

Inspection criteria, requirements and additional guidance

This document replaces *Sections 2.2 Inspection criteria* and *4.3 Inspection documentation* of the *Accreditation UK Handbook 2016–17* from 1 January 2018. Other sections of the *Handbook 2016–17* will remain effective until the publication of a new Handbook.

Criteria and requirements

The section standards, summary inspection criteria (in bold) and key requirements (left column) for each criterion to be met are valid for all inspections taking place between 1 January 2018 and 31 December 2022. An indication is also given of the number of strengths necessary for an area to be identified as an *area of strength* and the number of not mets that will normally lead to a *need for improvement* in an area. Please note that ASAC has the discretion to make an area a *need for improvement* on the basis of fewer not mets if it so decides.

Additional guidance

The right column is to help providers meet the requirements. It provides guidance to aid understanding of the criteria and their application in different contexts. Additionally, it gives examples of good practice which may help providers achieve an area of strength, and identifies those criteria which cannot be awarded a strength.

Where relevant, specific notes are included for home tuition (HT) providers, international study centres (ISC) and in company (IC) provision, replacing the separate inspection criteria sections previously applied.

Examples of good practice: The examples are designed to help providers and inspectors identify aspects of provision which significantly exceed the minimum standards set out in the criteria and improve the quality of the student experience.

The examples are not designed to be used as a checklist but to provide examples of provision that contribute towards the awarding of strengths. Inspectors and the committee also take into consideration such matters as the type and size of the provision, and use their judgement and their knowledge of the wider provision when determining where strengths may be awarded.

As standards improve, so further examples of good practice are identified. For this reason, more examples of good practice may be added during the period that these criteria apply.

Evidence, including documentation

The left column, under each criterion and its requirements, lists the evidence and documentation relevant to assessing the criterion. The numbers in brackets cross refer to the full list of inspection documentation (appended at the end of the document).

This document is live and will change as the guidance notes are developed; please refer to the website for the latest version.

The landscape version of this document, with three columns and no page breaks, is still available from the Accreditation Unit, email accreditation.unit@britishcouncil.org to request the latest version.

Management

Standard

The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.

Strategic and quality management

M1–M7: area of strength requires four strengths, no not mets; need for improvement: three not mets.

Staff management and development

M8–M13: area of strength requires three strengths, no not mets; need for improvement: three not mets.

Student administration

M14–M21: area of strength requires three strengths, no not mets; need for improvement: three not mets.

Publicity

M22–M29: area of strength requires three strengths, no not mets; need for improvement: three not mets.

Strategic and quality management

M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.

Requirements

The statement is explicit and in writing.

It covers all key aspects of the organisation's work.

It is made known to and understood by all staff.

Evidence

Notices

Intranet or apps, emails

Interviews with managers/staff

Student focus group(s)

Teacher focus group(s)

Documentation

Organogram (9)

Organisation plans (10)

Self-evaluations (11)

Job descriptions (13)

Induction documents (16)

Complaints procedures (20)

Feedback procedures (21)

Staff handbooks/notes (52)

Teacher handbooks/notes (53)

Minutes of meetings (55)

Student feedback (63)

Staff feedback (64)

Records of any complaints (65)

Additional guidance

Examples of areas covered: business, welfare, educational goals; values underlying relations with clients and with staff.

Goals: what an organisation wants to achieve in its work now and in the future. E.g. a business goal might be 'To increase the range of courses we offer for young learners'.

Values: ideas that influence the way the organisation behaves and operates, e.g. 'Integrity' (being honest, open, ethical, and fair).

Statement made known to staff through, e.g. documentation written for them (staff handbooks, induction material, job descriptions etc.).

ISC: includes providing all students with effective support and guidance to facilitate their future full integration into the academic, social and sporting life of an independent school.

Examples of good practice

Evidence of staff engagement in process of creating the statement.

Evidence that statement is integral to the working of organisation, not just a form of words.

Managers understand and can articulate relevance of goals and values of organisation to current context.

Managers aware of issues within ELT sector, and organisation, which could affect academic, commercial and administrative management decisions and future plans.

Strategic and quality management

M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.

Requirements

Objectives and plans are explicit and in writing; they relate to the statement of goals and values.

Objectives and plans are known to and understood by relevant managers.

Plans set out steps needing to be taken and the time frame.

Evidence of work being carried out towards the stated objectives.

Evidence

Interviews with managers/staff
Actual developments in the provision (e.g. investment in resources, premises, improved qualifications profile) indicating a commitment to continuing improvement

Documentation

Organisation plans (10)
Minutes of meetings (55)
Student feedback (63)
Staff feedback (64)

Additional guidance

Objectives: stated, measurable means of achieving goals. E.g. a business objective related to the business goal in M1 might be 'We want to open two additional off-site centres for young learners next year'. Developing and achieving objectives provides an indication of management capability.

Examples of good practice

Objectives are SMART (specific, measurable, achievable, realistic, time-based).

Clear measures which monitor progress during implementation.

Clear process for review after objective is "achieved".

Strategic and quality management

M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.

Requirements

Documented structure includes all management and administrative posts, is current and is known by staff.

Cover for key posts is clear, adequate and known to staff concerned.

Record keeping is accurate, up to date, comprehensive and consistent.

Staff, systems and computer resources are sufficient to meet the needs and expectations of students, group leaders, agents etc.

Evidence

Interviews with managers/staff
Student focus group(s)
Teacher focus group(s)

Documentation

Correspondence (4)
People to be seen form (6)
Organogram (9)
List of staff (12)
Job descriptions (13)
Induction documents (16)
Complaints procedures (20)
Feedback procedures (21)
Staff handbooks/notes (52)
Teacher handbooks/notes (53)
Minutes of meetings (55)
Student feedback (63)
Staff feedback (64)
Records of any complaints (65)

Additional guidance

Structure may be documented in staff handbooks and/or induction materials.

Large organisations: need clear organogram, including relationship between ELT operation and any wider organisation of which it is part.

Small organisations: may have simple, often linear, structure.

Sole providers: need evidence they can handle workload themselves and/or have sufficient administrative support.

Staffing varies to meet peak needs.

Job titles make roles evident; transparent lines of reporting and shared understanding of these and of who provides cover for whom.

'Sufficient' relates to all management and staff; 'provision' includes administration, academic, welfare and student services.

The quality of record keeping may also give an indication of the level of staffing.

Criterion will not be met if complaints [from staff about over-work; from students and/or group leaders etc and/or agent complaints referred by Accreditation Unit about poor customer service etc] can be verified.

Examples of good practice

Structure further clarified, e.g. by photographs of staff.

Structure clarified appropriately to students.

Clear evidence of additional support for structure, e.g. job shadowing; training for cover roles; continuity planning; incentives/rewards for cover.

Strategic and quality management

M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.

Requirements

Clear and comprehensive lines of communication.

Appropriate forms of communication.

All relevant stakeholders included in communications.

Intended recipients aware of important information.

Evidence

Interviews with managers/staff

Teacher focus group(s)

Notices

Intranet or apps, emails

Documentation

List of types and frequency of meetings held (14)

Feedback procedures (21)

Staff handbooks/notes (52)

Teacher handbooks/notes (53)

Minutes of meetings (55)

Staff feedback (64)

Additional guidance

Includes homestay hosts and group leaders, head office, other departments etc.

Communications may be fairly informal in small schools but likely to be more formalised in larger organisations. In large organisations or groups, evidence of communication with the wider organisation, e.g. head office (HO), relevant departments/staff in other schools.

ISC: communication between ELT and subject-specific teachers ensures that students receive appropriate linguistic support and support for any difficulties resulting from significant differences in educational ethos and expectations between the British education system and their own.

Examples of good practice

Both formal and informal channels of communication evidenced by, e.g. regularity and frequency of, and attendance at, meetings.

Communication not reliant on one format.

In groups of schools, opportunities for staff with similar roles to communicate between schools.

Evidence that communication is effective; staff are well informed, engaged, and aware of goals and values of organisation.

School newsletter for homestay hosts.

Homestay hosts invited by provider to meet relevant staff and other hosts, e.g. at a social event in school.

Strategic and quality management

M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.

Requirements

Initial and end-of-course feedback taken and recorded.

Feedback collated, reviewed and action taken and recorded.

Feedback taken on all significant services including, e.g. accommodation and resources.

Staff have access to feedback relevant to their role.

Evidence

Interviews with managers/staff
Talking to homestay hosts
Student focus group(s)

Documentation

Correspondence (4)
Self-evaluations (11)
Complaints procedures (20)
Feedback procedures (21)
Minutes of meetings (55)
Student feedback (63)
Records of any complaints (65)

Additional guidance

Some stages of feedback collection may be informal; inspectors will seek confirmation from focus group(s) to verify process.

Student feedback which comes through group leaders or agents also recorded and appropriate action taken.

HT: procedures exist to uncover students' problems so they may be properly investigated and solved without delay.

Examples of good practice

Comprehensive but accessible feedback forms: initial and end-of-course; interim for longer courses.

Additional informal checks on satisfaction and clear opportunities for students to give feedback at other times, e.g. feedback box; social media; tutorial system; student representatives, focus groups.

Evidence that feedback is analysed and used to improve services.

Actions taken in response to feedback communicated to students.

Strategic and quality management

M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.

Requirements

All significant groups of staff are included.

Action taken is recorded.

Evidence

Interviews with managers/staff

Teacher focus group(s)

Notices

Intranet or apps, emails

Documentation

Self-evaluations (11)

Feedback procedures (21)

Minutes of meetings (55)

Staff feedback (64)

Additional guidance

Some feedback collection may be informal; inspectors will seek confirmation from interviews and focus group(s) to verify process.

Includes all, e.g. permanent, seasonal/hourly paid.

Examples of good practice

Regular, formal feedback mechanisms involving all staff, e.g. staff forum; away days; review meetings with feedback recorded and evidence of appropriate action taken in response.

Use made of exit questionnaires/interviews for staff leaving.

Evidence of a consistent staff perception that their views are valued.

Strategic and quality management

M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.

Requirements

Evidence of planning and implementation.

Feedback from M5 and M6 informs the organisation's forward planning.

Action plan showing progress on Points to be addressed (PTBA), submitted with the *Annual declaration* in the year following inspection.

Action plan kept up to date (but not submitted unless requested).

Self-evaluation against Accreditation UK inspection criteria submitted prior to inspection.

Evidence

Interviews with managers/staff

Documentation

Previous inspection reports (3)

Action plan (7)

Self-evaluations (11)

Minutes of meetings (55)

Student feedback (63)

Staff feedback (64)

Additional guidance

Action on PTBA assessed in year following inspection and at any subsequent spot check or interim inspection.

Latest self-evaluation submitted prior to inspection reviewed by inspectors, provides evidence for M2 and M5–M7.

Organisation's own documents can be used; templates are available on our website:

www.britishcouncil.org/education/accreditation/information-centres/inspection-support.

Evidence that review is integral part of the organisation's policy and not simply produced for inspection purposes.

This criterion may be not met if little action has been taken.

Examples of good practice

Comprehensive and regular quality review cycle incorporating multiple sources of references, e.g. staff and student feedback, previous inspection report(s), comparison with other providers, external consultancy, cross-company review.

Staff management and development

M8 The provider implements appropriate human resources policies, which are made known to staff.

Requirements

Any HR policies not covered by M10–M13 or W4, e.g. terms and conditions of employment (remuneration, hours of work, leave, absence, equal opportunities, health and safety, whistleblowing etc.).

Evidence

Interviews with managers/staff
Teacher focus group(s)
Intranet or apps, emails

Documentation

List of staff (12)
Job descriptions (13)
Staff handbooks/notes (52)
Teacher handbooks/notes (53)
Staff contracts (56)

Additional guidance

Made known through contracts, staff handbooks, intranet or other documents detailing terms and conditions.

Examples of good practice

Staff feel valued and well supported; there is staff welfare provision, family-friendly policies and the provider 'goes the extra mile' to create a happy and rewarding work environment.

Staff management and development

M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.

Requirements

Comprehensive, up-to-date job descriptions/role profiles available for all ELT managers and staff.

Agreed/known by staff.

Evidence of review.

Evidence

Interviews with managers/staff
Teacher focus group(s)
Intranet or apps, emails

Documentation

List of staff (12)
Job descriptions (13)
Staff handbooks/notes (52)
Teacher handbooks/notes (53)

Additional guidance

This criterion cannot be awarded a strength.

Could be specific job descriptions or more generic role descriptions with a separate comprehensive task list for every member of staff.

Duties: includes safeguarding responsibilities where relevant, e.g. job description (or separate JD-related documentation) of the designated safeguarding lead (DSL) must make reference to this role.

Established process for review and updating, e.g. in annual appraisal.

Staff management and development

M10 There are effective procedures for the recruitment and selection of all staff.

Requirements

Written recruitment policy setting out procedures.

Procedures implemented: ID check, references, right to work in UK, suitability checks (if relevant), verifying qualifications claimed, evidence that non-standard TEFL qualifications have been investigated.

Evidence

Interviews with managers/staff

Documentation

Recruitment documents (15)
Teaching staff records (57)

Additional guidance

Additional specific requirements when students under 18 are accepted, see Safeguarding under 18s, S4; 'all staff' includes managers.

In the absence of documentation, consistent answers from staff responsible for recruitment and recently recruited staff.

Staff files are expected to contain CVs and evidence of two references having been taken up for at least recent employees, (last 4 years); signed and dated copies of certificates for any relevant qualifications claimed by all staff; evidence that non-standard TEFL qualifications have been investigated.

Examples of good practice

Comprehensive human resources procedures for each stage of the recruitment process, including a full and thorough interviewing process, and evidence of their consistent implementation.

As appropriate to role, staff receive training on recruitment.

Successful recruitment of a well-qualified and experienced team, especially management; academic managers provide evidence of strategic recruitment to create and develop an appropriate and balanced team (see also T3).

Staff management and development

M11 There are effective induction procedures for all staff.

Requirements

Written induction procedures.

Records of induction.

Induction includes basic H&S and other items relevant to the role and the type of provision.

Evidence

Interviews with managers/staff
Teacher focus group(s)
Intranet or apps, emails

Documentation

Induction documents (16)
Staff handbooks/notes (52)
Teacher handbooks/notes (53)

Additional guidance

Applies to admin staff as well as teachers; if inspection outside peak, inspectors may also check what happens when additional staff are taken on for summer. Includes, where relevant, summer school – training day(s) or welcome session(s).

Examples of good practice

Thorough induction provided for all staff, including temporary and agency staff, evidenced by the provision of, e.g.: mentors; paid induction time; an induction checklist; opportunities for observing and shadowing colleagues; access to student handbook; quizzes or other checks.

Staff management and development

M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.

Requirements

All staff have a line manager.

Written monitoring and appraisal procedures.

Records of monitoring and appraisal.

Written policy for handling unsatisfactory performance: disciplinary and capability procedures.

Evidence

Interviews with managers/staff
Teacher focus group(s)
Intranet or apps, emails

Documentation

Appraisal documents (17)
Staff handbooks/notes (52)
Teacher handbooks/notes (53)
List of appraisals (58)
Student feedback (63)
Staff feedback (64)

Additional guidance

As seen in job descriptions, staff handbooks or induction documentation; relevant questions in student feedback forms to identify unsatisfactory performance; records of any action.

Examples of good practice

Robust and supportive appraisal procedure which sets targets, seeks to identify areas for improvement as well as achievements, and links back into other systems, such as CPD.

Exceptionally clear procedures set out in staff handbooks or contracts.

Evidence that a supportive approach is used before any disciplinary action is taken.

Clear evidence of collecting feedback and acting on any need for improvement identified.

Procedures clearly integral to the organisational culture, modelled from the top: e.g. owner/directors are able to demonstrate how they review their own performance.

Staff management and development

M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.

Requirements

Written procedures for continuing professional development (CPD) relevant to role.

Records of CPD.

