



**UKLC**  
**Centre Manager**  
Handbook  
2024

Our values:



## 1. Introduction

Thank you for accepting a position as a Centre Manager with UK Language Courses this summer. This handbook is a guide that will hopefully give you the advice and information necessary to successfully fulfil your role. Please bear in mind that it is written to cover many different sizes of centre. We welcome your feedback and comments on any aspect of the handbook before, during or after the course.

The job of Centre Manager is as tough as it is rewarding. Like any job you will need your wits about you. Unlike most jobs you can't choose your hours (expect that emergency call at 3am) and there is a guaranteed level of hectic excitement.

One of the most important characteristics of a good Centre Manager is **excellent communication and people skills**. You will have regular contact with a number of key personnel and it is important that a strong working relationship is set up from the outset. Establishing good links with people will make your overall job a lot easier and will help in the smooth running of your course.

## 2. AirManual

AirManual is our online training guide to help all summer team members get up to speed and understand their roles. As part of your onboarding process you will be sent a series of links to checklists. These comprehensive checklists cover all the processes and role-duties that you will have this summer. These checklists can be revisited throughout the summer and are there to support you with your role.

### 3. Centre Set Up

#### 2.1 Your arrival

You will arrive at your centre before everyone else. Hopefully, there will be someone from the hosting institution to meet you and show you around. Use your time very wisely in those first few days before the students arrive.

You will have been introduced to all the information for your centre at management training and so will hopefully have a good idea about who is coming and when. The Excursions and Activity Manger (EAM) and Course Director (CD) should also arrive with you or soon after.

Your aim is to make the centre your own and make it welcoming to the students. This can be more challenging in large university campuses than in a smaller boarding school but whatever areas we are constantly using should be branded UKLC as much as you can.

Once induction is over you can enlist your team to help you do the following things to get the centre ready. The best thing to do is rota some people on for centre set up and count it as a session, so plan all this in advance before the team arrive at site.

#### 2.2 Centre set up to do list

1. Familiarise yourself with the layout, the names of any buildings and rooms of which we have use.
2. Meet the relevant people at the centre; conference officer, catering, IT etc.
3. Inspect all the residential accommodation and learn the names of the houses. Check each room to confirm that it contains the same number of beds as in the information you have been given. Complete a full tour of the accommodation accompanied by a member of the college/school and use a blank rooming list to record any problems, this list should be signed by you and countersigned by the college representative. Make sure the cleaning has been done and the house is ready to welcome students. Note down any damage or graffiti as this saves us being blamed for things that are nothing to do with our students!
4. In each house set up a house notice board which will serve as a means of communication with the students in that house. Make sure it is pointed out to them at orientation. You should use it to advise students of laundry times, cleaning frequency, bed linen changes etc. There should be a copy of the Welcome letter put on it.
5. Put up a detailed map of the site indicating classrooms, dining hall, residences and activity rooms. Put this up in various places.
6. Prepare Welcome packs for all students and Group Leaders
7. Prepare large signs to welcome groups to the main body of the Centre and into their accommodation.
8. Set up the main notice board (in bigger centres you may need two) in a central area where students regularly pass. Make it inviting! Make sure that the programme for the week is displayed. Use large, coloured signs and pictures. Find out if you have artistically minded team members to help do this. Ensure that this board is ALWAYS kept up to date!\*
9. Put up direction signs to all major facilities. Everything can seem overwhelming for students during the first few days and signs directing them to the dining room or classrooms etc can really help.

**\*The notice boards should be colourful, eye catching and most importantly kept up to date. It must inform, invite, interest and include everyone! Take, print and put up pictures of the team. Then during the course ask teachers to photograph activities, trips and sports and regularly display the photos (be sure to check that we have consent from the students/parents via the agent to take and use photos – this will be logged in the student database).**

Students and Group Leaders should receive a Welcome pack as soon as possible after arrival, the contents of which should be:

**Student pack** – ID lanyard, ID wristband, map of centre, notebook/journal and a pen

**Group Leader Welcome Folder** – Welcome letter, Programme for the duration of their stay, ID lanyard, ID wristband, map of centre, map of local area, Group Leader handbook and a pen

## CENTRE NOTICE BOARD CHECKLIST

**Anyone visiting the centre will expect to see the following displayed in one or two prominent positions accessible to students, teachers and Group Leaders. Remember to use coloured paper and pens to make the notice board eye catching and KEEP IT UP TO DATE**

UKLC banner

A Welcome sign

Map / Plan of the Centre with all facilities and accommodation labelled

Names (and photos) of all the UKLC team

An activity section with the programme for the week showing all trips, sports and evening activities

A teaching timetable showing where each class is located and which teachers teach it

Class lists giving the name and number of students in that class

Fire Instructions

Health and Safety Law poster with information regarding first aid

**SIS (Safest Internet Student) poster**

Tourist information / Map of the town / Maybe even a map of the region

Emergency telephone numbers

Bus information and taxi numbers

**On the office notice board you must display the following:**

Copyright agreement

Newspaper licensing agreement

Company Liability Insurance

Health and Safety poster

Happy thought for the day!

