality Assurance or Professional Body duties, including with the British Council, Pearson, NCFE and English UK.
- Managing your account generally with us, including making and receiving payments and keeping records of the same.
- Supplying you with information by email or post that is reasonably necessary as part of your education and training.
- Supplying you with marketing information you have opted-in to (you may unsubscribe or opt-out at any time by contacting us as per clause 13 or responding to opt out messages on e-mails).
- Supplying you with alumni information you have opted-in to (you may unsubscribe or opt-out at any time by contacting us as per clause 13 or responding to opt out messages on e-mails).
-
- Maintaining information for insurance purposes.
- Managing Security
- Other general purposes for the reasonable provision of Educational services.

With your permission and/or where permitted by law, we may also use your personal data for marketing purposes, which may include contacting you by email, telephone, text message or post with information, news, and offers on our products or services. We may use records of your experience at MLS as part of our marketing activities with your permission. You will not be sent any unlawful marketing or spam. We will always work to fully protect your rights and comply with our obligations under the GDPR and the Privacy and Electronic Communications (EC Directive) Regulations 2003, and you will always have the opportunity to opt-out.

MLS premises visitors and passers-by

Your personal data may be used for one of the following purposes

- Managing Security
- As part of our Health and Safety and other statutory duties

Automated Decision Making

Automated decision-making takes place when an electronic system uses personal information to make a decision without human intervention. We are allowed to use automated decision-making in the following circumstances:

1. Where we have notified Clients of the decision and given the client as is appropriate 21 days to request a reconsideration.
2. Where it is necessary to perform the contract with a Client and appropriate measures are in place to safeguard the Client's rights as is appropriate.
3. In limited circumstances, with explicit written consent from the Client, as is appropriate, and where appropriate measures are in place to safeguard Client Rights.

If we make an automated decision on the basis of any particularly sensitive personal information, we must have either explicit written consent from a Client as is appropriate, or it must be justified in the public interest, and we must also put in place appropriate measures to safeguard a Client's rights as is relevant in the circumstances.

You will not be subject to decisions that will have a significant impact on You based solely on automated decision-making, unless we have a lawful basis for doing so and we have notified the Client as is appropriate in the circumstances.

In consideration of the above, MLS may use automated Decision Making for the assessment of language levels for the purposes of formative and summative assessment and class placement.

If clients fail to provide personal information

If clients fail to provide certain information when requested, we may not be able to perform the respective contracts or services we have entered into with clients, or we may be prevented from complying with our respective legal obligations in respect of clients or others connected with MLS.

Change of purpose

We will only use Your personal information for the purposes for which we collected it, unless we reasonably consider that we need to use it for another reason and that reason is compatible with the original purpose. If we need to use Your personal information for an unrelated purpose, we will notify the Client, as is appropriate in the circumstances, and we will explain the legal basis which allows us to do so.

Please note that we may process a Client's personal information without their respective knowledge or consent, as relevant to the circumstances, in compliance with the above rules, where this is required or permitted by law.

Use of Mobile Phones

Mobile phones should be switched off during lessons as they interrupt the teaching and learning processes.

Smoking Policy

Smoking is prohibited at all times inside the MLS building. Please note that UK law prohibits smoking indoors. Smoking is not allowed in and around the entrance to the building. MLS does not provide outside smoking facilities. All staff and students are encouraged, should they wish to smoke, to locate council provided smoking areas. It is an offence to drop cigarette stubs on the public highway and statutory fines can be issued.

Terms and Conditions

Your enrolment at MLS is subject to the terms and conditions of your booking made at the time of your booking. Current terms and conditions are available on our website. Please contact Admissions if you require clarification on any matters.

Student Feedback

Procedure for Managing Student Feedback

MLS places great emphasis on the need to extract and respond to student feedback on all services. We request all staff to encourage feedback from students and that such feedback is fed into the management process. Student feedback is formally obtained via the following process:

1. You will attend a first day presentation which is an informal session to give you an opportunity to discuss arrival, accommodation and initial class placement matters. If it is not possible to meet you in the first week, we ask that you visit your Client Manager in the Administration area to discuss any concerns you have and to simply introduce yourself.
2. Usually your 11:00 teacher will discuss your initial class placement with you and advise the Director of Studies as to the suitability of placement.
3. All students are provided with a Client Manager and you will be shown the Client Manager's office as part of your welcome tour. The Client Manager is responsible for your overall experience at the College and will be available to help you on all matters. You may also wish to speak to the Client Services & Student Communications Manager who is based in Reception.
4. You will be provided with a welcome letter on your first day and this will provide details of typical requests, including how to request a class change, how to request a change of homestay provider, etc.
5. All students are given the opportunity to provide feedback on the services of the College as part of your monthly tutorial process. All tutorial reports are forwarded to the Director of Studies who will advise the Client Manager of any issues.
6. Students are selected from the English language programme on a termly basis to discuss the services of the College at a student focus group.
7. All students are requested to complete an end of course questionnaire. Teachers and Reception will encourage students to complete these forms wherever possible.
8. All student feedback is monitored at management meetings held on a weekly basis.

Dealing With Problems and the MLS Complaints Procedure

If at any point during your programme you are unhappy with any element of our service, we ask that you speak to us immediately. Most issues can be resolved quickly and we will always listen to the problems you bring to us. Below are details of who you should speak to on different matters.

Academic matters

- In the first instance, please speak with your teacher, course co-ordinator or the Director of Studies.
- In the second instance, where a solution cannot be found, you are asked to contact your Client Manager in the main Administration office.

Accommodation

- Please discuss with the Accommodation Officer in the main Administration office.

Welfare

- Please discuss with the Welfare Officer in Reception.

Administration

- Please discuss with a member of the Admissions team in the main Administration office or with your Client Manager.