Evidence

Interviews with managers/staff
Teacher focus group(s)
Notices
Intranet or apps, emails

Documentation

List of CPD (18)
Staff handbooks/notes (52)
Teacher handbooks/notes (53)
List of appraisals (58)
Staff feedback (64)

Additional guidance

Opportunities for all staff (management, admin, teachers) relevant to role; does not exclude owners/directors. Includes training events and activities (in-house and external), upgrading qualifications, acquiring essential knowledge and skills (Prevent, safeguarding, first aid, fire warden, IT, customer service etc; for managers: finance, leadership, managing change etc; for leisure managers: risk assessment; for teachers: specific course types – YL, business etc).

This criterion refers to **all staff**; T9 is specifically for teachers and relates to on-the-job support and guidance, rather than structured professional development through participation in training events and activities.

ISC: ongoing and effective support for the professional development of teaching staff enables them to make subject-specific programmes of study accessible to EAL students.

Examples of good practice

CPD well established and funded and/or specific CPD budget available.

Evidence of structured approach to CPD which allows for individual rather than generic focus.

Appraisals/observations effectively identify development needs and opportunities; financial support available to upgrade qualifications.

Evidence of whole staff engagement with CPD.

Good use made of existing expertise: e.g. mentoring or sharing.

For teaching staff: wide range and variety of CPD opportunities; CPD portfolios used; CPD activities linked to observation; peer observation encouraged and supported; teachers actively involved in delivery of CPD sessions.

Student administration

M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.

Requirements

As criterion.

Evidence

Inspector observations Interviews with managers/staff
Student focus group(s)

Documentation

Correspondence (4)
Student feedback (63)
Record of any complaints (65)

Additional guidance

Criterion will not be met if complaints [from students and/or group leaders etc and/or agent complaints referred by Accreditation Unit about poor customer service etc] can be verified.

Examples of good practice

Consistently good feedback from students and representatives, including at peak times, evidenced by, e.g.: student and/or group leader perceptions of approachability and helpfulness; examples of staff 'going the extra mile'.

Good cover procedures in place, e.g.: job shadowing; training for cover roles; awareness of peak times for different roles and additional support available.

Customer service supported by investment in comprehensive IT packages and good access (including training) to these for relevant staff. Staff easily able to retrieve specific information on a student.

Student administration

M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.

Requirements

As criterion.

Evidence

Student focus group(s)
Provider's website(s)

Documentation

Brochures (2)
Description of closed groups (23)
Student feedback (63)

Additional guidance

Clear indication of how to get more information (before – in publicity; during – student handbook or notices).

This includes agents where course is essentially sold to the agent/negotiated with the agent rather than to/with the student direct.

Students satisfied with availability, helpfulness and accuracy.

Examples of good practice

Comprehensive pre-course information and communication, evidenced by a variety of channels/media.

Information/advice available in student's L1 for some languages, possibly provided by central sales team, or by multilingual staff.

Good advice provided for students during their course through, e.g.: tutorials; ILPs; a designated adviser.

Evidence of positive student feedback on how well their needs and expectations are met.

Student administration

M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.

Requirements

Written procedures including, where relevant, a standard clause in their booking terms and conditions stating the following, or a variant on it:

If a visa application is rejected and we receive written evidence at least xx days prior to arrival, we will refund the fees received in full, less an administrative fee of yy. Where we receive this evidence, the refund will be paid to you within four weeks of your providing us with bank details and signed authorisation that the refund should be paid to that account. If written evidence of a refusal is received less than xx days prior to arrival then the refund will be paid less the administrative fee and the following non-refundable payments: zzz.

Evidence

Inspector observations
Interviews with managers/staff
Student focus group(s)

Documentation

Correspondence (4)
Completed enrolment records (59)
Student feedback (63)
Record of any complaints (65)

Additional guidance

Satisfactory customer service for all at time of enrolment; all initial records effectively completed; any over-the-counter fee collection conducted with consideration. Often first impression of school.

Where relevant: all providers issuing visa letters and requiring payment in advance. Money should only be paid back to the issuing account to avoid fraud.

Criterion will not be met if complaints [including any referred by Accreditation Unit] can be verified relating to rude/impatient staff, difficulties for lower-level students, students handing over large sums in public; breach of published refund policy; unreasonably punitive or unjustifiable cancellation fees, especially in relation to cancellation because visas refused, refund delays etc.

Examples of good practice

Additional staff available on enrolment days.

Evidence of positive student feedback on, e.g. the enrolment process; helpfulness of staff; L1 assistance for some languages; flexible payment plans.

Initial check on well-being and satisfaction.

Effective, student-friendly procedure for refunds.

Student administration

M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.

Requirements

As criterion.

Evidence

Interviews with staff

Documentation

Completed enrolment records (59)

Student records (60)

Additional guidance

This criterion cannot be awarded a strength.

It should always be clear what students have paid for and received including, where relevant, any pre-paid accommodation. In the event of closure of the centre, this information is used to verify what assistance is due to the students to complete their courses.

Discrepancies in records, poor record keeping or records available only to one person may indicate a danger of fraud/mismanagement.

Student administration

M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.

Requirements

Every student record holds local contact details and next of kin or other emergency contact.

Records complete and students reminded to update if there are any changes. Information available to emergency phone holder.

Evidence

Interviews with staff

Documentation

Student records (60)

Additional guidance

This criterion cannot be awarded a strength.

Local: full address, phone number.

Emergency: name, phone number with int. code if applicable, relationship to student; whether contact speaks English; where possible this should be next of kin, but in all cases a suitable emergency contact is required.

Details are updated proactively.

Accessibility out of office hours: e.g. print out, remote access to electronic records.

Where the designated contact is the agent, contact procedures must be clearly set out.

Criterion will not be met if any record sampled is incomplete; records are inaccessible to the relevant staff.

Student administration

M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.

Requirements

Written policy for all students, in clear language.

Absence, lateness and the follow up is recorded.

Evidence

Interviews with staff
Student focus group(s)
Teacher focus group(s)

Documentation

Policy on student absences (19)
Information for group leaders (45)
Teacher handbook/notes (53)
Student handbook/notes (54)
Attendance records (61)
Record of follow-up for student absences (62)

Additional guidance

This is not just a visa issue: it is a welfare, pedagogic and a visa matter. If there are Tier 4 students, failure to keep accurate records, etc. could also affect D1.

Can be made known through student handbooks, notes, conduct contract, on notices.

Registers record absence and lateness; notes on student file, register or day book indicate follow up.

Criterion will not be met if policy not known to students or evidence of it not being applied.

Examples of good practice

Clear information given to students and sound policy and procedures in place covering, e.g. speedy implementation; comprehensive records; explanation as to why prompt attendance is important, including considerations such as welfare, learning, and fellow students, not just visa requirements; attendance rewards/incentives.

Absence followed up: adults within 2 days; under 18s within 30 minutes (see also S5).

Evidence of systematic follow up of attendance and punctuality problems, with good management support for teachers and sensitivity as to possible causes.

Student administration

M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.

Requirements

As criterion.

Evidence

Interviews with staff
Teacher focus group(s)
Student focus group(s)

Documentation

Staff handbooks/notes (52)
Teacher handbook/notes (53)
Student handbook/notes (54)
Enrolment records (59)

Additional guidance

Clear statement brought to students' attention, could be at enrolment, welcome briefing, or in student handbook.

Inspectors will check students aware of it, and it is being applied.

Conditions: what actions would result in student being asked to leave.

It is not sufficient for this to be only in T&C with no evidence that it has specifically been brought to students' attention.

Examples of good practice

Conditions and procedures covered with clarity and brevity in student handbook and at induction for students.

Effective staged process which allows for warning and opportunity for improvement, with sanctions proportional to cause.

Student administration

M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.

Requirements

Written procedure for complaints given, or made available, to all students (group leaders and parents/legal guardians) as part of enrolment process or at start of course – written in accessible language.

Record of any complaints and action taken.

Evidence

Student focus group(s)
Talking to group leaders

Documentation

Complaints procedure (20)
Information for group leaders (45)
Student handbook/notes (54)
Records of any complaints (65)

Additional guidance

Procedure to include stages and what action will be taken, and book, file or (electronic) folder for recording complaints. In writing: very visible notices, in student handbook or available on well-publicised student intranet. Also referred to in welcome/induction.

Written information needs to be accessible: to check CEFR level of words/expressions register (free) to gain access to Cambridge corpus: <http://www.englishprofile.org/wordlists>

HT: a named person, other than the student's teaching host, is identified to all students to deal with such problems. Complaints will be dealt with speedily and appropriate action taken and recorded.

Examples of good practice

Procedure is: written in consistently clear, accessible language; given at start of the course; available for reference in student handbook or on notices (notices may be short version); covered in welcome/induction.

Comprehensive description of process, including ultimate option of complaint to English UK (if members) or British Council (accredited non-English UK), or other independent body.

Written evidence that any complaint, no matter how small, is treated seriously and that appropriate action taken, communicated to the complainant and recorded.

Evidence that the customer's perception of the organisation is viewed as important, and valued.

Publicity

(Where one medium of publicity is clearly predominant and any other is primarily used to refer prospective students to the main medium, then the secondary medium need not fully meet criteria.)

M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.

Requirements

As criterion.

Evidence

Provider's website(s)
Student focus group(s)
Talking to group leaders

Documentation

Brochures (2)
Description of publicity (22)
Description of closed groups (23)
Student feedback (63)

Additional guidance

Nothing misleading; no misrepresentation of location, premises, nationality mix, resources, facilities etc in descriptions or photos (also videos). Photos of locations captioned or, if not captioned, no possibility of misleading potential students.

No 'phantom courses' making provision look more extensive.

Also applies to social media managed by the provider.

Accurate includes changing website if a summer course no longer running, or change of age, with existing bookings informed and allowed to withdraw without penalty.

Services includes any leisure programme.

ISC: claims about the currency of the education on offer are clear and open to scrutiny. Clear and accurate information provided about system of entry into mainstream independent school education.

IC and closed groups: Written agreement for each client detailing services to be provided and extent of provider's responsibility for any services: course materials, classroom equipment, any welfare or leisure services.

Examples of good practice

Very clear descriptions and pictures of main features of provision, which are fully representative of the student experience.

Testimonials/student videos identified and can be produced at inspection with evidence that permission was given for use.

Actual leisure programme is on website, policy on cancellations or changes.

Provider monitors agent-produced materials and social media to address any misrepresentation.

Publicity

(Where one medium of publicity is clearly predominant and any other is primarily used to refer prospective students to the main medium, then the secondary medium need not fully meet criteria.)

M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.

Requirements

Accessible to speakers of English at level B1 of the *Common European Framework of Reference*, or in translation – languages for relevant markets.

Evidence

Provider's website(s)
Student focus group(s)
Talking to group leaders

Documentation

Brochures (2)
Description of publicity (22)
Description of closed groups (23)
Student feedback (63)

Additional guidance

In accurate English with evidence of proof checking to avoid typos. Sentence length and complexity of language appropriate to target readership. Part translations or poor translations are no substitute.

To check CEFR level of words/expressions register (free) to gain access to Cambridge corpus:

<http://www.englishprofile.org/wordlists>.

Examples of good practice

Information is: well written; highly accessible; in plain English; translated accurately in languages relevant to provider's main markets.

Publicity

(Where one medium of publicity is clearly predominant and any other is primarily used to refer prospective students to the main medium, then the secondary medium need not fully meet criteria.)

M24 Publicity gives clear, accurate and easy-to-find information on the courses.

Requirements

Easy to access in main section of publicity:

- outline description of each course, including objectives and levels
- times of classes, any private study periods
- total number of taught hours per week
- course dates and any non-teaching days within the course
- minimum enrolment age and, where courses enrol only under 18s, maximum enrolment age
- the maximum class size.

Evidence

Provider's website(s)
Student focus group(s)

Documentation

Brochures (2)
Description of closed groups (23)
Student feedback (63)

Additional guidance

Accurate: required information provided, including total number of taught hours, maximum class size and ages – inspectors will check these are not breached at time of inspection or in recent records.

Easy-to-find: all information in one medium, not shared between website and brochure unless clearly cross-referenced, and not hidden in T&C.

Minimum and maximum ages: at inspection inspectors will check whether enrolments are in line with advertised minimum and maximum ages. Any enrolments outside the advertised range will be assessed in relation to transparency to the customer, academic suitability and safeguarding provisions. The provider must demonstrate that any such case is exceptional, principled and well-managed.

ISC: information includes:

- entry requirements into the centre
- balance between ELT, study skills and subject-specific courses
- the subject-specific courses (and combinations thereof) available
- the mode of delivery of subject-specific courses.

IC: any publicity or tender document will accurately reflect courses offered and extent to which provision can be tailored to meet client requirements.

Examples of good practice

Information on course content is: clear; detailed; consistently presented across courses for comparison.

Information provided regarding length of study in relation to aims, progression routes and combinations.

Publicity

(Where one medium of publicity is clearly predominant and any other is primarily used to refer prospective students to the main medium, then the secondary medium need not fully meet criteria.)

M25 Publicity includes clear, accurate and easy-to-find information on costs.

Requirements

The cost of

- tuition
- any teaching materials which students are required to buy
- any accommodation offered.

The approximate cost of

- any leisure programme not included in the course fees
- any course-related examination fees not included in the course fees.

Requirements for deposits, payment of fees, and the refund policy, (including the arrangements and deadlines for cancellations.)

Evidence

Provider's website(s)
Student focus group(s)

Documentation

Brochures (2)
Description of closed groups (23)
Student feedback (63)

Additional guidance

This criterion cannot be awarded a strength.

Accurate: required information provided; up to date throughout.

Easy-to-find: all information in one medium, not shared between website and brochure unless clearly cross-referenced, and not hidden in T&C.

Refund policy, see M16.

IC: prospective clients receive clear and comprehensive information about the services offered by the provider and the costs.

Publicity

(Where one medium of publicity is clearly predominant and any other is primarily used to refer prospective students to the main medium, then the secondary medium need not fully meet criteria.)

M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.

Requirements

Full and accurate statement of pastoral care, including details of:

- supervision outside class times
- arrangements (if relevant) for journey from accommodation to teaching centre
- limits to supervision of 16–17 year-olds on adult courses.

Evidence

Provider's website(s)
Student focus group(s)
Talking to group leaders

Documentation

Brochures (2)
Description of closed groups (23)
Parental consent (50, 79)
Student feedback (63)

Additional guidance

Could include pre-enrolment information sheets/correspondence, parental consent forms etc.

Examples of good practice

Separate section of publicity devoted to this area, giving comprehensive overview of arrangements for pastoral care.

Publicity

(Where one medium of publicity is clearly predominant and any other is primarily used to refer prospective students to the main medium, then the secondary medium need not fully meet criteria.)

M27 Publicity gives an accurate description of any accommodation offered.

Requirements

Provider makes it clear if accommodation offered is arranged by an agency. Types of accommodation offered are clearly described.

If provider places a student in accommodation described as homestay there will be no more than three other students (or other paying guests) staying (whether placed by the provider or another organisation).

Where a student is expected to share a bedroom with another student, this is clearly indicated.

Services, including arrangements for cleaning, supply of towels and bedding, and laundry, are clearly described.

Realistic estimate is provided of the time, distance and cost of travel from accommodation to the provider.

Evidence

Provider's website(s)
Interviews with staff
Student focus group(s)
Talking to homestay hosts & residential staff

Documentation

Brochures (2)
Description of closed groups (23)
Description of accommodation offered (40)
Student feedback (63)

Additional guidance

Publicity: can include other information made available **before enrolment**.

Type of accommodation should be described in the following terms:

Homestay accommodation: hosts treat the student as full member of the household, eating together and sharing the common living areas; no more than four students accommodated in homestay accommodation at any one time. Includes home tuition where the host is also the teacher.

Homes accommodating more than four students should not be described as homestay accommodation.

Other accommodation: in private homes accommodating more than four students, student houses, residential halls or hostels, catered or self-catering.

Where self-catering option offered, this will be made clear to students.

Provider must state if an accommodation agency is used, otherwise assumption will be made that accommodation is organised by the provider.

Information about accommodation should clarify if any additional costs may be incurred in relation to special dietary requirements.

Examples of good practice

Information includes, e.g. photos of real homestays/residence rooms; reports or testimonials; a dedicated page setting out the offer for comparison.

Publicity

(Where one medium of publicity is clearly predominant and any other is primarily used to refer prospective students to the main medium, then the secondary medium need not fully meet criteria.)