### 2.3 Coach Company contact

In conjunction with the EAM you will have regular contact with your local coach company. The initial bookings will have been made with the coach company for trips and transfers. However it will be up to you and the EAM to check departure transfers and liaise with the coach company regarding any changes to the bookings. Because of the nature of our business there will be occasions when an extra coach will be needed or when you need to cancel a coach at short notice. A good working relationship will often allow you more flexibility with service providers on occasions such as these. **Make sure you or your EAM double check all bookings for arrivals before the groups arrive as well as the bookings for excursions and departures.**

## 4. The First Day

The first day sets the tone for your course. Creating the right atmosphere is up to you, and you will have your own ideas and style.

However, a warm welcome and carefully planned programme will get you off to a flying start and generate confidence in leaders and students.

### 3.1 The arrivals

It is unlikely that your students will arrive on time, in neat formation silently awaiting your instructions. Planning will help you organise the inevitable chaos and disorder and to survive the day!

**The most important thing is that EVERY group is met as they arrive at the centre by happy smiling UKLC team members! You should try and be present at the arrival of all groups so that you can introduce yourself to the Group Leaders. The second most important thing is that EVERY group has a walk around orientation of the site by a member of the team as close to arrival as possible.**

- 1) Make sure all your team are present on time and that they understand the plan for the day. Give them specific tasks e.g. standing on the street to welcome coaches, showing students their rooms or taking groups on orientation.

- 2) Make sure your team look the part! **Name badges and uniforms are a must! As is a smile 😊**
- 3) Recheck all the rooms you will need to get into. Make sure you have the codes to any houses necessary. Schools and Colleges often have over efficient caretakers who will go around locking doors on a Sunday so be warned.
- 4) Keep in regular contact with couriers at airports to ensure that you have as accurate an idea of when groups are likely to arrive as possible. The worst start is if a group is dumped off a coach onto a deserted street and there is no one in sight!
- 5) Make sure you have planned what to do with groups who arrive early. They should be immediately settled into their rooms (this takes a while) and given clear instructions on where to meet for their orientation and welcome talk. If they arrive in the morning then you will need to assign a member of the team to them for later and plan an activity. If they just hang around as other groups arrive it will cause confusion.
- 6) Make sure you have planned what to do with **homestay students** and that you know when the hosts will be picking them up and have a list of who they are and their car registrations. Your **Homestay Coordinator** will manage this.
- 7) It is very important to communicate any delays you encounter. Firstly, if a group is going to arrive considerably later you must inform the kitchen if any delays affect the serving of meals! Also, remember homestay hosts if there is a delay as they do not want to be hanging around.
- 8) When you send a courier to the airport, give him/her a blank rooming list so that they can organise who is sleeping where before they arrive. This avoids a chaotic arrival. If there are any problems, GLs should be told that they will be sorted out upon arrival.

### 3.2 The welcome talk

Depending on the Centre and the times of arrivals, you may need to do a separate talks for some groups as they arrive and settle in. However, the ideal is that you organise a large talk for all the students on the first morning before they are sent off to do their test. This should be around 30 mins long so that with moving around etc, students are heading off to testing no later than **9.45**.

You must ensure that certain pieces of vital information have been given to them when they arrive and during their orientation, e.g. fire evacuation procedure, house codes, phone numbers, breakfast times and the plan for the next day.

Your objectives for this talk are to greet the students, introduce yourself and your team and to establish the ground rules for the course in a firm but friendly manner. Speak slowly and use simple language, allow time for Group Leaders to translate if necessary.

We have an **official Welcome Talk** on Microsoft Power point. You will be given it in advance and we would like you go through it and maybe personalise it a bit but retain all elements and make sure you go through each slide. We are open to any suggestions you wish to make to improve it. Make sure you refer to the **Code of Conduct for students** that all students will cover in their first lesson and which details the behaviour that we expect.

You need to organise a moment when the team meet the Group Leaders early on in the first week. Later you can organise a cheese and wine night during evening activities so they mix and chat. Remember that everything goes much more smoothly when all members of team are formally introduced to Group Leaders and everyone knows who everyone else is. Insist that teachers who are non-resident and therefore cannot attend many evening events understand that it is their duty to introduce themselves to everyone.

## 5. Group Leaders

To do with each leader during the first 24 hours:

- ✓ The first thing you need to do is confirm the exact number of students they have arrived with. Even though this sounds obvious, we regularly have last minute changes that might not have been communicated via their agent. You will receive a list of students for each group. **Please print this list and ask each Group Leader to check their list and sign it, then give these to the SSLT or scan and email them to Head Office.** You must also make any amendments to the master spread sheet (more on this later).

