

### Length of inspection

The Inspection Confirmation letter gives an estimate of the length of the inspection and the reporting inspector will confirm this once he/she has read the Stage 2 documentation.

### Preparing your staff

Please inform all your staff about what to expect during an inspection. It is essential that all staff with responsibilities and who will be interviewed are given a copy of the criteria that are relevant to their area before the inspection. It is also useful if they are referred to the British Council website for a general overview of the process.

<http://www.britishcouncil.org/education/accreditation>

### Preparing and sending documentation

As well as collecting evidence in interviews and from observation, inspectors need documentation to give them a full picture of your provision. The information you send in advance helps the inspectors to prepare for their visit and makes the inspection process more efficient and more effective. Not all documents will apply to all providers. Send those which are relevant to you and consult the reporting inspector if you have any queries.

The documentation required has been compiled into three lists in the Handbook 4.3 *Inspection documentation*, pages 47-50:

**Stage 1: Inspection application documentation** is submitted to the Accreditation Unit at the time of the application for inspection.

**Stage 2: Inspection preparation documentation** is sent by you direct to each of the inspectors.

- **Send the documents to reach each of the inspectors at least 10 working days** before an inspection. Start preparing early as staff will need time to put together the relevant documents.
- Stage 2 documentation may now be sent in electronic form. Please consult the *Electronic documentation for inspections: Guidelines for providers* and agree with the inspectors the means by which electronic documents will be provided. A copy of the *Guidelines* is sent with the Inspection Confirmation letter and is also available on the website.
- The documentation should be labelled using the numbering in Handbook 4.3 *Inspection documentation*. If you have a document which fulfils or approximates the function of a listed document but has a different name, include it and annotate it with the relevant document number.
- If a document is included with another (e.g. in a staff handbook), just cross-refer.
- Please indicate if any document(s) is/are not available and say why (e.g. 'not applicable' or 'not relevant').
- Templates are available online for some of the documents:  
New applicants: [www.britishcouncil.org/education/accreditation/information-centres/application](http://www.britishcouncil.org/education/accreditation/information-centres/application)  
Re-inspections: [www.britishcouncil.org/education/accreditation/information-centres/renewal](http://www.britishcouncil.org/education/accreditation/information-centres/renewal)
- When you complete the *People to be seen* form (document 01), indicate if any of the people to be interviewed are on a different site or have limited availability.
- When completing the *Teacher CV* spreadsheet (document 14), if any members of your staff have qualifications other than the examples given in 4.2 Academic staff qualifications you need to complete the *Qualifications evaluation* form (document 16) and make it available to the inspectors, ensuring that you have recorded all the necessary course information for any such qualifications. If this information is not available and presented accessibly at the time of inspection, inspectors will assume that the qualification in question does not contribute to the professional preparedness of the holder.
- A detailed classroom timetable is essential (document 17) showing lesson times, break times, rooms, teachers' full names, classes and levels. This helps the reporting inspector to plan the timings of the observations. A final version of the teaching timetable can be emailed to the inspectors shortly before the inspection.

**Stage 3: Additional documentation** is to be made available to inspectors during the inspection. This is listed on pages 49-50 of the Handbook. It is very important that Stage 3 documents are clearly and consistently labelled and numbered in the same way as Stage 2 documents. Please discuss with the reporting inspector how this documentation can best be presented on-site.

### **Base room**

The inspectors will need to consult in private at times during the inspection, so would appreciate a room being made available for them. For security reasons they would prefer a lockable room or lockable cupboard within the room, with a key for each of them if at all possible.

It is useful to have the Stage 3 documentation available in the base room, so that the inspectors can look through it during Stage 3 documentation reading time. If there is a question of confidentiality with any of the documentation, the inspectors can ask for it as and when they need it.

### **Inspection programme**

When the inspectors have received the Stage 1 documentation from the Accreditation Unit, the reporting inspector will contact you to introduce him/herself and to discuss broad outlines of the programme.

When the inspectors have received the Stage 2 documentation from you, the reporting inspector will put together the inspection programme and email it to you so you can check that it is feasible and that no one has been missed out or located in the wrong place.

The inspectors like to have a brief tour of the premises soon after they arrive. They also like to meet the on-site teaching staff at each site, as a group, for about 5-10 minutes, to introduce themselves before they observe the teaching.

Their inspection programme will include times for interviews and for classroom observations, although details of the teaching observations will not be given. The inspectors plan to observe every teacher just once but with smaller schools (four teachers or fewer) they will see each teacher twice.

For the student focus groups, a group of 6-8 students is usually ideal. Your reporting inspector will discuss with you how to select the students. Please explain to the students that the inspectors just want to ask some questions about their experiences at the centre. For the teachers' focus groups, all teachers are invited but attendance is not compulsory.

### **Inspecting accommodation**

The inspectors need to visit your student accommodation (residences/homestay hosts) at some point. One of the inspectors will give your accommodation officer a list of names of hosts from which a sample will be visited. The accommodation officer will be asked to contact the hosts in the order given and the inspectors would like to know reasons if the earlier ones on the list are not available. Inspectors do of course understand that people often have very good reasons for not being available, but they would like to know what these are. The inspector who samples homestay accommodation will need to be accompanied, ideally by the accommodation officer, during the visits.

### **Round-up**

The inspection programme will include a target time for the round-up session at the end of the inspection. It is entirely up to you who attends this round-up. The inspectors will give you feedback on what they have seen but will not be able to tell you the outcome of the inspection.

The reporting inspector is your main contact during the inspection preparation period so you are always welcome to contact him/her with any queries you have.