M28 Descriptions of staff qualifications are accurate.

Requirements

Any description of staff qualifications and experience is accurate and applies to the full range of staff at any time.

Any classes or courses which are used for teacher training purposes (with unqualified teachers) are so designated, and are provided free of charge or at substantially reduced cost.

Evidence

Provider's website(s)
Student focus group(s)

Documentation

Brochures (2)
Spreadsheet (26)
Teaching staff records (57)

Additional guidance

This criterion cannot be awarded a strength.

Descriptions of staff qualifications are not required unless classes are used for training purposes with unqualified teachers; if no descriptions, criterion is N/a.

Descriptions must accurately reflect staff profile at all times of year, including peak, and for IC all teachers who may be used to fulfil the contract.

Terms such as 'well', 'highly' or 'fully' qualified can only be used if academic staff profile section is assessed as an **area of strength**.

See examples of good practice in T2.

Publicity

(Where one medium of publicity is clearly predominant and any other is primarily used to refer prospective students to the main medium, then the secondary medium need not fully meet criteria.)

M29 Claims to accreditation are in line with Scheme requirements.

Requirements

All eligible provision is declared for inspection as set out in 1.3 Scope of accreditation.

Any claims to accreditation, or registration of accommodation agencies, are in line with the guidelines set out in 3.1 Claiming accreditation, and are not applied to unaccredited or ineligible provision.

Evidence

Provider's website(s)
Student focus group(s)

Documentation

Annual declaration (5)
Brochures (2)
Description of closed groups (23)

Additional guidance

This criterion cannot be awarded a strength.

Accredited by the



for the teaching
of English in the UK

From 2018: old versions of the Accreditation Scheme marque (without 'for the teaching of English in the UK' or with only 'for the teaching of English') are only acceptable on permanent signs – but not acceptable on permanent signs if the use is misleading.

Premises and resources

Standard

The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.

Premises and facilities

P1–P6: area of strength requires three strengths, no not mets; need for improvement: three not mets.

Learning resources

P7–P12: area of strength requires three strengths, no not mets; need for improvement: three not mets.

Premises and facilities

P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.

Requirements

Adequate

- circulation space
- storage space
- toilet facilities.

Evidence

Inspector observations
Interviews with managers/staff
Student focus group(s)
Teacher focus group(s)

Documentation

Site plan (8)
Map/floor plan (24)
Student feedback (63)
Staff feedback (64)
Records of any complaints (65)

Additional guidance

In smaller premises, consideration given to how best use is made of the available space and potential overcrowding issues are addressed.

Area(s) for students to gather outside class time; space in classrooms for teachers to sit/move around and keep their materials to hand; each member of admin staff has workplace (or shared if part-time) and space for storage.

HT: includes teaching home.

Criterion will not be met if evidence of cracked/dirty windows, broken blinds, peeling paint, stained walls (damp), dirty areas around whiteboard, dirty toilets, stained/cracked sanitary ware, no sanitary bins, no satisfactory hand-drying e.g. shared cloth towels, loose/shabby and/or stained carpets, poor cleaning, broken garden seating etc, cramped offices, cramped workplaces with no space to store files or files not easily accessible; students congregating on stairs/in corridors during breaks; long toilet queues.

Because of importance, not met here will need to be addressed – ASAC will give deadline.

Examples of good practice

Additional features, taking into consideration the size of the provision, include, e.g.: a lift; thought having been given to function of communal areas; ample space for students outside class time (e.g. student lounge, internet cafe); access to well-maintained grounds/gardens with seating/outside covered area; spacious offices with generous storage space and staff able to retrieve specific information (paper-based and/or electronic) easily.

Premises, including toilets, are: very well maintained with regular and comprehensive decorating and maintenance checks; spotlessly clean throughout.

Evidence of more than one clean per day (where appropriate, and especially if students come in during the evening).

Décor suits student population and in keeping with brand of provider.

Evidence that thought given to making premises, especially older buildings, as good as possible.

Good provision for students or staff with disabilities.

Premises and facilities

P2 Classrooms and other learning areas provide a suitable study environment.

Requirements

Adequate in size and number.
Adequately lit, heated and ventilated.
Free from disruptive extraneous noise.
Furnished for sufficient flexibility of layout.
Arranged so that all students can see, hear and write in comfort.

Evidence

Inspector observations
Interviews with managers/staff
Student focus group(s)
Teacher focus group(s)

Documentation

Site plan (8)
Map/floor plan (24)
Student feedback (63)
Staff feedback (64)
Records of any complaints (65)

Additional guidance

Classrooms seat school's maximum class number comfortably (smaller groups allocated to any smaller classrooms).

HT: all rooms used for teaching and study are ready and available exclusively for their purpose at designated times.

IC: providers ensure that client provides appropriate space for the lesson(s) to take place.

Criterion will not be met if safety or learning is hindered by the physical environment i.e. if evidence that few classrooms seat school's maximum class number; complaints from students about cramped, stuffy or cold classrooms; open windows because of poor ventilation resulting in high level of (traffic) noise; furniture that cannot be moved even if students have poor view of board; board(s) too small for size of classroom; lack of head room in attic rooms with sloping ceilings; inappropriate furniture and fittings e.g. lab-type benches, lecture theatre set up, sinks; rooms scattered around the campus or even the town/city.

Examples of good practice

All classrooms: are spacious and quiet, probably double-glazed in noisy locations; are air conditioned; have good natural light; have heating and ventilation that can be adjusted to suit different groups; have flexible furniture.

In institutions teaching subjects other than English, the ELT team has first call on suitable designated rooms.

Premises and facilities

P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.

Requirements

As criterion.

Evidence

Inspector observations
Student focus group(s)

Documentation

Site plan (8)
Map/floor plan (24)
Student feedback (63)
Records of any complaints (65)

Additional guidance

A student common room/lounge or, if premises small, empty classroom(s) made available.

Criterion will not be met if evidence that common areas overcrowded, students congregating on stairs/in corridors; classrooms messy in afternoons because used as social space.

Examples of good practice

Student lounge with: comfortable seating and facilities (TV, newspapers, computers for email or free Wi-Fi to use personal devices).

Welcoming environment that encourages students to stay on the premises and socialise.

Premises and facilities

P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.

Requirements

As criterion.

Evidence

Inspector observations
Student focus group(s)

Documentation

Student feedback (63)
Records of any complaints (65)

Additional guidance

A café/canteen selling healthy food at prices students are happy/able to pay or snacks/coffee machine(s) in school and/or information about where to buy food close to the school.

Inspectors will take account of any student complaints about variety/quality/price of food available.

Drinking water could be access to tap in kitchen area or in café.

Examples of good practice

Water coolers; provision of free hot and cold drinks and snacks (as in most executive provision).

Any café/canteen: is popular with students; responds to students' likes/dislikes; actively seeks and acts on feedback.

If there is no café, there is a (kitchen) area with microwave and tea/coffee-making facilities, and/or student discounts at local cafés.

Premises and facilities

P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.

Requirements

Clear indications of how to move around the building/campus and locate the various rooms and services.

Clear exit signs and fire evacuation procedure notices.

Evidence

Inspector observations
Student focus group(s)

Documentation

Site plan (8)
Map/floor plan (24)
Student feedback (63)
Staff feedback (64)

Additional guidance

Staff, students and visitors must be able to find classrooms, offices, communal areas, canteen, residential accommodation & sports areas (if applicable); where signage is minimal use of maps, apps etc acceptable if effective.

Noticeboards in classrooms; noticeboards in other areas frequented by students with general school information.

Examples of good practice

Signage: is very clear and consistent; branding creates sense of identity; gives clear directions to visitors/ inspectors.

Clearly named buildings, especially on large campuses or those spread throughout a town/city.

In large buildings, there is: a floor plan, e.g. located at staircase landings; a friendly, welcoming 'who's who' photoboard with job roles clear to ELT students.

Noticeboards are: visually attractive: informative; up to date/regularly maintained; in appropriate locations.

Students are seen reading information and/or there is evidence that students are well informed about information available on noticeboards (e.g. leisure activities).

Video or digital display facilities are used well.

Special provision for staff or students with visual impairment.

Premises and facilities

P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.

Requirements

As criterion.

Evidence

Inspector observations
Interviews with managers/staff
Teacher focus group(s)

Documentation

Site plan (8)
Map/floor plan (24)
Staff feedback (64)

Additional guidance

Room (can be shared by teachers and admin staff) with enough space for all staff to attend meetings, relax and store personal possessions (lockers or locked file boxes or similar). Meeting room could be separate room.

Space made available (staffroom or separate room) with suitable furniture for teachers to prepare lessons and mark student work; convenient access to teaching resources; large enough for average number of teachers at any one time.

Facilities to make drinks.

Examples of good practice

A staffroom that: is spacious; has tables/chairs and comfortable seating.

A teachers' room (which could be the staffroom) that: is spacious and quiet; has sufficient workplaces for all; is close to resources; has computer(s) with internet access and printing facilities; has dedicated desks.

There are: separate study and relaxation areas; facilities to heat food; a room set aside for group leaders (where relevant).

Learning resources

P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.

Requirements

As criterion.

Evidence

Inspector observations
Interviews with managers/staff
Student focus group(s)
Teacher focus group(s)

Documentation

Policy statement or records relating to resources (25)
List of closed-group courses (32)
List of any examinations (35)
Teacher handbook/notes (53)
Lesson plans (74)

Additional guidance

Learning resources: coursebooks, class sets of supplementary materials, in-house materials, audio and visual materials, available for all levels taught in school; suitable for short and long courses as applicable; suitable for all types of courses taught in school (general English, business English, examination preparation, one-to-one etc). Age-appropriate resources for juniors.

Sufficient copies of any learning materials used for each student in the class; if school policy is that students should buy coursebook, every student in the class should have a copy of coursebook.

Criterion will not be met if lesson plans and lesson observations reveal most classes heavily dependent on unco-ordinated photocopies from coursebooks; copying from any books where this is forbidden by the copyright; photocopies routinely not acknowledged; students sharing books; adult coursebooks on junior courses; shabby, previously written-in books.

IC: whether supplied by the client or the provider, as previously agreed.

Examples of good practice

Learning resources very well organised and there is wide range of up-to-date learning materials: (coursebooks, supplementary materials, in-house materials, photocopiable materials, visuals, digital resources, reference materials for students) suitable for all course types taught.

Ample further resources on which staff can draw to support the coursebooks, e.g. accessible laminated photocopies/games where appropriate.

Custom-made materials to respond to students' needs and learning styles

Evidence of use of mainstream materials for IF courses or in-session support.

System of 'allocated materials' for books is in use with options classes, which ensures that materials not replicated by teachers in morning classes.

Learning resources

P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.

Requirements

As criterion.

Evidence

Inspector observations
Interviews with managers/staff
Student focus group(s)
Teacher focus group(s)

Documentation

Policy statement or records relating to resources (25)
List of closed-group courses (32)
List of any examinations (35)
Staff feedback (64)

Additional guidance

Resources include reference materials for teachers, up-to-date & relevant materials on teaching methodology, information about examinations (if applicable) and teachers' books/audio/DVDs to accompany coursebooks in use.

Computer(s) and printing facility for teachers' use; accessible photocopying facilities.

Includes stationery items such as card, glue, colour markers etc for YL, and project materials, and resources for any additional activities which form part of the English curriculum.

Nominated person responsible for organising resources.

Criterion will not be met if limited range of materials, poorly organised, and/or very poor quality (smudgy black and white photocopies).

Examples of good practice

Wide range of materials available, e.g. bank of in-house materials.

Where IWBs used, coursebook-related and/or other digital learning materials available.

Regular exchange of materials encouraged.

Provider pays for subscriptions to range of professional journals and/or online resources.

Moved from P9:

Good access to computers for the teaching team.

Teachers provided with: laptops; colour photocopier/printers.

Reliable Wi-Fi provision freely available to students and staff to use their own equipment.

Learning resources

P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.

Requirements

As criterion.

Evidence

Inspector observations
Interviews with managers/staff
Student focus group(s)
Teacher focus group(s)

Documentation

Induction documents (16)
List of CPD (18)
Policy statement or records relating to resources (25)
Teacher handbook/notes (53)
Minutes of meetings (55)
Staff feedback (64)

Additional guidance

Note 'any': it is not a requirement that an organisation has educational technology.

Any educational technology inside classroom could include audio, TV/video, laptop/projector, IWB; 'elsewhere' would be computers for students (for learning rather than emails) and teachers.

IC: whether supplied by the client or the provider, as previously agreed.

Someone (internal or external) named as person or company responsible for maintenance.

Evidence of training for staff – listed in CPD programme or staff meeting minutes; staff express and demonstrate confidence in using technology available.

Examples of good practice

Good range of educational technology in classrooms, which is well maintained and used regularly and confidently.

Students trained in use of IWBs.

Good number of computers or tablets for class use, with easy access to range of appropriate learning materials.

Immediate technical support is available (either on site or 24-hour helpline).

Evidence of systematic and appropriate training in the use of technology to promote teaching and learning, which is reflected in classroom observation.

Learning resources

P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.

Requirements

As criterion.

Evidence

Inspector observations
Interviews with managers/staff
Student focus group(s)
Teacher focus group(s)

Documentation

Policy statement or records relating to resources (25)
Student feedback (63)
Staff feedback (64)

Additional guidance

Note 'any': it is not a requirement that an organisation has such facilities, unless they are advertised or necessary to meet the learning aims of the students.

Could be a virtual learning environment, self-access centre or (class)room or dedicated area separated from other school activity.

'additional': facilities for English plus/through-type learning such as cookery, drama, art.

Examples of good practice

VLE is integral part of students' courses; is used regularly and effectively by teachers and students; meets the needs of all learners; students who use it feel they make notable progress.

Self-access centre which: is well stocked; has good selection of appropriate resources in different media; is well presented to encourage use; has good range of information to guide and motivate students; includes technology with good range of digital self-access materials.

Good opening hours relative to students' timetables.

Learning resources

P11 Students receive guidance on the use of any resources provided for independent learning.

Requirements

As criterion.

Evidence

Notices
Interviews with managers/staff
Student focus group(s)
Teacher focus group(s)

Documentation

Policy statement or records relating to resources (25)
Student handbook/notes (54)
Student feedback (63)

Additional guidance

If no such facilities, criterion is N/a, unless students are told about/given guidance and encouraged to use local library facilities and resources outside school.

Not just self-access centres or library; includes VLE, E+, options in YL or short courses.

Examples of good practice

Teachers take classes to self-access centre on regular basis and encourage and monitor full use of range of materials available.

Resources are popular with students and students find them beneficial.

A (trained) member of staff available (at specified times) in self-access centre for support.

Online tutorials for library use.

Discovery tasks available for students, at orientation/induction but also throughout the course.

Provider has its own online learning platform, available to all full-time students for specified duration before and after their courses.

Learning resources

P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.

Requirements

Evidence of planning and implementation.
Informed by staff and student feedback.

Evidence

Inspector observations
Interviews with managers/staff
Teacher focus group(s)

Documentation

Feedback procedures (21)
Policy statement or records relating to resources (25)
Minutes of meetings (55)
Student feedback (63)
Staff feedback (64)

Additional guidance

Evidence of procedure for reviewing and developing resources: named person responsible, records relating to resources; response to feedback from teachers and students about materials available; evidence of updating of resources (purchase of new resources and/or in-house production); evidence of a budget; questions about resources on student and staff feedback forms.

Examples of good practice

Regular time allocated to reviewing resources, e.g. at academic management meetings, timetabled time for production of learning materials.

Wide range of up-to-date teaching and learning resources.

System for promotion and introduction of new resources.

Feedback questionnaires systematically given to teachers at end of courses.

Evidence of systematic allocation and deployment of a budget.

Teaching and learning

Standard

The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.

Academic staff profile

T1–T4: area of strength requires two strengths, no not mets; need for improvement: two not mets.

Academic management

T5–T10: area of strength requires three strengths, no not mets; need for improvement: three not mets.

Course design and implementation

T11–T16: area of strength requires three strengths, no not mets; need for improvement: three not mets.