- ✓ Take their personal phone numbers in case you need to contact them urgently and give them your duty phone number. **Inform them that they need to message the duty phone last thing in the evening once they have all their students in their rooms to let you (or whoever has the duty phone) know that all are present and correct.**
- ✓ Give them a copy of our Group Leader Handbook on arrival as part of their induction pack and make sure you familiarise yourself with this.
- ✓ Taken them through a Group Leader induction session. You will be given a power point to follow for this and you can ask your SWC to conduct this if necessary.
- ✓ Once you have given Group Leaders the handbook and they have had the training, you must take them through the **Centre Residential Group Checklist** and make them sign to say that they have read it and understood their responsibilities and your responsibilities towards their students. These signed documents are very important as they are evidence that we have passed on all the important information to the Group Leaders. **Please scan all documents and email to Head Office.**

Group Leaders ongoing:

- ✓ It is imperative to set up regular meetings with the Group Leaders to listen to their questions and suggestions and let them have input into the programme. You must record these meetings (on the **minutes of meetings** form) and include any action taken. While it is important to make yourself available to Group Leaders, this regular meeting should prevent them from taking over your office and more time than you may have to spare.
- ✓ Having the Group Leader inductions means that you can have a general welcome meeting with all Group Leaders. Organise some coffee and use it as a chance for them to get to know each other and for you to be able to give out all the initial information in one go.
- ✓ After this, in order to discuss their individual programmes and requests, try to allocate 15 minutes to each GL and put a list on your office door with allocated timeslots for each of them. A daily meeting is not usually necessary so stress at their welcome meeting that if they need to see you, they should organise a meeting time in advance.
- ✓ Occasionally it may be necessary to deny some of their requests, and this should be done tactfully and with a full explanation of the reasons for the denial. When dealing with Group Leaders' requests, never say no immediately to what they ask you. Even if you know that it will be extremely difficult to fulfil that request, show them that you are taking it seriously and that you are doing everything in your power to help them. This makes saying you can't do it a lot easier.

We want to encourage all Group Leaders to feel that they are part of the team, working with us in order to produce the best possible programme for their students.

Finally, as many of the leaders are teachers of English themselves, the Course Director will organise a Group Leader lesson during the first week in which they will explain our methodology. This goes a long way to winning over the leaders so you should ensure that it has been organised!

#### **How to win over Group Leaders in 10 easy steps:**

1. Make sure that the management team are present at the arrival of the group, preferably wearing badges, uniforms and smiling!
2. Wow them on arrival with a warm welcome and a comprehensive welcome pack.
3. Make time to speak to them alone, however briefly, on their arrival day.
4. Make sure their own bedroom is one of the nicest!
5. Make sure they are briefed as quickly as possible on the itinerary for the week ahead and put a copy of their programme in their welcome pack.
6. Personally invite them to organise meetings with you whenever they need to see you and vice-versa, giving the time and place.
7. Ensure that the Course Director organises the Group Leader lesson and that they all know about it.
8. Organise the occasional treat for them (a drink in the local pub or coffee and biscuits at your meeting now and then).
9. Give positive feedback on things their students have done (e.g. Paolo from Rome winning the best dancer award at last night's disco).

10. Ensure that they complete their online feedback forms. Try and get feedback from them early in their stay and privately go through any problem areas with them. Try not to deal with individual problems at group meetings.

If, however, you do have a serious problem with a Group Leader you should always inform the Summer Senior Leadership Team. We do have a complaints form and if there is really a problem that you cannot solve and the Group Leader feels strongly enough, they should complete this form. You should make them aware of the form briefly in your first meeting with them but stress that **ALL** problems can be resolved quickly and effectively if we all work together.

## 6. The Social Programme

Social activities offer the students a balance to the academic programme, an opportunity to explore the new environment and enjoy fresh experiences, and a chance to mix with fellow students.

The success or failure of this part of the course depends on proper planning, thorough briefing and enthusiastic leadership. Unmotivated, unprepared staff will lead to the disintegration of the social programme and then you will be dealing with a lot of complaints.

The social programme is divided into three parts:

1. Sports/afternoon activities (including English Plus)
2. Evening activities
3. Excursions

### How to make it work

The social programme is the generally responsibility of the EAM but supported by you. They will oversee the general running of the social programme under your guidance. In small centres or in the latter weeks of others, where numbers are low and there is no EAM, this may fall to you.

As soon as you receive access to the programme for your centre, please study it carefully. Try to think about all the potential pitfalls prior to arrival of the students so that alternatives can be thought of. Discuss any ideas or problems you may have with the SSLT.

Most excursions will have been tried and tested in previous years but this doesn't mean that they always suit every group.

During the course, if an activity or excursion proves to be a total disaster and another group is scheduled to do the same thing, then think of an alternative and discuss it with the SSLT.