Social programme

- In the first instance, please discuss with a member of staff in Reception.
- In the second instance, where a solution cannot be found, you are asked to contact your Client Manager.

Nature of courses/agents

- Please discuss with your Client Manager.

If you feel that a solution to your problem was not found, you may make a formal complaint. To do so you should put your complaint in writing, address it to the Directors, and post it the following address:

MLS International College
Westover Chambers
Hinton Road
Bournemouth
BH1 2EN

or forward by email to admin@mls-college.co.uk.

Any complaint must be made in writing and received by the College no later than 25 working days after the end of your course. All complaints may only be considered where you had raised a matter of concern during your course under the Dealing with Problems and the MLS Complaints Procedure on the previous page. Where a matter of concern was not raised during your course, MLS may have not been given reasonable opportunity to manage any problems and, as such, any complaint may be considered unfair in whole or in part. A complaint received later than 25 working days after the end of the course may be considered in light of exceptional circumstances and the Directors will endeavour to review each case impartially.

Your complaint will be answered within seven working days and you may be asked to attend a meeting with one of the Directors to discuss your complaint. You can ask another person, who may be acting on your behalf (e.g. an agent), to attend this meeting with you.

The Directors' decision on all matters will be final.

If you feel your complaint has not been resolved and you are studying on an English programme, you may formally complain to English UK. MLS is accredited through the Accreditation UK Scheme which is managed by the British Council in partnership with English UK, the national association of accredited English language centres. English UK's complaints procedure is available on their website:

https://www.englishuk.com/uploads/assets/complaints/Student-complaints-information-for-students_2017.pdf.

Appendix A

Common European Framework of Reference for Languages

	A1 Elementary	A2 Pre-Intermediate	B1 Intermediate	B2 Upper Intermediate	C1 Advanced	C2 Proficiency
General Linguistic Range	Has a very basic range of simple expressions about personal details and needs of a concrete type.	Has a repertoire of basic language which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words. Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions, etc. Has a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.	Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films. Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	<p>Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.</p> <p>Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.</p> <p>B2 = Upper cell</p> <p>B2+ = Full cell</p>	Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.	Can exploit a comprehensive and reliable mastery of very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity... No signs of having to restrict what he/she wants to say.
Reading	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday job-related language. Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	<p>Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.</p> <p>Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.</p>	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.

	A1 Elementary	A2 Pre-Intermediate	B1 Intermediate	B2 Upper Intermediate	C1 Advanced	C2 Proficiency
Writing	Can write simple isolated phrases and sentences.	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	Can write clear, detailed texts on a variety of subjects related to his/her field of interest. Can synthesise and evaluate information and arguments from a number of sources.	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.
Listening	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives.	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand.	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.

	A1 Elementary	A2 Pre-Intermediate	B1 Intermediate	B2 Upper Intermediate	C1 Advanced	C2 Proficiency
Spoken Production	Can use simple phrases to describe where he/she lives and people he/she knows.	Can use a series of phrases and sentences to describe in simple terms educational background, present or most recent job and family and other people familiar to him/her.	Can connect phrases in a simple way in order to describe experiences and events, dreams hopes and ambitions. Can briefly give reasons and explanations for opinions and plans. Can narrate a story or relate the plot of a book or a film and describe his/her reactions.	Can present clear, detailed descriptions on a wide range of subjects related to fields of interest. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	Can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	Can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Spoken Interactions	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord. Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music, etc. Can exploit a wide range of simple language to deal with most situations likely to arise while travelling. Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interests or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances. Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is less obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the speaker is hardly aware of it.

	A1 Elementary	A2 Pre-Intermediate	B1 Intermediate	B2 Upper Intermediate	C1 Advanced	C2 Proficiency
Vocabulary Range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. Has a good range of vocabulary for matters connected to his/her field and most general topics.	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.
Vocabulary Control	Shows only limited control of a very narrow repertoire dealing with concrete everyday needs.	Can control a narrow repertoire dealing with concrete everyday needs.	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur. Errors rarely hinder communication.	Occasional minor slips, but no significant vocabulary errors.	Consistently correct and appropriate use of vocabulary.
Grammar Range	Basic sentence forms are attempted but grammatical errors are numerous expect in apparent memorised utterances.	Can produce basic sentence forms and some short utterances are error-free. Subordinate clauses are rare and, overall, turns are short, structures are repetitive and errors are frequent.	Produces a mix of short and complex sentence forms and a variety of structures with limited flexibility. Basic sentence forms are fairly well controlled for accuracy and although complex structures are attempted they are limited in range and errors occur that may impede communication and may lead to the need for reformulation.	A range of structures flexibly used. Both simple and complex sentences are used effectively despite some errors. A few basic errors persist. Error-free sentences are frequent.	Wide range of structures flexibly used. The majority of sentences are error-free. Occasional inappropriacies and non-systematic errors occur. A few basic errors may persist.	A wide and always appropriate range of structures are precisely and accurately used at all times apart from mistakes characteristic of native speaker speech.
Grammar Control	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	Good grammatical control though occasional 'slips' or non-systematic errors and minor flaws in sentence structure still occur. Rarely makes mistakes which lead to misunderstanding and such mistakes can often be corrected in retrospect.	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring other's reactions).

	A1 Elementary	A2 Pre-Intermediate	B1 Intermediate	B2 Upper Intermediate	C1 Advanced	C2 Proficiency
Phonological Control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	Has acquired a clear, natural, pronunciation and intonation. Stretches of speech free of errors in pronunciation are frequent.	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning to an almost native speaker degree.
Orthographic Control	Can copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details.	Can copy short sentences on everyday subjects – e.g. directions how to get somewhere. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.	Can produce continuous writing which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.	Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence. Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions.	Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen.	Writing is orthographically free of error.