Learner management

T17–T22: area of strength requires three strengths, no not mets; need for improvement: three not mets.

Classroom observation

T23–T30: area of strength requires four strengths, no not mets; need for improvement: three not mets.

Academic staff profile

T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.

Requirements

As criterion.

Exceptionally, the employment of any academic staff without the appropriate general level of education may be acceptable with the provision of a valid rationale.

Documentation

Spreadsheet (26)
Rationales (27)
Teaching staff records (57)

Additional guidance

This criterion cannot be awarded a strength.

If a teacher does not have a Level 6 qualification (degree) but does have a Level 7 qualification (e.g. the DELTA or Trinity Diploma), the requirement is met and a rationale is not necessary.

Note the term *exceptionally*.

Rationale must show engagement with post-school learning and/or substantial life experience. Good feedback from students and/or observed teaching is **not** a factor.

Criterion will not be met if inspectors do not accept the rationale for one or more, or consider the proportion of such teachers is too high.

Academic staff profile

T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.

Requirements

Teachers of courses for students under 18 hold at least a TEFLI qualification or have appropriate qualified teacher status. Teachers of courses for adults hold at least a TEFLI qualification.

Teachers of teacher development courses and EAP courses hold at least a TEFLQ qualification.

Teachers on ESP courses other than EAP have relevant specialist qualifications or experience at an appropriate level.

ISC: all subject-specific teachers hold teaching qualifications relevant to the courses they are teaching; they also hold at least a TEFLI qualification, or have received specialist training to equip them to meet the needs of EAL students.

Exceptionally, the employment of any academic staff without ELT/TESOL qualifications that meet Scheme requirements may be acceptable with the provision of a valid rationale.

Documentation

Spreadsheet (26)
Rationales (27)
Qualifications evaluation (28)
Teaching staff records (57)
Observation records (66)

Additional guidance

Please see *Accreditation UK Handbook, Section 4.2 Academic staff qualifications* for further information.

Appropriate QTS (only relevant for working with under 18s) is a specialism in English, modern foreign languages, or primary level.

Rationale must show evidence of qualifications and/or experience relevant to present deployment, and must clarify how monitoring and support are provided. Good feedback from students and/or observed teaching is **not** a factor.

Criterion will not be met if inspectors do not accept the rationale for one or more, or consider the proportion of such teachers is too high.

IELTS preparation is not EAP.

Examples of good practice

Majority of staff (i.e. 51%+) are TEFLQ (or TEFLI + relevant QTS for under 18s) at the time of inspection, and there is evidence this is typical of profile throughout the year.

Staff have additional, specialist or higher-level qualifications.

Academic staff profile

T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.

Requirements

As criterion.

Evidence

Interviews with academic manager(s)
Teacher focus group(s)

Documentation

List of CPD (18)
Spreadsheet (26)
Rationales (27)
List of appraisals (58)
Student feedback (63)

Additional guidance

This relates to the team overall, not individually; involvement in CPD is a key element.

Examples of good practice

Evidence of expertise/experience within the team relevant to range of courses and levels taught.

Awareness on the part of academic managers of any gaps in experience, knowledge and/or skills of teaching team, and evidence of specific plans to remedy them.

Elements of CPD programme targeted on specific course types offered.

Academic staff profile

T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.

Requirements

They are academically and ELT/TESOL qualified as appropriate to the range of courses on offer; at least one person has, as a minimum, a TEFLQ qualification.

They all have at least three years' full-time relevant teaching experience.

Exceptionally, the employment of any academic managers without the appropriate qualifications or experience may be acceptable with the provision of a valid rationale.

Evidence

Interviews with academic manager(s)
Teacher focus group(s)

Documentation

CPD records (18)
Spreadsheet (26)
Rationales (27)
Teaching staff records (57)
List of appraisals (58)
Staff feedback (64)

Additional guidance

Rationale must show evidence of qualifications and/or experience relevant to present deployment, and must clarify how monitoring and support are provided. Good feedback from students, teachers and/or observed teaching is **not** a factor.

Deployment of academic managers without appropriate qualifications or experience normally on 'administrative' duties e.g. timetabling, resources management, rather than areas such as course design – and **not** observation except in supplementary role.

Examples of good practice

All members of team are TEFLQ, have over five years' full-time relevant teaching experience, and at least three years' experience in an academic management role.

Academic manager or 'team leader' has experience in range of different teaching and academic management contexts.

Academic management

T5 Teachers are matched appropriately to courses.

Requirements

Teachers' qualifications and or experience inform deployment.

HT: providers match each student with an appropriate home tuition placement.

Evidence

Interviews with academic manager(s)
Student focus group(s)

Documentation

Current timetable (29)
Student feedback (63)
Course documentation for past courses (68)

Additional guidance

Appropriate factors specified. Evidence from current timetable and deployment that these are taken into account.

HT: placement takes into account the location, home, teaching host qualifications and experience, and any other relevant factors.

Examples of good practice

Responsibility for this specified in appropriate member of staff's job description.

Link to CPD to extend the capacity of teachers to work on different courses.

Academic management

T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.

Requirements

As criterion.

Evidence

Interviews with academic manager(s)
Student focus group(s)

Documentation

Current timetable (29)
Student feedback (63)
Course documentation for past courses (68)

Additional guidance

Accurate timetable matching rooms to size of group and availability of resources is in place. Takes convenience (for teachers and students) into account.

IC: timetabling takes account of teachers' travel and preparation needs.

Examples of good practice

Examples in evidence of expectations/needs of specific groups being met, e.g.: Friday afternoons being free for Muslims; part-time classes timetabled to suit students.

Timetable made known to teachers and students in good time and in easily accessible way.

Academic management

T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.

Requirements

As criterion.

Evidence

Interview with academic manager(s)
Student focus group(s)
Teacher focus group(s)

Documentation

Description of cover arrangements (30)
Student feedback (63)
Staff feedback (64)

Additional guidance

System and procedures known to staff. Feedback sought from students and staff about effectiveness of arrangements.

Teacher absence does not result in classes being cancelled or merged so that publicised maximum class size is exceeded.

If academic manager(s) are first-line cover, impact on their academic management role is monitored.

Cover teachers appropriately qualified and experienced.

HT: cover arrangements include provision of a substitute teacher or alternative placement, as necessary.

Examples of good practice

Someone on site at all times who can provide cover.

Cover lesson plans are available for last-minute need.

There is 'cover for cover'.

Teacher/class records support continuity of teaching by cover teacher.

Academic management

T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.

Requirements

Course design takes account of continuous enrolment.

Teachers receive practical guidance on lesson planning and integration of new students.

Attention is paid to organisational and logistical issues.

Evidence

Interviews with academic manager(s)
Student focus group(s)
Teacher focus group(s)

Documentation

Syllabuses or related guidelines (31)
Teacher handbook/notes (53)
Student feedback (63)
Staff feedback (64)

Additional guidance

Information and guidance for teachers in handbook and CPD; availability of information on new students; attention paid to both pedagogic and organisational/logistical issues.

New work not started (on e.g. Monday morning) before new students arrive in class.

Examples of good practice

Active use of continuous enrolment as a positive – to refresh the class dynamic. Support provided for students 'left behind' whose friends have now left.

Buddying system in place.

Syllabus formulated in self-contained weekly blocks and outlines for previous week(s) available to new students.

Induction includes introduction to methodology used in classes and structure of programme.

Initial tutorial provided to support catch-up for new students where needed.

ILPs/tutorials support students' sense of progression and course cohesion.

Effective management of student expectation (see induction above).

Academic management

T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.

Requirements

As criterion.

Evidence

Interviews with academic manager(s)
Teacher focus group(s)

Documentation

Teacher handbook/notes (53)
Staff feedback (64)

Additional guidance

Academic manager is available/approachable for day-to-day support.

Appropriate procedures in place for new/less experienced teachers e.g. buddy systems, more frequent observations.

Formalised CPD for teachers is covered by M13.

Examples of good practice

Informal meetings/clinics/swap-shops to exchange ideas for dealing with specific classroom issues identified by teachers and/or academic managers.

Support for peer observation to enable teachers to see different teaching styles and approaches.

Academic management

T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.

Requirements

Regular monitoring observations of all teachers by TEFLQ member of staff at least once a year.

Observation process includes appropriate feedback and action planning to improve and develop teaching.

Particular care is taken to monitor and guide inexperienced teachers, those whose classroom performance exhibits weaknesses and those whose student feedback indicates dissatisfaction with their teaching.

Evidence

Interviews with academic manager(s)
Teacher focus group(s)

Documentation

Appraisal documents (17)
List of CPD (18)
Student feedback (63)
Staff feedback (64)
Teacher observation records and feedback (67)

Additional guidance

This does not preclude additional observations by non-ELT specialists (e.g. in FE), by non-TEFLQ members of the academic management team, or peer observation.

New teachers observed within two weeks of start (less on short-term e.g. summer courses).

Evidence that academic manager acts on any negative student feedback.

Clear capability guidelines in place; support plans available for dealing with identified weaknesses.

Examples of good practice

Evidence of: drop-in observations; more frequent observations with follow up linked to CPD sessions.

Identification of strengths in teaching team with plans to spread good practice, and weaknesses with plans to address relevant issues.

Teachers report appreciation of observation process and feedback.

Observation reports used in teacher appraisals.

Course design and implementation

T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.

Requirements

Clear rationale for structure of course, choice of coursebook and materials to be used by teachers.

Course has clear 'fit' with needs and objectives of the students.

Evidence

Interviews with academic manager(s)

Documentation

Syllabuses or related guidelines (31)
Teacher handbook/notes (53)

Additional guidance

Academic manager can explain and justify the basis of the course design.

Where a coursebook is used, a breakdown of its contents has been produced, together with a time frame for using it.

IC: courses designed to meet the needs of the students and the stated objectives of the client, as identified through needs analysis and the contract/agreement.

ISC: curriculum effectively prepares students for entry into the independent school system.

Examples of good practice

Clear statement of principles, communicated to teachers and students. Materials matched and if necessary adapted to these principles.

Courses are syllabus driven rather than coursebook driven.

Comprehensive independent syllabus (covering all relevant aspects of language system and use and appropriate learning strategies and focusing on learning outcomes).

Detailed guidance for teachers on linking the syllabus and coursebook(s). Links to supplementary resources.

Course design and implementation

T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.

Requirements

Evidence of planning and implementation.

Regular review by academic manager in consultation with teachers and taking account of student feedback.

Evidence

Interviews with academic manager(s)

Documentation

Minutes of meetings (55)

Student feedback (63)

Staff feedback (64)

Additional guidance

As criterion and requirements.

Examples of good practice

Formal, documented process for review through, e.g. course reports.

Analysis undertaken of student feedback on this area and appropriate action taken.

Evidence of course design negotiation with students.

Evidence of change in response to analysis of student progress and outcomes, including exam results.

Course design and implementation

T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.

Requirements

As criterion.

Evidence

Interviews with academic manager(s)
Teacher focus group(s)
Student focus group(s)
Notices

Documentation

Student handbook/notes (54)

Additional guidance

Evidence of clear and appropriately written weekly plans, including intended learning outcomes, available to students. Plans may be in outline form (but with intended learning outcomes) and amended/ extended as week/course progresses. Students' attention drawn to map of coursebook.

Examples of good practice

*Descriptions cover all aspects of a course including, e.g. frequency of testing.
Evidence that weekly plans are live documents created and reviewed in response to the needs of a specific group.*

Course design and implementation

T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.

Requirements

As criterion.

Evidence

Interviews with academic manager(s)
Teacher focus group(s)
Student focus group(s)

Documentation

Syllabuses or related guidelines (31)
Teacher handbook/notes (53)
Student handbook/notes (54)

Additional guidance

Where relevant, inspectors will consider aspects of the course delivered in addition to English classes/outside the classroom where provider has identified them to be an integrated part of the course aims, e.g. Plus elements of English Plus courses, integrated afternoon activities, project work, CLIL.

Teachers and students are aware of the language-learning focus of these activities.

Examples of good practice

Formal identification of target language and skills to be developed in each additional/out-of-class activity.

Target language and skills made explicit to learners.

Evaluation of learning of target language and skills.

Activity teachers and English language teachers have opportunity to liaise.

Course design and implementation

T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.

Requirements

Course design and materials include guidance on study and learning strategies, which are highlighted and covered systematically.

Evidence

Interviews with academic manager(s)
Teacher focus group(s)
Student focus group(s)

Documentation

Syllabuses or related guidelines (31)
Teacher handbook/notes (53)
Student handbook/notes (54)
Tutorial proformas (34)
Completed tutorial records (71)

Additional guidance

Teachers and students aware of importance of study and learning strategies.

Syllabus specifies study and learning strategies for each level.

If coursebook includes guidance and activities in this area, these are highlighted and systematically covered.

This is an aspect of developing learners and is also relevant on short courses. Teachers can give students the tools to achieve more: e.g. vocabulary recording, dictionary use, improving pronunciation.

ISC: curriculum includes development of study skills appropriate to international students intending to enter mainstream independent school education.

Examples of good practice

Tutorials and ILPs provide individual guidance in this area.

Evidence of guidance for students on continuing learning after the course.

Course design and implementation

T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.

Requirements

As criterion.

Evidence

Interviews with academic manager(s)
Teacher focus group(s)
Student focus group(s)

Documentation

Syllabuses or related guidelines (31)
Leisure activity information (47)
Teacher handbook/notes (53)
Student handbook/notes (54)

Additional guidance

What is unique to the UK experience that students could not get in a classroom at home?

Clear attempts to link social programme to course content (and v.v.) and to make links between course content and students' experience of local environment.

Suggestions for teachers in handbook and in CPD sessions.

Examples: bringing in words, homework involving hosts, bringing real language into the classroom; preparing a survey, interviewing people outside the classroom, reporting back in class.

HT: teaching hosts ensure that the home environment and the local environment both serve to support the students' learning and development during their stay.

Examples of good practice

Systematic integration of local environment with course content through work in class, out-of-class activities, homework, and the social programme.

Learner management

T17 There are effective procedures for the correct placement of students, appropriate to their level and age.

Requirements

Formal procedures in place with account taken of students' level and age.

Staff involved in assessment are appropriately qualified and trained.

Evidence

Interviews with academic manager(s)
Teacher focus group(s)
Student focus group(s)

Documentation

Description of placement procedures (33)
Student feedback (63)
Staff feedback (64)
Placement tests (69)

Additional guidance

Standard written testing procedures.

Systematic placement procedures in use.

Fairly homogenous class composition in terms of language level and age.

Appropriate age range in a class for under 18s is 2–3 years.

HT: efficient procedures for assessing students' level and needs, either at head office or on arrival locally. Placement also takes account of location and home.

Examples of good practice

Assessment covers all relevant areas.

Starting level reliably linked to an external reference, e.g. the CEFR.

Class composition very homogenous and procedures in place to support students falling between class levels.

Identification of any special educational needs factored in.

Learner management

T18 There are effective procedures for evaluating, monitoring and recording students' progress.

Requirements

As criterion.

Evidence

Interviews with academic manager(s)
Teacher focus group(s)
Student focus group(s)

Documentation

Tutorial proformas (34)
Progress, mid-course and exit tests (70)
Completed tutorial records (71)
Completed leaving certificate/ academic report (72)

Additional guidance

Start, finish, and progress tests.

Records of regular assessment of student learning and progress.

Examples of good practice

Progress reliably linked to an external reference, e.g. the CEFR.

Individual review of progress through tutorials.

Progress tracked and recorded online so student can access it.

Leaving certificate and/or academic report records student progress in meaningful way.

Learner management

T19 Students are provided with learning support and enabled to change courses or classes where necessary.

Requirements

Learning support available and accessible.

Change of course/class possible within a reasonable timeframe.

Procedures for changing course/class known to staff and students.

Evidence

Interviews with academic manager(s)
Teacher focus group(s)
Student focus group(s)

Documentation

Teacher handbook/notes (53)
Student handbook/notes (54)
Completed tutorial records (71)

Additional guidance

Learning support available – e.g. teachers and/or self-access centre staff offer support, advise on self-study materials, additional homework.

Progress of students changing class monitored to ensure new level is appropriate.