To run a successful programme, the EAM needs to have the UKLC team and the Group Leaders behind them. You can help in this by making sure they act professionally and appear in control and organised at all times. The social programme requires a lot of organisation and flexibility so try and be supportive of your EAM and give them guidance where you can. They should be at induction and spend some time talking to every member of the team to learn about what they do and do not like doing and find out any skills they may have that could be incorporated into the programme. In the same way, they need to be present at the Welcome Talk for the students and maybe say a few words so everyone knows who they are. You should have them with you in Group Leader meetings where the programme, activities and excursions will be discussed.

You should ensure early on that there is a plan for the week in place and that everyone knows it. Ask the EAM to make copies of the week's programmes for the **teachers, for the Group Leaders, for the notice boards** and be sure to communicate any last-minute changes. Communication is the key!

In smaller centres the EAM or SAls could **go around the classes to advertise activities**. We always like there to be a strong link between the English classes and activities / excursions. A good way to link activities/sports may be to involve some sports staff in the final 10 or 15 minutes of a lesson and to have them describe what will be taking place later that afternoon. It would also be good to have the sports teams come up with a list of vocabulary linked to the sports that they can share with the teaching team.

Please remember that the social programme for students is as much a part of the package that their parents have paid for as the lessons are. This means that if an activity is cancelled for reasons such as poor weather, an alternative **must** be provided. This is especially true for English plus sports courses. For example, if a group of students are enrolled on an English plus Football course and it is raining so hard they be outside, you should organise access to the Sports Hall.

## **5.1 Afternoon sports/activities (English Plus)**

On two or three afternoons a week (depending on the centre) there will be "Sports and Activity or English Plus afternoons". These are structured sessions divided into three slots (there may be occasions when a shorter session is implemented over four slots or longer sessions are implemented over two slots). They will need to be three one hour sessions with a short break between that will start at 14.00 and end at approx 17.30.

All students are given the choice of enrolling on a on an English plus course. English Plus courses are: English plus Multi-Activity, English plus Drama, English plus Football, English plus Dance, English plus Intensive English and English plus Life Skills.

### **English Plus Multi-Activity**

The "typical" summer programme consisting of a wide variety of activities and sports. Sessions are structured and are coached by our team. Sessions can include tennis, basketball, volleyball, swimming, photography workshops, dance, football, and drama etc. Students are moved through two or three activities on rotation in each session.

### **English Plus Dance**

This course is designed for students with a passion for modern dance. Previous experience is not necessary, but a motivated attitude is! Each three-hour session will begin with a warm up and will include a well-needed break. The first part of the session will involve learning new techniques and steps and putting together routines. The second part of the afternoon will give students time to practice what they have learnt and rehearse any routines that will be included in the final performances. Styles covered include Street Dance, Modern Jazz, Contemporary and West End.

### **English Plus Drama**

An excellent way for students to improve their English and grow in confidence. This course involves students of all abilities looking at various elements of acting, including improvisation, mime and role play. They will also study a chosen piece from a well-known play to perform at the final performance.

### **English Plus Life Skills & Leadership**

This programme is for students aged 16-17 who want more from their summer school experience. The purpose is to develop students in a way that is going to be useful to them as they go on to become young adults. They will undertake seminars and workshops on topics such as "CV writing", "Interview skills", "Presentation skills, "Writing for academic purposes", "Projecting confidence, competence and credibility" etc. Elements of this will be



incorporated into project work that will be presented at the end of the course. There will also be an element of leadership, as we believe that promoting positive leadership to young people can be very powerful.

### **English Plus Football**

This exciting football course is aimed at players who have the goal of wanting to improve their knowledge of football and English and emulate their footballing heroes like Ronaldo, Messi and Bale. It includes sessions on tactics, playing systems and technical skills. Previous experience not necessary but motivation is!

### **English Plus Intensive English**

Additional English lessons for those who really want to maximise their language learning during their stay in the UK. Students will build on their lessons through additional taught classes at a level appropriate to their achievement in the placement test. The lesson content will be a continuation of the UKL4 programmes as outlined in the Academic Summary (see section on "Academic Tuition").

We ask the agents to tell us the students choices before they arrive so we can employ the correctly trained people but there may need to be some flexibility when they arrive.

We offer various different sports or English Plus courses depending on the facilities available at each site. What follows here is an idea but not an exhaustive list:

**Afternoon sports:** Football, Cricket, Tennis, Baseball, Uni- hockey, Team building, Nightline, Swimming, Dance, Lacrosse, Tri-golf, Ultimate Frisbee, Volleyball, Han ball, Adventure solutions, Badminton, Basketball, Netball, Water polo, Archery, Caving, Rock climbing, Shelter build, Raft building.