Support available for students with special educational needs and disabilities, including those from countries where the educational ethos and expectations are different from the UK.

Examples of good practice

Clear target-setting and support available to all students to help them achieve their targets.

Learner management

T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.

Requirements

As criterion.

Evidence

Interviews with academic manager(s)
Teacher focus group(s)
Student focus group(s)
Examination results

Documentation

Job descriptions (13)
List of any examinations (35)
Description of assessment criteria and procedures (37)
Student handbook/notes (54)

Additional guidance

Clear information available to students about range of exams available in or through the provider.

Responsibility for advising students in the area is part of the job description of an identified person known to students.

ISC: curriculum will include preparation for public examinations facilitating admission to mainstream independent school education.

Examples of good practice

Easy access to further information or advice.

Training provided for staff in interpretation and use of assessment criteria.

Students have easy access to information and explanation of the meaning of the criteria and how they relate to their work. Any examination results available show students have been guided effectively.

Learner management

T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.

Requirements

As criterion.

Evidence

Interviews with academic manager(s)

Documentation

Description of end-of-course certificates/reports (36)

Completed leaving certificate/academic report (72)

Additional guidance

Students receive reports on request.

Any description in certificates/reports about the content of the course must be accurate, and the wording must not make claims about the language level achieved by the student which cannot be empirically validated.

Examples of good practice

Reports are: comprehensive; detailed; based on clear evidence; professionally presented.

Learner management

T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.

Requirements

As criterion.

Evidence

Interviews with academic manager(s)
Student focus group(s)
Teacher focus group(s)

Documentation

Job descriptions (13)
Student handbook/notes (54)

Additional guidance

Students have access to relevant information and advice.
Member(s) of staff available to help students in this area.

ISC: the centre provides effective, independent and timely advice to all students intending to go on to study at a mainstream boarding school, and systems to support a student's application to independent school education.

Examples of good practice

Responsibility specified in job description of appropriate member of staff, or there are explicit arrangements for outsourcing the provision of information and advice to a competent person.

Availability of information and advice clearly indicated to students.

Classroom observation: knowledge and planning

Not met if the teaching in relation to the criterion is unsatisfactory in 20% or more of the segments observed.

A strength if the teaching in relation to the criterion is good or better in 80% of the segments observed, and no unsatisfactory teaching in relation to the criterion is observed.

T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.

Requirements

Teachers provide clear explanations and relevant examples, suitable for students' level.

Teachers produce accurate models of spoken and written English.

Teachers are able to deal with students' questions about language.

Evidence

Inspector observations

Documentation

Class profile (73)

Lesson plans (74)

Additional guidance

Teachers produce accurate models of spoken and written English, appropriate to the aims of the lesson; provide clear explanations and relevant examples suitable for the students' level.

Examples of good practice

Models on the board include parts of speech, phonetic script and stress marks.

Models of pronunciation provided for individual words and words in connected speech.

Examples and explanations are: relevant; concise; memorable.

Teachers demonstrate awareness of register (written and spoken).

Teachers demonstrate awareness of L1 interference.

Classroom observation: knowledge and planning

Not met if the teaching in relation to the criterion is unsatisfactory in 20% or more of the segments observed.

A strength if the teaching in relation to the criterion is good or better in 80% of the segments observed, and no unsatisfactory teaching in relation to the criterion is observed.

T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.

Requirements

As criterion.

Evidence

Inspector observations

Documentation

Student feedback (63)

Class profile (73)

Lesson plans (74)

Additional guidance

Lesson plans contain or make reference to student profile sufficient to identify learning needs, learning styles and awareness of cultural backgrounds of students, and how to accommodate them.

Details of plans may be sketchy but relevant to student profile, course aims and scheme of work.

Topics and materials selected are appropriate.

Some sense of realistic timing in relation to level of students.

Lesson plans allow time for homework and learning aim check.

Plans take account of class profile notes for differentiation.

Examples of good practice

Detailed class profiles showing in-depth awareness of individuals' strengths and needs.

Evidence of sensitivity to learners' pace of learning and need for further practice.

Relevant additional activities provided to challenge able learners.

Written reinforcement included to meet visual learners' needs and account taken of non-Roman script learners.

Provision made for students with special educational needs.

For young learners, activities involving movement are included.

Classroom observation: knowledge and planning

Not met if the teaching in relation to the criterion is unsatisfactory in 20% or more of the segments observed.

A strength if the teaching in relation to the criterion is good or better in 80% of the segments observed, and no unsatisfactory teaching in relation to the criterion is observed.

T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.

Requirements

Intended learning outcomes are clearly identified and shared with learners.

Evidence

Inspector observations

Documentation

Student feedback (63)

Class profile (73)

Lesson plans (74)

Additional guidance

Clear set of activities around a single topic or one language point to be reinforced by several means.

Clear link between activities and aims.

An outcome is not the same as a teaching aim. "Students will be able to talk about their recent experience" (outcome) "To teach and practise the present perfect tense" (teaching aim).

Examples of good practice

Learning outcomes are clear, checked and noted.

Obvious movement from familiar to unfamiliar.

Potential difficulties identified and pre-empted.

Possibility of varying the plan is acknowledged.

Explicit link between student profiles and content/structure of lesson.

Lessons appropriately staged.

Warmers (if used) are relevant to learning aim or topic; for YLs warmers (if used) motivate and prepare students for learning.

Supplementary material provided to support core materials to give sufficient time and opportunities for practice.

Activities lead on to relevant homework.

Classroom observation: delivery and review

Not met if the teaching in relation to the criterion is unsatisfactory in 20% or more of the segments observed.

A strength if the teaching in relation to the criterion is good or better in 80% of the segments observed, and no unsatisfactory teaching in relation to the criterion is observed.

T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.

Requirements

As criterion.

Evidence

Inspector observations

Documentation

Student feedback (63)

Class profile (73)

Lesson plans (74)

Additional guidance

Some evidence of a range of relevant techniques being used, e.g. effective elicitation and questioning, nomination, concept checking - but they may not be used consistently.

Examples of good practice

Evidence of confident use of range of techniques when needed, including appropriate elicitation, prompting and concept checking.

Regular and integrated checking of understanding of meaning takes place.

Teachers demonstrate ability to teach language in relation to different skills with explicit focus on subskills.

Reference to VLE for later follow-up work.

Evidence of adaptation for students with special educational needs.

Classroom observation: delivery and review

Not met if the teaching in relation to the criterion is unsatisfactory in 20% or more of the segments observed.

A strength if the teaching in relation to the criterion is good or better in 80% of the segments observed, and no unsatisfactory teaching in relation to the criterion is observed.

T27 Teachers promote learning by the effective management of the classroom environment and resources.

Requirements

As criterion.

Evidence

Inspector observations

Documentation

Student feedback (63)

Class profile (73)

Lesson plans (74)

Additional guidance

Teachers give clear instructions.

Teachers control learning environment and resources, including seating arrangements, and (where possible) heating and ventilation.

Teachers make competent use of any a/v equipment, including whiteboard and handouts where used.

Coursebook supports but does not dominate.

Examples of good practice

Teachers demonstrate expert management of resources through, e.g.: organisation of tables and chairs according to activity; use of wall space; confident and imaginative use of any technology to enhance learning; effective use of whiteboard, including purposeful use of colour; ability to bring coursebook to life.

Materials used are: appealing; clear; free from errors; professional.

Classroom observation: delivery and review

Not met if the teaching in relation to the criterion is unsatisfactory in 20% or more of the segments observed.

A strength if the teaching in relation to the criterion is good or better in 80% of the segments observed, and no unsatisfactory teaching in relation to the criterion is observed.

T28 Students receive appropriate and timely feedback on their performance during the lesson.

Requirements

Teachers use a range of correction techniques to support students and help them improve.

Teachers provide positive feedback to students.

Evidence

Inspector observations

Documentation

Student feedback (63)

Class profile (73)

Lesson plans (74)

Additional guidance

Teachers monitor students' language during activities.

Teachers correct students' language and give useful feedback to all students on their 'performance' during the lesson.

Examples of good practice

Teachers demonstrate principled and consistent error correction.

Teachers make confident use of range of correction techniques including peer- and self-correction.

Evidence of appropriate use of marking codes in written work.

Teachers consider error correction as integral part of lesson planning.

Classroom observation: delivery and review

Not met if the teaching in relation to the criterion is unsatisfactory in 20% or more of the segments observed.

A strength if the teaching in relation to the criterion is good or better in 80% of the segments observed, and no unsatisfactory teaching in relation to the criterion is observed.

T29 Lessons include activities to evaluate whether learning is taking place.

Requirements

As criterion.

Evidence

Inspector observations

Documentation

Student feedback (63)

Class profile (73)

Lesson plans (74)

Additional guidance

Use of short tasks, relevant to the focus of the class, to give students chance to see how well they can perform. This aim is made explicit.

Concept checking of understanding, reference to work covered in previous lessons.

Short assessment activities.

Examples of good practice

Evaluation tasks selected with clear reference to students' needs and background; different tasks set for different groups if significant differences in level or cultural background are identified.

Classroom observation: delivery and review

Not met if the teaching in relation to the criterion is unsatisfactory in 20% or more of the segments observed.

A strength if the teaching in relation to the criterion is good or better in 80% of the segments observed, and no unsatisfactory teaching in relation to the criterion is observed.

T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.

Requirements

Teachers engage and motivate all students.

Teachers provide clear instructions.

Teachers promote positive interactions.

Evidence

Inspector observations

Documentation

Student feedback (63)

Class profile (73)

Lesson plans (74)

Additional guidance

Some attempt to involve/interest students in the activity rather than simply 'doing' it.

Teachers give clear instructions, and check students know what to do.

Nomination of students; maximising student talking time appropriately.

Bringing whole class in; pairing weak with strong; variety of mode and pace; using students as a resource – their knowledge and experience, their interests.

Personalisation of information, materials and activities.

Pairing and grouping shows sensitivity to students' competence and confidence.

'Listening' to students' contributions.

Teachers avoid cultural gaffes, belittling students, stereotyping students, culturally or politically insensitive comments, negative vibes/tensions.

Teachers use language that is comprehensible to students, at an appropriate level.

Examples of good practice

Teachers demonstrate awareness of, and ability to deal with, L1 needs.

Teachers mediate appropriately in potentially problematic cultural topics.

Styles of learning (visual/auditory/kinaesthetic) and special educational needs are dealt with.

Evidence of knowledge of individuals' lives and experience (teacher to student and student to student).

Teachers demonstrate good balance of student-student and teacher-student talking time; clear instructions; good checking; good voice projection; pacing; good awareness of learners; good use of pair work; good use of names/nomination.

Teachers have effective strategies for controlling use of LI.

Variety of activities in evidence.

Changing groups/interactions takes place seamlessly.

Teachers change activity as a result of unanticipated needs.

Learners are totally engaged.

Welfare and student services

Standard

The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.

Care of students

W1–W8: area of strength requires four strengths, no not mets; need for improvement: three not mets.

Accommodation

W9–W22: area of strength requires four strengths, no not mets – across all sections of accommodation that apply; need for improvement: three not mets.

Leisure opportunities

W23–W27: area of strength requires three strengths, no not mets; need for improvement: two not mets.

Care of students

W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.

Requirements

Regular risk assessment(s) of all premises.
Record of actions to mitigate risks.
Regular fire drills.

Evidence

Inspector observations
Interviews with managers/staff
Notices

Documentation

Site plan (8)
Map/floor plan (24)
Premises risk assessments (38)
Safety log (75)

Additional guidance

This criterion focuses on safety and security on the provider's premises. This means the teaching premises (owned or rented on a short-term or long-term basis) and any accommodation owned by the provider (e.g. halls/residences or student houses). The main focus will therefore be on the provider's risk assessment of the premises and steps taken to address identified risks. Provider **must** undertake regular risk assessment(s) of rented premises, including all summer premises, and not rely on risk assessment(s) provided by host institution.

Full records of routine checks of fire/gas/electricity risks maintained for school premises.

Evidence of regular fire drills. Fire drills at least twice a year and/or at intervals that allow students on big intakes to familiarise themselves with evacuation procedures.

Premises should include evacuation procedure for any disabled students and staff.

Orientation of staff and students.

Examples of good practice

Responsibility for safety and security is specified in job description of a senior manager

Training provided, e.g. for fire marshals.

Care of students

W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.

Requirements

As criterion.

Evidence

Interviews with managers/staff
Talking to group leaders
Teacher focus group(s)
Student focus group(s)

Documentation

Risk assessments (38, 46)
Information for group leaders (45)
Leisure activity information (47)
Staff handbooks/notes (52)
Teacher handbooks/notes (53)
Student handbook/notes (54)
Safety log (75)

Additional guidance

Major incident procedure in place for teaching and accommodation site(s), and when students are off site.

Procedures for locating and communicating with students in the event of a major incident in their locality.

'any' means that procedures are applicable to a wide range of potential situations – not that a comprehensive individual plan is required for every possible eventuality.

Examples of good practice

Comprehensive procedures for handling a security or safety emergency on the premises, on excursions, in the vicinity of the institution or where students live or may be socialising; including procedures for verifying whereabouts and safety of students, group leaders and staff, and communication with group leaders, staff, students, their parents and representatives; age appropriate information shared sensitively.

Sensitive briefing for students on keeping safe and procedures to follow in the event of an emergency.

Care of students

W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.

Requirements

As criterion.

Evidence

Interviews with managers/staff
Talking to group leaders
Student focus group(s)
Teacher focus group(s)
Notices

Documentation

Job descriptions (13)
Staff handbooks/notes (52)
Teacher handbooks/notes (53)
Student handbook/notes (54)

Additional guidance

Students made aware of availability of pastoral care: information in student handbook and/or displayed in school, given at induction etc. Availability of information for staff and, where appropriate, students about any external agencies and how to contact.

Students' needs for pastoral care identified.

'Quiet'/multifaith room/private space (can be) made available for religious observance, or alternative arrangements satisfactory to students must be in place.

Circumstances – include health, disability, SEN.

HT: arrangements in place for students to spend time away from their teaching hosts when appropriate.

Examples of good practice

Explicit policy on the provision of pastoral care; all staff, hosts and group leaders (for their own students) are encouraged to be aware of students' potential needs and who to refer issues to.

Pastoral tutorials or pastoral focus in academic tutorials.

Specific arrangements for under 18s, including 16 and 17 year-olds on adult courses, e.g. proactive pastoral support.

Support provided for students arranging their own accommodation: contacting agents; dealing with landlords; scrutinising contracts.

Care of students

W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.

Requirements

Procedures for dealing with abusive behaviour by staff or students (including verbal abuse, harassment, bullying, actual or threatened violence, damage to personal property), or behaviour that may lead to extremist radicalisation.

Evidence

Talking to managers/staff
Talking to group leaders
Talking to homestay hosts and residential staff
Notices

Documentation

Abusive behaviour policy (39)
Staff handbooks/notes (52)
Teacher handbooks/notes (53)
Student handbook/notes (54)

Additional guidance

Preventing extremist behaviour – Prevent duty, applies even if not mandatory: risk assessment; actions to mitigate; training, awareness; IT policy.

Information for students in accessible language e.g. simplified policy document or alternative text, available in student handbook, and/or noticeboards, induction materials, easily accessible intranet which students use etc.

Staff model and promote positive interactions; avoiding belittling or stereotyping students, culturally or politically insensitive comments, negative vibes/tensions.

Examples of good practice

Information widely available.

Tolerance and respect feature in the organisation's ethos.

Well-expressed and relevant policies made clear in context of students' ages and circumstances.

Care of students

W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.

Requirements

As criterion.

Evidence

Talking to managers/staff
Student focus group(s)
Notices

Documentation

Student handbook/notes (54)

Additional guidance

This criterion cannot be awarded a strength.

‘Where relevant’: this applies to all providers, except in the case of organisations enrolling only those students already settled in the local community and with a local support network.

Fair and equitable arrangements in place for staff who hold the phone. Staff who hold the phone are briefed about how to respond.

Number introduced at student induction and examples of use related to UK context given.

Examples of good practice

Sensible rota with further backup, calls logged for follow-up and training, students put number in phone, separate number for U18s with safeguarding person on call etc

Care of students

W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.