## **5.2 Sports**

1. Check any bookings made with the sports centres to make sure that they coincide with the programme.
2. Are the facilities booked adequate for the number of students in your centre?
3. Make sure that where teachers (TALs) are supervising sporting activities and assisting the Sports and Activity Instructors that they understand they need to get involved and motivate the students. They should organise tournaments, maybe even participate themselves. International competitions are usually a great success – if well supervised!
4. Make sure also that the team are allocated to the sorts of activities that suit them best. More sporty teachers can assist the SALs or less sporty members can organise other activities including the quizzes, talent shows etc.
5. Make sure that if you have a group who has come to do a specific English and Sports course that you: have the relevant sports coaches booked, that they will complete the full number of hours necessary, that you keep a check on how it is all going.
6. Given the unreliable weather we often have in the UK, it is vital that a wet weather alternative is planned, especially where students are enrolled on an English and sports course.

## **5.3 Non-sporty English Plus sessions**

For English Plus Intensive English and English plus Drama, you will need to coordinate with the Course Director for teachers and classrooms.

On English Plus Multi Activity, you may also want to offer some non-sporty options. It is a good idea to discuss these prior to the start of the course with the EAM. You need to find out if any members of the team have particular skills that they wish to use (musical instruments, arts, drama or specific sports).

Quiet afternoon activities for those who are not sporty can include: bracelet making, makeovers, videos, bingo, board games, drama, painting, or anything else you can think of!

**Please note that we have excellent session plans for ALL English Plus activities. Make sure that you pass them on to the relevant people.**

## 5.4 Excursions

Half and full day excursions can easily degenerate into yet another visit to McDonalds and walk around Primark! This is inexcusable. To avoid this all members of the team should be fully briefed prior to the excursion. The day should be clearly structured and the students should know beforehand why they are going and what they are going to see. When taking the students out of the centre on an excursion, their safety is our first concern.

The following preparation is the responsibility of the Excursion and Activity Manager if you have one (and is repeated in the EAM handbook) but it is very important for you to check that it has been done. If you don't have an EAM then this falls to you.

Prior to the course, all excursions will have been researched and you will be given details of each destination and the itinerary for the visits. Make sure that you have any information necessary if you are accompanying students on an excursion.

The day should be clearly structured and the students should know beforehand why they are going and what they are going to see. The CM, EAM and CD should liaise and prepare for Group Leader and teacher briefings. An itinerary needs to be decided for the day. We will provide you with some ready prepared that just need amending as required.

## 5.5 Before any excursion

You will ensure the following:

- Check the coaches have been booked and that it is the correct number and size of coaches.
- There will be a minimum of two UKLC team members (one to act as Excursion Leader) prepped to go on any excursion and ideally two per coach on the excursion. The foreign Group Leaders will be counted as part of the adult/student ratio (only in relation to their own students). This ratio will be a minimum 1:15, and where possible about 1:10 or better.
- Each student is issued with an ID wristband and a lanyard so, before departure, UKLC team members should ensure students are wearing them.
- Before the coach leaves the centre, all Group Leaders will have confirmed numbers and the UKLC lead team member on each coach, will have completed a register and head count (The Excursion leader will ensure that this is repeated before departure to any second or subsequent destination, and then again before departing back to the Centre).
- The Excursion Leader will have a working phone and a first aid kit and will stay in regular contact with site.
- Make sure the coach company knows the time and place of the pick-up. Pass this information on to the students and Group Leaders.
- Discuss the venue with Group Leaders so they know what their students are going to do, and that they understand the value of the excursion.
- Draw up an itinerary for the day, again talked through with Group Leaders and the team.
- In class, students should be prepared by teachers and given a task to do during their visit.
- Make sure that UKCL team members have their high vis jackets and that they wear them!

## 5.6 Preparing the team

Prior to the course, all excursions will have been researched and you will be given details of each destination and the proposed schedule for the visits. Make sure that you pass this information on to the team and remind them that accompanying students on an excursion requires preparation.

All team members who are going on an excursion:

1. Should attend a briefing with the Centre Management Team and receive an itinerary,

2. Should read the relevant Risk Assessment for that excursion and the Risk Assessment for free time on excursions and sign off the 'Read Risk Assessment Form',
3. Should read the **Error! Reference source not found. (Error! Reference source not found.,,**
4. Will have an accurate register of who is going on the excursion

On excursions team members should have:

- Tourist info about the destination and the museum/attraction
- Maps
- A UKLC voucher/email confirming the booking
- The phone number of the coach company and of the driver
- The phone number for the CM and EAM
- A group numbers form
- First aid kit

They should also have left the mobile number of at least one member of the team on each coach.

### 5.7 Preparing the Group Leaders

All group leaders who are going on an excursion:

1. Should attend a briefing with the Centre Management Team and receive an itinerary,
2. Should read the relevant Risk Assessment for that excursion and the Risk Assessment for free time on excursions and sign off 'Read Risk Assessment Form',
3. Will have explained to them their role on the excursion with regards to the safety and supervision of their students,
4. Will have their list of students and contact details with them.

### 5.8 Preparing the students

Students must always know where they are going and what they are going to see there. The best way is to get teachers to incorporate some information and briefing regarding the excursions into their lessons. They can then do feedback after the trip to find out what aspects the students enjoyed. In most larger centres, students will go on the same excursions on the same days, as far as is possible, but sometimes this is not the case and so you may want to organise briefing meetings with the teachers. Alternatively, teachers cover all excursions in class even if a student is not going until the following week so they will still have the information and they can find out from other students what there is to see and do in the various destinations.

One way to ensure that ALL students are prepared for their excursion is for the team to hold a mini prep lesson on the coach on the way there. It needn't be too complicated, just some nicely presented info including tasks to complete that the team talk them through. The major advantage to this idea is that the Group Leaders are also sitting there and so unlike trip prep in class, they actually get to witness we are doing it and cannot later accuse us of not preparing their students.

Make sure students are wearing their wristbands with the emergency number on.

## 5.9 The Itinerary

Broadly speaking, an itinerary for a full day trip should include the following:

- **Departure** – with anticipated arrival time (check journey times with the coach company)
- **Morning** spent on a “guided” tour of the town led by you and other staff including entrance to a venue where applicable. Include times.

In most instances, excursions are charged via invoice to Head Office.

Where an entrance charge is involved, an appointed member of the team will phone the venue in advance and then present the voucher on arrival, signing for the agreed number of people (students normally go in on junior/group/educational rate, Group Leaders and UKLC team member in excess of any free places, on the adult rate).

- **Lunch** – with venue and time
- **Afternoon** – offer further organised visits with or without optional entrance charges and students may also go off in groups with staff and/or Group Leaders for shopping etc. with times.
- **Departure** with expected time of arrival back at school.

You should plan a basic itinerary based on what bookings have been made and then get the relevant Group Leaders together and discuss it. Don't give them too much opportunity to change things as you may find that you have five different groups wanting five different itineraries. Try and accommodate some of their requests and suggest splitting up at various points in the day if that helps. It helps to have some tourist info to hand to show them about the destination.

Once the itinerary has been agreed then you should type it up and make sure that everyone is given a copy. There is a sample itinerary an example of which you will find at the back of this handbook.

Remember to consider the age of students when planning in any free time. On excursions, students are supervised by the UKLC team and their group leader/s. All excursions have an element of free time incorporated into the itinerary if the group leader agrees (if no free time is desired then UKLC team members will continue to supervise the group). Free time is age dependent as follows: under 10 years old – no unaccompanied free time, 11-14 – groups of 4 to 5 students are allowed free time but must return to the agreed meeting point every 30 to 45 minutes (this is city dependent e.g. in larger cities the time will be shorter) and if possible UKLC team members and group leaders will still accompany, 14-17 – groups of 3 to 4 students are allowed free time and must return to the agreed meeting point every hour. On no account should students wander off alone. Students should have their phone, their wristband and lanyard and be aware of the meeting points. (See excursion policy and risk assessments).

## 5.10 On the day of the excursion

- You are responsible for who is on which coach. Put signs up on the notice board the night before which clearly show which groups are going where. It helps to number the coaches and then put signs in each coach stating the number of the coach, the names of the Group Leaders and Teachers / Sports & Activity Instructors on it. E.g:

COACH ONE  
**NAVIGANDO GROUP**  
**Signora Bianchi, Sarah and**  
**James**

- Make sure you know how many seats the coach has and that the groups you have allocated to it all fit on!

- The coach should be parked and ready 15 minutes before the departure time. At that time, the team should all be ready along with the maps, itineraries, first aid kits and signs for who is on which coach and packed lunches. Make sure that everyone is reminded beforehand of the departure time!
- Put the signs in the window of each coach. Put the appropriate number of packed lunches (for full-day excursions) on each coach. Make sure students get on the right coach.
- Check that all the accompanying team have the info and numbers they need. Make sure you know who is on which coach and that you have their numbers.

### 5.11 Optional excursions

As you will see when you look at the programme, everyday has been carefully planned and booked. However, in some centres at least one Sunday can be a little less structured.

The morning will generally be free for students to rest or do their laundry. In the afternoon, however, you must make sure that there are some sports activities on offer for any students who stay on site. Please keep this in mind when you are doing the rota!

Some Group Leaders will opt to take their students into town in the afternoon having allowed them to sleep in and do their washing etc. or sometimes they wish to go on an optional excursion. These are extra to the programme and need paying for. In the information you are given regarding excursions etc. you will find details of possible optional excursions and the prices per student.

It is a good idea to broach these at a Group Leader meeting in the first few days. You can let them look at the information, judge how many people may be interested and then enquire immediately about reserving coaches. Ensure that everyone's plans for Sunday are made clear before the end of the week. Offer the Group Leaders different options at your meetings earlier in the week and gently persuade them to make a decision so you can organise excursions, sports and catering accordingly.