Requirements

Information as criterion.

Where transport is offered by the provider, arrangements are clear, effective and reasonably responsive to unforeseen circumstances.

Evidence

Interviews with staff
Talking to group leaders
Student focus group(s)

Documentation

Brochures (2)
Accommodation placement (42)
Completed enrolment records (59)

Additional guidance

Information on use of public transport should include links to operators' websites.

NB N/a if students are exclusively from the local community. However, if provider advertises for international students (even if none have ever been enrolled), provider needs to demonstrate appropriate information/systems are in place ready for such students. The criterion will not be met if this is not in place.

Examples of good practice

Students receive personalised information setting out different options for travel by public transport.

Where transport offered by provider: on arrival the maximum scheduled wait time is two hours for students from being met in arrivals hall to the departure of the coach; on departure, arrival at airport is no more than four hours before the scheduled departure of flight.

Care of students

W7 Students receive advice on relevant aspects of life in the UK.

Requirements

Information about:

- Personal safety and the care of valuables.
- Medical and personal insurance.
- Compliance with the law.
- Other items relevant to the students enrolled.

Evidence

Interviews with staff
Talking to group leaders
Student focus group(s)
Notices

Documentation

Information for group leaders (45)
Student handbook/notes (54)

Additional guidance

Information provided in handbook, on intranet, or on display.
May also be covered as part of induction.

Information in accessible language and format.

Examples of other items (as relevant to the age and needs of students):

- local facilities, services and amenities, including, in the state sector, student union membership
- registration with the local police
- banking
- local places of worship
- licensing laws
- traffic regulations
- procedures in case of arrest by the police.

Indication of who to contact for further information.

Examples of good practice

Information is: up to date and comprehensive; attractively displayed/laid out; available in multiple formats and locations (print/electronic).

Provider uses imaginative ways of communicating important information and checking comprehension, for example quizzes.

Care of students

W8 Students have access to adequate health care provision.

Requirements

Students are informed about their rights regarding medical and dental treatment through the NHS. Students have full access to any medical and welfare services available in the organisation.

Appropriate provision is made in the school and in accommodation.

Evidence

Interviews with staff.
Talking to group leaders
Talking to homestay hosts and residential staff
Notices

Documentation

Accommodation placement (42)
Information for group leaders (45)
Student handbook/notes (54)

Additional guidance

Information provided in easily accessible form in handbook, on intranet, or on display. May also be covered as part of induction.

Information in accessible language and format.

Indication of who to contact for further information.

Longer-term students encouraged to register with local GP.

School should have sufficient first-aid trained member(s) of staff so that first aid support always available while students in the school, plus arrangements for access to local GP or medical help.

First aid boxes available.

Homestay accommodation should have information about accessing the host's GP or NHS drop-in service; host should have guidance on dealing with a medical emergency.

Supervised accommodation should have minimum of one first-aid trained member of staff, identified to residents, on duty at all times, plus arrangements for access to local GP or medical help.

In non-supervised accommodation, information about access to local GP or medical help should be provided (e.g. location and hours of local NHS drop in centre, information on registering with a GP, directions to nearest A&E).

Examples of good practice

Very good provision of staff trained in first aid in relation to size of ELT provision.

Staff available to accompany student to NHS drop-in centre, dentist etc if necessary/appropriate.

Residential centres have established arrangements with specific local GP(s) and dentists.

A nurse(s)/house doctor is on site. Sick room.

Accommodation: all accommodation

W9 Students have a comfortable living environment throughout their stay.

Requirements

A bedroom and common areas in a proper state of cleanliness and repair.

Adequate heating and lighting.

A sufficiently spacious bedroom with natural light, equipped with an adequately sized bed.

Adequate hanging and drawer space for clothes.

Privacy from members of the opposite sex.

A table for private study (where appropriate).

Sufficient washing facilities and access to a bathroom, with baths or showers available daily.

An adequate supply of duvets or blankets.

Homestay/home tuition teaching hosts treat the student as a full member of the household, eating together and sharing the common living areas.

Evidence

Visits to student accommodation

Interviews with staff

Talking to homestay hosts and residential staff

Student focus group(s)

Documentation

Description of accommodation offered (40)

List of accommodation in use (41)

Accommodation placement (42)

Additional guidance

Only adult-size bunk beds can be used for students aged 14+ and bookings for adult students must indicate if the accommodation uses bunk beds.

Bathroom etc facilities adequate to cope with number of students (and family if relevant).

Not providing towels in residential accommodation can be acceptable so long as this is clearly stated in pre-course information and there is a laundry service/facilities available if students stay longer than one week.

Examples of good practice

Student's bedroom: is spacious; has ensuite or private bathroom; has heating that can be controlled by the student; has Wi-Fi access.

Professional students with professional hosts.

Accommodation: all accommodation

W10 Arrangements for cleaning and laundry are satisfactory.

Requirements

Arrangements for regular cleaning of homestay. Arrangements for weekly cleaning of common areas, including bathrooms and kitchens in residential accommodation.

Regular cleaning of fridges.

Provision of cleaning materials where students are responsible for cleaning.

A weekly laundry service or clearly explained laundry arrangements.

A change of towels and bed linen each week.

Evidence

Visits to student accommodation
Interviews with staff
Talking to homestay hosts and residential staff
Student focus group(s)
Notices

Documentation

Description of accommodation offered (40)
Accommodation placement (42)
Student handbook/notes (54)

Additional guidance

Residential accommodation includes student houses/flats arranged by provider.

Where students are responsible for cleaning, this must be clear in advance (M27) and standards monitored.

Under 18s not to be responsible for cleaning own rooms/bathrooms.

Laundry service for under 16s (may involve group leaders).

Weekly cleaning and clearing of rubbish in all common areas; regular cleaning of rooms.

In independent accommodation where any of these services are not provided, it must be made clear in advance.

Examples of good practice

Daily cleaning of student's room and bathroom/toilet.

Laundry service available 'on demand'.

Accommodation: all accommodation

W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.

Requirements

Checks recorded.
Fire risk assessments.
Gas Safe certificates renewed annually.
[also applies to home tuition teaching homes]

Evidence

Visits to student accommodation
Interviews with staff
Talking to homestay hosts and residential staff

Documentation

Accommodation placement (42)
Records of accommodation inspections (76)

Additional guidance

Specific comprehensive pro-forma used to record information, including checks that fire risk assessments and annual Gas Safe certificates are in place.

Fire risk assessments conducted by accommodation provider (host, accommodation agency or ELT provider).

Gas Safe certificates must be renewed annually and evidence kept on file that this has been checked.

Formal check of continued suitability is expected.

Accommodation/home tuition registers kept up to date with accurate information, including records of visits, and checks that fire risk assessments and annual Gas Safe certificates are in place.

Training in use of computerised system provided; access controlled. System accessible to relevant users but kept secure.

Any classification system the provider may use (or other organisation or agency used for the accommodation service) should be clearly explained to the inspectors, who will select a range of hosts to inspect.

Examples of good practice

Person carrying out visits has experience of being a host and/or specific training.

Student feedback on new hosts or residences followed up in depth.

Visiting takes place more frequently than every two years, especially before a student is placed with a host not used for a while, or where any issues are raised by students.

Regular spot checks.

Registers contain comprehensive information on host, home, and previous student feedback to aid placement.

An easy way of identifying when visits are due.

Provider either has exclusive use or specifically checks on the language of other students from other providers before confirming booking.

Accommodation: all accommodation

W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.

Requirements

Accurate and sufficient information about the type of accommodation, location, approximate time and cost of travel between the accommodation and teaching premises, services provided and payment arrangements (including cancellation penalties).

Where a student is expected to share a bedroom with another student, this is clearly indicated in the provider's publicity.

Conditions and procedures under which accommodation arrangements can be terminated are included.

Evidence

Interviews with staff
Talking to homestay hosts and residential staff

Documentation

Accommodation placement (42)

Additional guidance

Criterion will not be met if any missing information; information available but not easily accessible or not detailed.

Examples of good practice

Information is personalised, e.g. with pen portrait of 'family' and photos.

Student receives additional information about local area.

Hosts encouraged to contact students before arrival.

Accommodation: all accommodation

W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.

Requirements

As criterion.

Where any accommodation is provided by an accommodation agency, procedures include provision of feedback to agency.

Evidence

Interviews with staff
Talking to agency staff (if used)
Talking to homestay hosts and residential staff
Talking to group leaders
Student focus group(s)

Documentation

Feedback procedures (21)
Accommodation placement (42)
Student feedback (63)
Records of any complaints (65)

Additional guidance

Initial feedback may be oral (especially in smaller schools).
Contact person easily accessible.

Action taken to follow up problems recorded fully and accessibly.

Examples of good practice

Initial feedback handled 1:1 or in small groups.

Feedback on individual hosts over a year summarised and provided to host.

Accommodation: all accommodation

W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.

Requirements

Booking and cancellation arrangements are clear.

Includes information on W15–W20.

Evidence

Interviews with staff
Talking to homestay hosts and residential staff

Documentation

Accommodation placement (42)
Staff handbooks/notes (52)

Additional guidance

School has copy of notifications on file; hosts aware of communication.

Accommodation providers: all hosts, home tuition teaching hosts, accommodation agencies, other third-party accommodation providers such as management of residential accommodation.

Examples of good practice

Rules, terms and conditions etc. presented clearly and accessibly, and confirmed with every new booking.

Evidence of regular review.

Accommodation: all accommodation

W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.

Requirements

As criterion.

Evidence

Visits to student accommodation
Talking to homestay hosts and residential staff
Student focus group(s)

Documentation

Accommodation placement (42)
Student feedback (63)

Additional guidance

Where additional charges are made for meeting special dietary requirements, these should be proportionate to the actual additional costs incurred.

Providing packed lunches for both midday and evening meals is not considered to provide a well-balanced diet and may also constitute a health risk if meals prepared in the morning are unrefrigerated throughout the day.

Examples of good practice

Meals are: of a high standard; varied; appetising.

Hosts and/or catering staff respond to student requests/feedback on meals.

Accommodation: homestay only

W16 Homestay hosts accommodate no more than four students at one time.

Requirements

As criterion.

Evidence

Visits to student accommodation
Interviews with staff
Talking to homestay hosts
Student focus group(s)

Documentation

List of accommodation in use (41)
Accommodation placement (42)
Student feedback (63)

Additional guidance

This criterion cannot be awarded a strength.

Four students in total, not four from the one provider/agency.

Additional paying guests (Air BnB etc) who are not students are also counted in this total.

Criterion will not be met if any instance of more than four students/ paying guests in the same home.

Accommodation: homestay only

W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.

Requirements

As criterion.

Evidence

Visits to student accommodation
Interviews with staff
Talking to homestay hosts
Student focus group(s)

Documentation

List of accommodation in use (41)
Accommodation placement (42)
Student feedback (63)

Additional guidance

This criterion cannot be awarded a strength.

Criterion will not be met if any instance of students with the same first language in the same home, unless this has been specifically agreed in writing **before arrival**. This applies to all students in the home, not just those placed by the provider/agency being inspected.

Accommodation: homestay only

W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.

Requirements

As criterion.

Evidence

Visits to student accommodation
Interviews with staff
Talking to homestay hosts
Student focus group(s)

Documentation

List of accommodation in use (41)
Accommodation placement (42)
Student feedback (63)

Additional guidance

This criterion cannot be awarded a strength.

Criterion will not be met if any homes found to be accommodating more than two students per bedroom, unless specifically requested in writing **before arrival**.

Accommodation: homestay only

W19 English is the language of communication within the homestay home.

Requirements

As criterion.

Evidence

Visits to student accommodation
Interviews with staff
Talking to homestay hosts
Student focus group(s)

Documentation

List of accommodation in use (41)
Accommodation placement (42)
Student feedback (63)

Additional guidance

This criterion cannot be awarded a strength.
Criterion will not be met if any host found to not normally use English within the home.

Accommodation: homestay only

W20 Hosts ensure that there is an adult available to receive students on first arrival.

Requirements

As criterion.

Evidence

Visits to student accommodation
Interviews with staff
Talking to homestay hosts
Student focus group(s)

Documentation

Accommodation placement (42)
Student feedback (63)

Additional guidance

This criterion cannot be awarded a strength.

Adult should be member of host's family, or someone well known to host, and familiar with the needs of a newly-arrived student.

Safeguarding issues to be considered if student is under 18 (see S4).

Accommodation: other

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.

Requirements

As criterion.

Evidence

Interviews with staff
Student focus group(s)
Notices

Documentation

Accommodation placement (42)

Additional guidance

This criterion cannot be awarded a strength.

Availability of help to be made known through student handbook, intranet, or notices.

Information available may include: tenancy agreements, local taxes, possible loss of contact with speakers of English out of classroom hours, cooking, washing, etc.

Accommodation: other

W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.

Requirements

As criterion.

Evidence

Interviews with staff
Provider's website

Documentation

Brochures (2)
Accommodation placement (42)

Additional guidance

This criterion cannot be awarded a strength.

All accommodation recommended is visited and routinely re-visited.

Leisure opportunities

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.

Requirements

As criterion.

Evidence

Interviews with staff
Student focus group(s)
Notices

Documentation

Current leisure programme (43)
Previous leisure programmes (48)
Student handbook/notes (54)

Additional guidance

Information available through student handbook, intranet, school social media, notices, or during classes.

Examples of good practice

Provider facilitates access by: helping to book tickets; advising on travel; advising on special (free/local) events students would not otherwise be aware of.

Photos and/or student reports provided, e.g. in newsletter or on provider's social media about activities to encourage others.

In state sector, student union provides opportunities for interaction with students on other college courses.

Leisure opportunities

W24 The content of any leisure programme is appropriate to the age and interests of the students.

Requirements

Where activities form part of a course package, alternatives are available for activities cancelled for reasons outside the control of the provider.

Evidence

Interviews with staff
Talking to group leaders
Student focus group(s)
Notices

Documentation

Current leisure programme (43)
Leisure activity information (47)
Previous leisure programmes (48)
Student handbook/notes (54)

Additional guidance

Cancellation: e.g. unsuitable weather, train strike or security incident; provider may have made decision on safety grounds but usually because of something out of their control.

Age-appropriate and variety of activities to cater for sporty/non-sporty students.

Non-alcohol related activities available.

Examples of good practice

Wide variety of activities available, appropriate to range of interests and sufficiently varied to ensure students on longer courses do not repeat activities.

Consideration given to returning and/or long stay students.

Leisure opportunities

W25 Any leisure programmes are well organised and sufficiently resourced.

Requirements

Leisure programme is under the direction of a named person with specific responsibilities clearly delegated where necessary.

Evidence

Interviews with staff
Talking to activity staff
Talking to group leaders
Teacher focus group(s)
Student focus group(s)
Notices

Documentation

Job descriptions (13)
Current leisure programme (43)
Leisure activity information (47)
Previous leisure programmes (48)
Student handbook/notes (54)

Additional guidance

Resources include staffing and equipment.
Plan for implementation of each activity drawn up and clearly communicated.

Examples of good practice

Teachers involved in leisure activities, especially with older/adult students.

Students asked what they want to do and evidence that provider is responsive to requests.

Excursions are well-prepared, staff are briefed and there are maps and interesting handouts for students.

Proactive encouragement to enthuse students through well-selected leisure organiser who knows the area.

Activities assessed for suitability for any students with disabilities.

Leisure opportunities

W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.

Requirements

Written risk assessments and clear guidelines on how to respond to situations where students are at risk.

Evidence

Interviews with staff
Talking to activity staff
Talking to group leaders
Teacher focus group(s)
Student focus group(s)

Documentation

Current leisure programme (43)
Supervision ratios (44)
Information for group leaders (45)
Risk assessments (46)
Staff handbooks/notes (52)
Teacher handbook/notes (53)

Additional guidance

Risk assessments drawn up in relation to specific activities and regularly updated. Supervisors are helped to familiarise themselves with the risk assessments and how to respond in the case of problems.

Risk assessments include requirement for first aid kit, named first aider, mobile phone(s), list with student mobile numbers, water for juniors etc as appropriate.

Examples of good practice

Risk assessments: are produced by trained staff; cover unsupervised free time, especially for under 18s.

Systematic approach to updating risk assessments, including regular feedback after trips.

Leisure opportunities

W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.

Requirements

As criterion.

Evidence

Interviews with staff
Talking to activity staff
Talking to group leaders
Student focus group(s)

Documentation

List of staff (12)
Induction documents (16)
Supervision ratios (44)
Information for group leaders (45)
Risk assessments (46)
Staff handbooks/notes (52)
Teacher handbook/notes (53)

Additional guidance

In case of non-contact sports or other leisure activities 'training' may be informal, based on accompanying and observing experienced members of staff.

All staff, not just an activities manager, must be appropriately experienced and have relevant training. This may not necessarily be formal training; it could include briefing on responsibilities, supervision, location of equipment etc.

Staff in charge have a designated 'leader' to take charge on the ground in case of an incident or emergency.

Examples of good practice

Activities are led by qualified and/or specialist staff.

Access provided to other off-site facilities with fully-trained staff; risk assessments of these facilities are checked, especially in the case of potentially dangerous activity, for example horse riding or climbing wall.

Safeguarding under 18s

Standard

There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.

Safeguarding under 18s

S1–S8: area of strength requires three strengths, no not mets; need for improvement: two not mets.

Safeguarding under 18s

S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.

Requirements

Clear and comprehensive policy in place written in accessible English, appropriate to current students

Policy is reviewed annually and updated accordingly.

Policy includes:

- information on recognising abuse
- child protection response procedures
- names of Designated safeguarding lead (DSL), cover arrangements and how to contact
- guidance on handling delayed suitability checks
- guidance for everyone in organisation on appropriate behaviour and interaction with under 18s.

Evidence

Interviews with managers/staff
Talking to activity staff
Talking to group leaders
Talking to homestay hosts
Student focus group(s)
Notices

Documentation

Job descriptions (13)
Accommodation placement (42)
Information for group leaders (45)
Safeguarding policy (49)
Staff handbooks/notes (52)
Teacher handbook/notes (53)

Additional guidance

Large organisations with multiple sites can have a 'company policy' with additional site-specific sections or notifications ensuring the relevant persons and procedures are clear for each location/course.

If the named member of staff is the owner or managing director, additional provision should be available to avoid conflict of interest (non-reporting to prevent damage to business reputation).

Responsibilities of named member of staff in this area clear from job description (otherwise M9 is not met). Evidence that named member of staff has a proactive role.

See guidance/template on website
<https://www.britishcouncil.org/education/accreditation/information-centres/care-children>.

The provider sets rules and give clear guidance to all involved in the organisation about appropriate contact with and interaction between students of different ages with especial emphasis on conduct of those under 18 with those over 18 and on issues of cultural sensitivity. May be in separate documents referenced in policy.

Contact Local Safeguarding Children Board to ensure that local expectations and reporting procedures are included.

English Plus courses: inspectors will not inspect the 'plus' element (e.g. work placement), but the provider retains a duty of care and should be able to demonstrate to inspectors that they have reviewed safeguarding with the organisation offering the placement and provide appropriate induction and ongoing pastoral/emergency support for the student.

Examples of good practice

Evidence of expert input into the framing of the policy.

Policy implemented through and supported by relevant practical documents, for example codes of conduct, incident-reporting documentation.

The policy includes appropriate age differentiation.

Safeguarding under 18s

S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.

Requirements

Policy available to all staff.

Safeguarding included in induction for all staff.

Staff receive safeguarding training relevant to their role:

- all staff in contact with under 18s:
Basic safeguarding awareness training (formerly level 1)
- named person/DSL: Specialist safeguarding for Designated Lead (formerly level 3)
- guidance provided to all other relevant adults
- updates provided for all staff.

Evidence

Interviews with managers/staff
Talking to activity staff
Talking to group leaders
Talking to homestay hosts
Student focus group(s)
Notices

Documentation

Induction documents (16)
List of CPD (18)
Accommodation placement (42)
Information for group leaders (45)
Safeguarding policy (49)
Staff handbooks/notes (52)
Teacher handbook/notes (53)

Additional guidance

'Adults' includes employees, sub-contractors, homestay hosts, group leaders and volunteers, relevant staff in any wider organisation e.g. HE/FE colleges.

Policy summaries are provided in staff handbooks, contracts with sub-contractors, documentation for homestay hosts, and agreements with group leaders and volunteers.

Training includes responsibilities and procedures for reporting any incident of suspected/alleged harm or abuse and highlights issues relevant to staff members' role. E.g. staff with access to student contact details or online contact but not having face-to-face contact receive different guidance to staff with on-site supervision duties.

Safeguarding training levels are usually referred to as follows, but local authorities may offer equivalent courses with different names:

Basic safeguarding awareness training (formerly level 1)

Advanced safeguarding for Designated Staff (formerly level 2)

Specialist safeguarding for Designated Lead (formerly level 3).

Free online basic safeguarding training is available at: <https://accreditation-uk.english.britishcouncil.org/>. Training can also be delivered in-house by someone with advanced or specialist training (records of content and attendance should be kept).

Advanced and specialist training is available through some local authorities, English UK and NSPCC.

Updates: annual or in the event of any change. Policy includes how initial training and updates are delivered and participation recorded.

Examples of good practice

In addition to the named person(s)/DSL, other supervisory or management staff are trained to Level 2.

Hosts receive face-to-face training or complete Level 1 training.

All adults sign agreement to the code(s) of conduct.

Students are made aware of relevant points.

Safeguarding under 18s

S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.

Requirements

Where the provider has no direct contact with the parents/guardians, it must be clear in agreements with agents when and where this information is collected and passed to ELT provider.

Evidence

Interviews with managers/staff/ group leaders

Documentation

Parental consent (50, 79)

Additional guidance

This criterion cannot be awarded a strength.

Consent forms include examples of situations parents/guardians are consenting to, e.g. travel on public transport after evening activities, specifics about unsupervised time.

Template available online but providers can use their own or those of the agent/sending schools.

Applies for all under 18s regardless of whether individual or group booking.

Where, exceptionally, the provider accepts an agent signing for consent on behalf of all their clients the provider must be able to demonstrate how they have assured themselves that informed parental/guardian consent is actually being given and that all necessary information will be readily available to them in the event of an emergency.

Safeguarding under 18s

S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.

Requirements

Providers must check the suitability of all those working with under 18s, as follows:

- Relevant staff members must have two references (if recruited since 1 January 2014) and relevant current criminal record/suitability checks.
- Homestay hosts must have two references (if recruited since 1 January 2016).
- Homestay hosts and all adults normally resident in the home must have relevant current criminal record/suitability checks.
- Reference requests must include enquiry about suitability to work with U18s.

Where any of these are contracted by a third party (e.g. accommodation is provided by an agency) the provider must have formal agreements in place to ensure that relevant suitability checks have been done.

Evidence

Interviews with managers/staff
Talking to activity staff
Talking to group leaders
Talking to homestay hosts

Documentation

Recruitment documents (15)
Evidence of suitability checks (78)

Additional guidance

In addition to standard checks conducted in recruitment (M10). See specific guidance on references below.

Relevant to: all staff with responsibility for or substantial access to under 18s; all adults in the homestay; group leaders.

Additional checks apply if the organisation takes students under the age of eight:

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>

Criminal record checks

England and Wales enhanced DBS with barred list; Scotland PVG; Northern Ireland Access NI. For other countries see the International criminal records check directory on our website. See below for specific requirements relating to homestay hosts.

For new staff

Staff recruited from inside the UK must have a new criminal record check, except in the following circumstances:

- a) if applicant is on DBS/PVG Update Service and the provider sees the original DBS/PVG certificate and checks their status online and there is 'no change' to status (if there is a change to status, then a new check is required)
- b) if the applicant is not on the update service, but for work with another organisation has a DBS check that is less than three months old and is for a similar role in the children's workforce. In this event, a separate Barred List check is still required (available England and Wales only). To apply to access the Barred List contact the umbrella body processing the check or tp_support@teacherspensions.co.uk.

[The Children's Barred List is a list of people whom authorities have decided must not work with children, even if they have not been convicted. The Barred List also contains people with convictions against children.]

Staff recruited from outside the UK must have on first appointment reference checks (including one from most recent employer), a recent police certificate from the last country they worked in, as well as the relevant UK criminal record check if they have been a UK resident. Recruitment policy should indicate action to be taken (for example, seeking additional references) if it has not been possible to obtain a relevant police certificate.

For returning staff

Records of the full initial recruitment checks must be retained.

Staff returning from elsewhere in UK after a break of more than three months must provide a reference from the most

recent employer (if different from the reference given on first recruitment). Additionally, a Barred List check is required.

Staff returning from outside the UK who have been DBS-checked, work abroad during the year and return in subsequent years (e.g. for summer work) must provide one reference from their latest employer in the intervening period (if different from the reference given on first recruitment). If there has been a period of UK residence since last working for the provider, a Barred List check is required.

Delayed criminal record checks: If a criminal record check has been applied for but not yet received, the applicant must not be allowed to engage in 'regulated activity' (unsupervised); while checks are pending any deployment must be risk assessed and clearly documented measures, set out in the safeguarding policy (see S1 column 1), implemented to manage risk. Measures will include:

- a) a separate Barred List check (England and Wales only, legal requirement)
- b) a risk assessment to show how keeping the unchecked adult out of regulated activity is being managed and the levels of supervision in place (for example, residential staff cannot sleep in the same area as under 18 students).

Criminal record check renewals: Checks should be renewed every three years.

Renewals are not required if the person has joined the Update Service (available for DBS/PVG; recommended for seasonal staff), and the employer checks for an update.

For homestays

Criminal record checks for homestays: All adults in the homestay must have individual criminal records checks unless there is evidence that the check on the main care giver included other adults in the home.

A home-based role DBS/PVG check allows the police to provide information on other adult residents at the same address and whether any of them are unsuitable to be hosting under 18s.

- a) DBS check conducted after April 2015 for a home-based role (question 66 <https://www.gov.uk/government/publications/dbs-home-based-positions-guide/home-based-position-definition-and-guidance>).
- b) PVG check indicating 'work carried out at home address' (E2 on hard copy form).

Home-based checks and the update services are incompatible, so checks need to be renewed every three years.

NB: homestays cannot be taken out of regulated activity, so homestays cannot be used until their new criminal record check has been returned

Host recruitment should include asking applicants whether they or any of their children have had involvement with Children's services, and a question about medical fitness for the role.

Group leaders appointed by an agency must be checked by the agency in their own country and the agency must confirm to

the provider that these checks have been carried out and that the person concerned has been cleared; **group leaders coming with their own group (i.e. not sent by agency or by a school)** must send in advance or bring with them evidence that they have been police checked and have been cleared.

References (staff and hosts)

The referee should be asked to confirm whether the applicant has been the subject of any disciplinary sanctions and whether the applicant has had any allegations made against him/her or concerns raised which relate to either the safety or welfare of children and young people or about the applicant's behaviour towards children or young people. Details about the outcome of any concerns or allegations should be sought.

Oral references are acceptable if a suitable checklist is followed and a record is kept of responses.

References for host need not be an employer – suitable referees include neighbours, business acquaintances, family friends, teachers, and clients; leaders or other members of an organisation where the person volunteers or is a member. Family members are not suitable referees.

Prohibited List checks: Apply only to applicants (staff or homestays) who have worked in a country's primary or secondary education (state or private). The Prohibited List has names of those who have been 'struck off' and are deemed unsuitable to work with under 18s, yet have not necessarily been convicted of a crime so nothing will appear on a DBS check. Language schools cannot access the list directly but can request a prohibited list check for one or more applicants at a time via the Employer Access Team, qts.enquiries@education.gov.uk; phone 0207 593 5391.

Examples of good practice

Written references followed up with phone call.

Previous employment within the last 10 years checked, not just most recent.

Criminal records checked for all countries of residence within last 10 years, not just UK and most recent residence.

Prohibited list checks carried out on relevant applicants.

Evidence of robust decision making process based on full range of possible information.

Individual DBS checks for all adults in the home with home-based role indicated.

Providers have checked with LSCBs about what level of checks they expect for homestays in their area.

Host recruitment includes checking with Children's services if there are any concerns about the family.

Staff returning (e.g. for summer work) from the UK have a new DBS check each year (if not on update); staff returning from abroad have a new police check each year.

Safeguarding under 18s

S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.

Requirements

Students under the age of 16 are not placed in classes with students of 18 years or older.*

Sufficient adult supervision for all activities arranged by the provider, taking into account the nature of the activity, age, gender and needs of the students. (Group leaders and other adults travelling with students under 18 will be responsible only for students in their own group.)

Provision of a leisure programme appropriate to the age, ability and interests of the students (for under 16s, the cost should be included in the course fee).

**Where, exceptionally, courses are intentionally provided for under 16s mixed with adults, the provider must demonstrate a sound rationale, clear recruitment information, and effective systems to protect under 16s from unsuitable materials, activities and relationships.*

Evidence

Interviews with managers/staff
Talking to activity staff
Talking to group leaders
Teacher focus group
Inspector observation

Documentation

Induction documents (16)
Supervision ratios (44)
Information for group leaders (45)
Risk assessments (46)
Leisure activity information (47)
Safeguarding policy (49)
Staff handbooks/notes (52)
Teacher handbook/notes (53)
Student handbook/notes (54)
Record of follow-up for student absences (62)

Additional guidance

Attendance at all classes and activities checked and recorded. Prompt (always within the half hour) action taken when under 18s are absent. Clear procedure known by all adults for responding to missing students, including risk-based response times for different situations.

Sufficient adult supervision must be demonstrated with risk assessments. (See, e.g. <https://www.nspcc.org.uk/preventing-abuse/safeguarding/recommended-adult-child-ratios-working-with-children-guidance/>.)

Supervision arrangements in place for breaks/lunchtime/end of lessons where premises shared by under 16s and 18+.

Staff must be 18+ and properly briefed/trained; can include GLs but they must be briefed & only looking after their own groups.

Any exceptions, for example for a wider age range on a closed group course, must be documented with risk assessments demonstrating sound safeguarding measures and appropriate consideration for the needs of all students involved. Where activities are arranged by the agent/sending school/group leaders there is clear contractual evidence, paying particular attention to when/how responsibilities are handed over, and signed liability forms.

For YL courses, supervised activities must be provided to occupy students every afternoon (or morning if classes are in the afternoon). These must be age and weather appropriate and attendance must be checked throughout.

16 & 17 year-olds on adult courses should have age signalled to staff; some special provision i.e. nominated staff to look after this group in pastoral role.

Criterion will not be met if any group leaders are given responsibility for students who are not part of their group; if an under 16 is accepted on a course without a programme of supervised out-of-class activities, unless there is a letter from the parent/guardian in the UK stating that they take responsibility.

Examples of good practice

Evidence of the well thought-through use of premises shared by under 16s and 18+, for example through: separate floors/corridors; staggered breaks.

A high ratio of staff to students; group leaders are additional to the provider's staff.

Well-qualified/experienced supervisors and activity leaders.

Specific leisure programmes for different age ranges.

Safeguarding under 18s

S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.

Requirements

Clear rules for what students may do outside the scheduled lesson or activity times and without supervision, appropriate to the age of the students and the location.

Hosts, group leaders and residence supervisors are aware of the rules (including the time they are expected to return for meals and at night).

Procedures in place to ensure these rules are adhered to.

Evidence

Interviews with managers/staff
Talking to activity staff
Talking to group leaders
Talking to homestay hosts
Student focus group
Inspector observation

Documentation

Induction documents (16)
Tutorial proformas (34)
Information for group leaders (45)
Risk assessments (46)
Safeguarding policy (49)
Staff handbooks/notes (52)
Teacher handbook/notes (53)
Student handbook/notes (54)
Parental consent (50, 79)
Completed enrolment records (59)
Record of follow-up for student absences (62)
Completed tutorial records (71)

Additional guidance

Evidence of rules, guidelines and procedures clear. Sliding scale of rules according to students' ages; guidelines drawn up for pastoral support for 16 & 17 year-olds.

Rules supported by risk assessment(s) of unsupervised time.