You may also need to find a member of the team to accompany them and therefore take this into consideration in the rota. Some Group Leaders are keen to take their students off on their own for these trips but you must always offer to send a member of our team should they need it. If they are going on their own, it is important that you risk assess the trip that is proposed. For example, a Group Leader with very limited English who wants to take her large group into London on her own, would not be wise. In this case we would insist on sending a member of staff. However, a Group Leader with excellent English who wants to take his small group off for the day would be fine. Look at the situation and assess the risks. Do ring the SSLT if you are unsure.

**Remember also that if they require packed lunches for these trips, you must inform catering teams by Wednesday (may vary in some centres) for a Sunday trip!**

You will then need to ensure that all optional excursions are paid for by the Group Leaders.

Once the coach is booked and the leaders have confirmed, arrange a time before the day for them to come and give you the money. Put it in the safe in a clearly marked envelope to be collected by the SSLT. It is not to be confused with petty cash!

### 5.12 Evening activities

Evening activities usually start between 19.30 and 20.00 and should last until at least 22.00, if not 22.30. Then students must be accompanied back to their residences and no one should be out of their house after 23.00. When there is a Disco and it ends at 22.30, all students must be in their residences by 23.00. Younger students however, must leave the activities earlier and get to bed earlier (see Centre Management Handbook or OSH for details)

**Examples of evening activities:** Disco, Karaoke, Papparazzi night, Film night, Trashion show, Blind Date, Speed Dating, Britains (or the centre's name) got talent, It's a Knock out, Murder Mystery night, Ghost tour, Casino night, Race night, Glee night, Quiz night, Oscars Night, Treasure hunt, Scavenger Hunt.

Through experience we have found that the best way to set the activity programme off to a good start is to form teams. The EAM could divide the students into teams or houses and for each activity they can lose or gain points for their team. Students may be unwilling to participate but a little competition goes a long way to convincing them.

### 5.13 Town trails

A Town Trail may be written in as part of the programme. This is usually in order to recuperate lesson time and should be run predominantly by teachers. If this is the case then find out if there is already a version saved from a previous year. If there is not a trail available then assign a teacher to spend time before the students arrive to collect information and questions that can be used. The Town Trails should usually be done in lesson groups and should last the relevant lesson time to be recuperated. It is essential that the trail is structured so that the students regularly return to the accompanying member of staff and check in. Please explain the plan clearly to the Group Leaders and enlist their help where necessary.

### Summary

Sometimes Centre Managers are surprised by the lack of direct contact that they have with students. You will find that you only get to see students when there is a problem, for example if they have lost their passport, are feeling ill, or have been sent out of class for being disruptive. All of these occasions are an important time for you to be available and sympathetic. The health, safety and welfare of the students are always paramount. However, it is important to make yourself a prominent figure in the centre by attending some activities, making sure you are in the dining hall at meal times and being approachable.

It is important that you have your "finger on the button" in terms of what is happening when and the way to do this is to communicate. Mistakes occur but prevention is always far better than "mopping up". If a group arrives at a museum only to find it closed or that they are not booked in, the resulting loss in confidence will damage the rest of the course. Likewise, if the DJ does not turn up for the disco or a coach doesn't arrive to take students on a trip. Such incidents can change the atmosphere in the centre rapidly and turn happy Group Leaders into moaning nightmares. Obviously, you cannot prevent everything from going wrong, but quick resolution is the key. If someone asks you to sort out a problem then it is best to act quickly. If you cannot resolve it or you just need some support or advice then call and ask for help.

## 6 Your team

In the Centre Management handbook, you will find a lot of information about creating a good team and how to manage them. If you ever have any concerns about a member of your team then please call the SSLT and chat it over.

To deal with unsatisfactory performance within your team, you should initially hold a meeting with the person and inform them of your concerns. Keep a record of the meeting and agree an action plan with them to correct the problem. If there is no improvement after a day or so, then they will need to have a second meeting with someone from the SSLT. They are responsible for discipline and dismissal. You do not have the authority to dismiss someone without their prior consent.

For all employee policies please refer to the company Culture Book and Employee Handbook. If you are having any issues at all then call the SSLT for advice.

## 6 General Administration

All the information that you need for your centre will be available on Sharepoint or the booking system. You will be given your email details at Management training and access to the information for your centre. This will give you a chance to look over everything before you arrive and make a list of questions.

If you are new to this then it can all seem overwhelming as there is a lot to get your head around. The following lists will hopefully clarify things:

- 1) Documents for reference and support:
  - A. **Operating and Safeguarding Handbook (OSH)** *details all our policies and procedures*
  - B. **Centre Management Handbook** *general information for all management roles at site*
  - C. **Centre Manager Handbook** *role specific handbook (this document)*

- D. **Course Director Handbook** *role specific handbook*
  - E. **Excursion and Activity Manager Handbook** *role specific handbook*
  - F. **Culture Book** *for reference regarding employee rights and information*
  - G. **Employee Handbook** *for reference regarding employee rights and information*
  - H. **Group Leader Handbook** *details their role and responsibilities*
  - I. **Team Profile and CVs** *to show you who they are and what they have done*
  - J. **Job Descriptions** *detailing responsibilities for every role*
  - K. **Airmanual** for checklists and support with processes
  - L. **Booking System** for updated group and students details
- 2) Documents regarding your centre:
- A. Master spreadsheet detailing all the groups coming to your centre, number of students, leaders, programme that has been booked, excursion info.
  - B. Student database excel spreadsheet combining all group lists and information on the students, their medical issues, their programme choices etc.
- 3) Documents to be used for training:
- A. Power point Centre Induction that you can add to but you must use the slides given.
  - B. Welcome Talk power point that you can add to but you must use the slides given.
  - C. Group Leader training power point to be followed to the letter.
- 4) Forms that need completing and scanning and emailing to Head Office:
- 1. Centre Residential checklist, Minutes of meetings, Signed Risk assessment form, Incident Form, Accident form, Enrolment form, Petty cash form, Staff Appraisal forms, Fire log, Visitors log, Complaints form, Feedback forms, Insurances and License copies, Signage, Child Protection Concern/Allegation form, any risk assessments done for Group leaders taking their students out on their own
  - 2. Copies of all the forms and info your CD will need: Academic materials and lesson plans, Placement test, Answer sheet, Observation Form, Lesson Plan form, Class record, Handover notes, Schemes of work, Student Report form.

### How to keep on top of it all:

What follows is a checklist of the documents and information that you need to keep updated. It is best to keep on top of things from the start and give yourself a bit of quiet "admin" time each day. It seems worse than it is and with a bit of planning and organisation, keeping on top of these things will help your centre run smoothly.

1. **Master Spreadsheet and Booking System** amendments to be recorded and emailed to Head Office on a weekly basis
2. **Minutes of meetings** file up to date (GL meetings, Staff meetings, Centre meetings)
3. **Petty Cash** up to date and recorded and receipts filed
4. **Inventories** of materials done and displayed
5. **Staff file** up to date with CVs, appraisals for any leavers
6. Group Leader **confirmations** of numbers
7. **Enrolment forms** filed, signed by Group Leaders, up to date and ALL PASSPORTS PHOTOCOPIED FOR NON-EU STUDENTS onto the back of the enrolment form
8. **Feedback link** make sure every student, Group Leader and Staff member has received the link and completes our online feedback form. It is also helpful to keep a **record of any action taken based on feedback!**
9. **Fire lists detailing where everyone is sleeping and highlighting where younger students are (and a what's app group for staff to sign in and out)**
10. **Fire drill / Accident / Incident forms / Child protection concern forms completed, signed and filed**

## **7 Petty Cash**

You will be given a float of money and a preloaded debit card for petty cash. This is to be spent on emergencies and any purchases that you deem necessary to enhance the programme. Any unexpected expenditure will be subject to discussion with a member of the Summer Senior Leadership Team.

All expenditure will be validated by a receipt. All spends will be recorded by you on the petty cash spreadsheet. Money spent by a member of the team who is not in possession of a receipt cannot be reimbursed.

## **8 Feedback and the end of the course**

It is really important that we collect feedback from everyone. Over the years, we have made many changes based on feedback from students, the team or Group Leaders. You are responsible for collecting feedback from everyone but the SWC will support you all in this.

We collect feedback electronically through an online survey and you must arrange for these to be completed before any groups leave or team members depart.

However, it is important to gather some initial feedback once everyone is settled in just to make sure that there are no issues that you could help with. There is an initial feedback form on sharepoint that you can use and just ask a small selection of leaders and students to complete it.

During the course, we would also like you to conduct some small student forums (or ask the SWC to) where you can ask the students for their impressions and any suggestions. You should also put out a suggestions box near your office where anyone can write down their thoughts or suggestions and post it in.

There is an end of course shut down procedure that will be sent to you a week or so before your centre closes. You must remember to check all buildings and residences before groups leave so that damages can be paid for. Any damage discovered after a group has left will be billed to UKLC.

You must make sure that everything is being left as we found it including the office, teachers room, classrooms and sports facilities.

Check the sports equipment and academic equipment and make a list of anything lost or damaged, as we will be invoiced for this later.

Make sure all your paperwork is in order and that you will be handing over a complete set of receipts for petty cash.

Finally, we would like you to write a brief report of how you think the course has gone. It may include any difficulties you have faced at the centre, any issues with Groups or Group Leaders that you wish to remind us of and any suggestions you may have for future years.

**Have fun!**



**We are looking forward to seeing you soon at training and we hope this information will help you to have to be well prepared and enjoy a fantastic with us!**

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