Rules are made clear to everyone – students, parents (see C3), staff, hosts, residence staff, group leaders.

Potential risks identified and addressed, including

- airport transfers
- centre-specified minimum age for independent travel
- where relevant, specific measures in place for students with special needs
- students travelling to and from a residential course or homestay independently (without a parent or group leader)
- weekends/overnights away; details must be known and recorded and signed parental consent given for each occasion. Provider entitled to reject request if trip deemed unsafe.

All arrangements and rules must be supported by documented risk assessments appropriate to the age of the students and the location.

Organisations must find ways of checking students are following rules, e.g. random checks on out-of-bounds areas, that students have reached homestays on time, that students always have their ID and 24 hour emergency contact number, and have sanctions ready for those who transgress. All adults to be alert to noticing signs that students have not followed rules, e.g. talking about visiting pubs.

Clear procedures, known by all adults, required for responding to missing students following/during unsupervised time, to include when to inform parents and police.

Where students are booked for lessons only (return to parent/guardian in the UK or go on to excursion programme organised by agent separate from the school provision), effective arrangements should be in place for the handover of responsibility.

Examples of good practice

All stakeholders have seen the rules and signed to show their agreement.

Rules are made clear to students at enrolment and induction; students sign their agreement.

The tutorial system plays a role in regular checks of awareness of rules.

Additional support is provided for homestays for example:

reminders; yearly updates; newsletters.

Safeguarding under 18s

S7 There are suitable arrangements for the accommodation of students.

Requirements

Provider is responsible for providing accommodation and all meals unless alternative arrangements have been made by the parent(s) or legal guardian and confirmed in writing.

A responsible adult (known to and vetted by the provider) is always present overnight and normally when students under 16 are at home or in residence.

Providers ensure that students under 16 lodged by them or their agency in homestay or residential accommodation are not lodged with students of 18 years or older.

In residential accommodation, the ratio of supervising adults to students must be at least 1:20 for students aged 12–17, and 1:15 for students under 12 at all times.

Evidence

Interviews with managers/staff
Talking to group leaders
Talking to homestay hosts
Student focus group

Documentation

Accommodation placement (42)
Information for group leaders (45)
Staff handbooks/notes (52)
Student handbook/notes (54)
Record of follow-up for student absences (62)
Accommodation records (77)

Additional guidance

'Alternative arrangements' mean where a student is staying with their parent(s) or an appointed guardian. The following are not normally suitable for under 18s: private homes accommodating more than four students, residential accommodation where there is no overnight supervision, and self-catering accommodation.

Arrangements, including catering and what is provided, are clear to parent/guardian at enrolment; *all meals provided* could be vouchers/tokens - acceptable for under 16s to eat offsite (e.g. vouchers in local shops) if supervised.

Arrangements for 16 & 17 year-olds on adult courses must also be clear to parent/guardian at enrolment. Parental consent required if 16 & 17 year olds live in residences where there is no adult supervision or in self-catering accommodation, with increased monitoring of student's welfare by provider.

Evidence of rules & guidelines and procedures clear; hosts given rules and know what to do in emergencies.

Ideally under 18s should be kept in separate block but not compulsory; if not kept separate, need evidence that criterion requirement is met.

Students from the same family may share homestay accommodation on request, normally with separate bedrooms (see W9). Standard rules for student conduct should apply with clear rules about curfew times.

Supervision ratios are minimum requirement; risk assessment may identify need for higher ratio. GLs only responsible for own groups.

'Normally' short absences may be acceptable in the case of teenagers, but risk-based guidance must be given to hosts by the provider; provision needed for the care of students who are unable to attend class/activities because they are sick. Residential schools may have a sick room, staff available to supervise etc. but written appropriate arrangements needed to care for a child in an off-site residence or in homestay if the host works.

Supervision should not include staff who are 'day off'.

Please note: moving students part way through a stay of 28 days or more does not remove the legal requirement to register them as being in a private foster care arrangement. Some Local Authorities include children in residential accommodation for 28 days or more as privately fostered, please consult your local Private Fostering Team for guidance.

Examples of good practice

There are thorough risk assessments leading to well-thought out, safe arrangements.

There are high staff-student ratios; group leaders are not

included in the ratios.

Staff are not scheduled for duty the next day if on duty overnight.

Safeguarding under 18s

S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.

Requirements

Effective measures and information are in place to enable 24-hour contact with parents or legal guardians of students.

Parents, legal guardians or agents of students have a telephone number that can be used to contact the provider outside office opening hours.

Evidence

Interviews with managers/staff
Talking to group leaders

Documentation

Completed enrolment records (59)
Student records (60)

Additional guidance

This criterion cannot be awarded a strength.

Parents' contact details checked on arrival if not given before. If school does not have contacts, check that agents/GLs have contact details of parents and that agent provides 24-hour support and the agreement is that all contact is through agent. It is not acceptable for only GL to have them – in case they are involved in incident with students.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

Requirements

As criterion.

Evidence

Inspector observation

Documentation

Declaration of legal and regulatory compliance (5)

Additional guidance

Inspectors may spot check elements of the legal and regulatory declaration as well as attention paid to compliance.

Inspection documentation

Please note that in order to comply with GDPR requirements, some documents may need to be redacted or edited before being sent to inspectors. In general, it is your responsibility to ensure that documents sent are compliant with GDPR, but in a number of cases we provide specific guidance. Documents where specific guidance is provided are glossed *GDPR* in this list and the guidance is provided in the relevant part of the Appendix.

Stage 1

Initial background documentation

These documents in stage 1 inform the initial setting up of the inspection, allowing the Unit and inspectors to understand the size and location of the organisation.

You must send documents 1 and 2 to the Accreditation Unit by the application deadline specified.

The Accreditation Unit will send documents 1, 2, 3, 4, and 5 to the inspectors when the inspection is confirmed.

The reporting inspector will request documents 6, 7, 8, and 9 from you as soon as s/he receives confirmation of the date of the inspection (send to the inspectors, not the Unit). At the same time, the reporting inspector will agree with you arrangements for the preparation and dispatch of Stage 2 documentation.

Stage 2

Inspection preparation documentation

To be sent by the provider directly to the inspectors electronically at least ten working days before the start of the inspection.

(See https://www.britishcouncil.org/sites/default/files/guidance_for_sending_documentation_2019.pdf)

In many cases, templates of documents used are required rather than actual samples of completed documents. All documents and templates to be taken from current use, not specially prepared.

Stage 3

Documentation to be reviewed on site

Confidential material.

Any bulky paper material (e.g. completed paper feedback forms).

(T) = Template available on the website

The bold type indicates the name of the document as it appears in the *Criteria, requirements and guidance* document, where the reference number is also used.

Stage 1: initial background documentation

Please see above for information about what needs to be provided at what time.

1. **Inspection application** form (T)
2. **Brochures**
3. **Previous inspection reports:** last full inspection and any subsequent spots/interims
4. Any significant **correspondence** between the provider and the Unit or student/agent complaints
5. **Annual declaration** including *Declaration of legal and regulatory compliance* and any *Notification of change* forms (current year only) (T)
6. **People to be seen form***
7. Any **action plan** and evidence relating to Points to be addressed from previous inspection(s) (T)
8. **Site plan** of main premises and description and location of any additional premises (on any campus plans, please indicate location of ELT offices and probable teaching rooms)*
9. **Organogram** including all management and academic staff for ELT and the wider organisation where appropriate*

*Any updates to these to be notified to inspectors at time of first contact

Stage 2: inspection preparation documentation

Management

10. **Organisation plans** (T is optional) see guidance for M1, M2
11. **Self-evaluations** (T is optional)
12. **List of staff:** all current administrative and welfare staff, involved with ELT students, stating relevant qualifications and experience (T) *GDPR*
13. **Job descriptions** for all relevant management, academic, administrative, and welfare staff including the person in overall charge, e.g. the principal or CEO *GDPR*
14. **List of types and frequency of meetings held**
15. **Recruitment documents:** description of recruitment procedure(s); documents relating to staff recruitment, e.g. application forms, interview pro-formas, reference request pro-formas *GDPR*
16. **Induction documents:** description of induction procedure(s); documents relating to staff induction, e.g. description of areas covered, induction checklist *GDPR*
17. **Appraisal documents:** description of staff appraisal procedure(s); documents relating to staff appraisal, e.g. pro-formas used, any guidance notes *GDPR*
18. **List of CPD:** internal and external activities for all staff for the previous 12 months *GDPR*
19. Document setting out the **policy on student absences** and how this is made available to staff and students
20. **Complaints procedures:** description of the procedures for making a complaint and how information about this is made available to students and parents/legal guardians
21. **Feedback procedures:** description of how feedback from students and staff is collected, analysed, and acted on; samples of proformas or templates for feedback
22. **Description of publicity**, including social media, e.g. what is available, which is the main medium, any translations
23. **Description of closed groups:** any arrangements that have been made with closed groups, over the preceding six months, that are additional to, or changes to, terms specified in publicity

Resources and environment

24. Any **map/floor plan** or site information that would help in the planning of the inspection, including the location of teaching rooms
25. Any **policy statement or records relating to resources**

Teaching and learning

26. Completed **spreadsheet** for all academic staff working during the week of inspection (both overall staff summary worksheet and the detailed individual records worksheet) (T) *GDPR*
27. **Rationales** for any T1, T2, T4 exceptions (T) *GDPR*

28. **Qualifications evaluation** form where the status of ELT/TESOL qualifications is uncertain (*T*)
GDPR
29. **Current timetable**: comprehensive and accurate class timetable for the inspection period so inspectors can easily see which teacher is teaching which class, in which room, at what time; all break periods should be clearly indicated *GDPR*
30. **Description of cover arrangements** for absent teachers
31. **Syllabuses or related guidelines** for course design for all course types run
32. **List of closed-group courses** run in preceding six months
33. **Description of placement procedures**
34. Any **tutorial proformas** *GDPR*
35. **List of any examinations** for which preparation/guidance/enrolment is provided
36. **Description of end-of-course certificates/reports** provided for students; related templates
GDPR
37. Any written **description of assessment criteria and procedures**

Welfare and student services

38. Completed current **premises risk assessments** for all premises where students are taught and/or accommodated
39. **Abusive behaviour document**: document setting out the policy for dealing with abusive behaviour and behaviour that may lead to extremist radicalisation, and how staff and students are informed of this policy
40. **Description of accommodation offered**: type and location of any accommodation offered by the provider
41. Comprehensive and accurate **list of accommodation in use** during the inspection period so that inspectors can easily see where all students in accommodation arranged by the provider or its agent are staying *GDPR*
42. **Accommodation placement**: sample documents relevant to the placement of students in accommodation: *GDPR*
 - application form for prospective hosts
 - inspection form/checklist, including safety and suitability
 - letter of agreement between hosts and provider
 - information/advice for hosts
 - information/advice for students
 - pricing and payment details
 - booking confirmation letter for students/hosts or residence
 - evaluation form
43. Any **current leisure programme** covering the inspection period
44. Documentation setting out the policy on **supervision ratios** for leisure activities both on- and off-site, and the provision of training for staff leading these activities
45. **Information for group leaders**: any information for and/or agreement with group leaders *GDPR*
46. Samples of **risk assessments** and emergency plans relating to the supervision of activities, and guidelines for responding to situations where students are at risk
47. Samples of any **leisure activity information** packs for students
48. Any **previous leisure programmes**, for the preceding three months

Safeguarding under 18s

49. Documentation setting out the **Safeguarding policy** and how the requirements of the policy are made known to all stakeholders (e.g. staff, students, parents, homestay hosts, contractors)
50. **Parental consent** template(s) *GDPR*
51. Description of how the **24-hour emergency** contact number is made known to students

Information for staff and students

52. **Staff handbooks/notes**:
 - any information for administrative/support staff
 - any information for residential staff

- any information for activities staff
53. **Teacher handbook/notes:**
- relating to academic resources
 - guidance about teaching
 - description of course structure
 - guidance about teaching performance.
54. **Student handbook/notes:**
- advice about coming to and living in the UK
 - information on welfare and student services
 - any information on safeguarding
 - course rules/conditions
 - information relating to academic resources
 - course description/methodology statement
 - guidance notes on examinations
 - information on any library or self-access centre.

Stage 3: documentation reviewed on site

Management

55. **Minutes of meetings**
56. Signed **staff contracts** (with terms and conditions of service)
57. **Teaching staff records** – including copies of Level 6 and ELT qualifications
58. **List of appraisals** within last 12 months and evidence that these have taken place
59. **Completed enrolment records**, including booking terms and conditions, and evidence of payments made for specified services, e.g. course type, duration, taught hours, accommodation, transfers
60. **Students records:** students' local contact details and their designated emergency contact
61. **Attendance records/registers**
62. Record of **follow-up for student absences**
63. Completed **student feedback** forms and record of follow-up action
64. Records of **staff feedback** and any action taken
65. **Records of any complaints** and action taken

Teaching and learning

66. **Observation records** for teachers with MAs in TESOL or TESOL-related subjects with no observed teaching component, minimum five hours
67. **Teacher observation records and feedback**
68. **Course documentation for past courses** including any closed-group courses run in last six months which are of a course type not seen during the inspection
69. Sample copy of any **placement tests** used
70. Sample copy of any **progress, mid-course and exit tests**
71. Sample of any **completed tutorial records**
72. Sample of **completed leaving certificate/academic report**
73. **Class profile** for each class running during inspection showing nationality breakdown, and any specific needs or learning characteristics that individuals or the group as a whole may have (*to be available in class for the observer*)
74. **Lesson plans**, including teacher's full name, level/name of class, room number, aims, activities, any homework to be given, with copies of materials and handouts used (*to be available in class for the observer*)

Welfare and student services

75. **Safety log:** records of fire drills, accident/incident book
76. Dated **records of accommodation inspections**

77. **Accommodation records** including rooming lists for residential accommodation

Safeguarding under 18s

78. **Evidence of suitability checks**, references and criminal record checks etc., for all holders of roles involving responsibility for or substantial access to under 18s, including all resident adults in homestay providers, and group leaders. NB Copies of DBS checks should not be held on file; inspectors will ask to see certificate number and date issued

79. Samples of completed **parental consent** forms

Appendix: GDPR guidance

Stage 2 documents

1. Only non-completed templates of these documents should be sent to the inspectors. However, completed documents should be available for inspectors to view onsite.

Documents: 15, 16, 17, 34, 36, 42, 45, 50. Your privacy notice/data-sharing agreement with your staff and students should make it clear that this use is covered.

2. In these documents, names should be redacted before sending the document to the inspectors. However, a non-redacted version should be available for inspectors to view on site.

Documents: 12, 13, 18. Your privacy notice/data-sharing agreement with your staff should make it clear that this use is covered.

3. Note the specific guidance for these documents.

Document 26, 27, 28, 29: the completed versions of these documents (including names) need to be sent to the inspectors in advance for planning and verification purposes. Your privacy notice/data-sharing agreement with your staff and students should make it clear that this use is covered.

Document 41: Please send a list of homestay accommodation with the following fields

| Host identifier e.g. number | Street name (not number) | Name of town or area | Postcode | Number of students currently staying | Ages of students staying (18+ or age if under 18) | Nationalities of students currently staying | Number of male and number of female students | If no students at present, does this host accept U18s? |
|-----------------------------------|--------------------------------|-------------------------|----------|-----------------------------------------------|------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------|--------------------------------------------------------------------------|
|-----------------------------------|--------------------------------|-------------------------|----------|-----------------------------------------------|------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------|--------------------------------------------------------------------------|

Please also prepare a 'key' matching the 'host identifier' on this list with the name of your host on your database/records. This key should be given to the inspectors on arrival and will not be taken away. Your privacy notice/data-sharing agreement with your homestay hosts should make it clear that this use is covered.

Stage 3 documents

These documents are only for viewing on site and are required for verification purposes. With the exception of document 74 (lesson plans), copies will only be taken off site with the express agreement of the provider. Your privacy notice/data-sharing agreement with your staff, homestay hosts and students should make it clear that this use is covered.

Data sharing agreement with Accreditation UK

Please see the 'Accreditation UK Information Sharing Agreement' which you have signed for more information about how we handle the information we receive.