

# INTERNATIONAL CENTRE SCHEME DOCUMENT



BRITISH ACCREDITATION COUNCIL FOR INDEPENDENT FURTHER AND HIGHER EDUCATION



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## 1. INTRODUCTION

**This document must be read in conjunction with the current Accreditation Handbook.**

**BAC International Centre accreditation is a voluntary quality assurance scheme for independent providers of further and higher education and vocational training courses for institutions operating outside the United Kingdom. The aim of this scheme is to acknowledge institutions and training providers which are outstanding in their field and which enjoy local or international recognition, and to allow them the opportunity to become accredited by a globally-recognised accreditation body.**

**Please note:** there is a separate BAC accreditation scheme for those institutions operating outside the UK and offering higher education programmes.

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## 2. Eligibility for accreditation

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All education institutions operating outside the UK are eligible to apply for International Centre accreditation provided that all of the following requirements are met. (Any international higher education institution considering submitting an application for accreditation should first refer to the scheme document for Independent Higher Education accreditation to see if they meet the eligibility criteria for that particular scheme.)

- The institution is licensed by a local, regional or national licensing agency, if such licensing is mandatory or holds accreditation from a nationally-recognised educational or professional body.
- The institution offers teaching in English.
- The institution is not fully publicly funded.
- The institution predominantly teaches learners aged 16 or over.
- Effective control of the institution is the responsibility of an accountable management.
- The institution is led by a proprietor or designated principal/director, who must have clear contractual responsibilities for the running of the institution and for the quality of its work.
- There are no grounds for believing the proprietor, principal/director or any other senior manager to be unfit to have responsibility for the institution.
- The institution has provided a relevant education programme for a minimum period of two years. Exceptionally, BAC may approve accreditation at an earlier date, although this would normally only be available to institutions which are part of a larger organisation which itself meets the above requirements.

The final decision regarding an institution's eligibility for the accreditation scheme rests with BAC.

### 2.1 Additional conditions for International Centre accreditation

- Accreditation relates only to a specific institution and may not be used in relation to larger organisations unless all branches have been awarded accreditation. BAC reserves the right to decide whether it is more appropriate for organisations to seek accreditation for the whole organisation or in respect of their separate parts. Unless BAC determines otherwise, where an accredited institution is a branch of a larger organisation, accreditation will relate only to the branch institution. Groups of institutions which wish to apply for accreditation for all their centres must

first contact the BAC office to discuss their application.

- Accreditation by BAC does not remove the obligations of accredited institutions to comply with relevant local statutory and regulatory requirements.
- Any contractual agreements between BAC and an accredited institution, or any disputes arising out of the award, refusal or withdrawal of accreditation by BAC, shall be subject to English law.
- BAC's evaluation of the institution will not assess the role of the awarding body itself and will not include, for instance, an assessment of the curriculum, the assessment procedures used in determining the final grades awarded or the quality management procedures used by the awarding body.
- In the course of the inspection, programmes which are ancillary to the main education programmes (such as language support or the development of study and research skills) will also be evaluated.

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## 3. Accreditation process

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BAC's International Centre accreditation scheme covers the full range of activities provided by a college or similar institution, and is not restricted to specific courses within the total operation. An institution is awarded accreditation for a period of three years, subject to a satisfactory interim inspection and its meeting all the responsibilities of an accredited institution (see the Accreditation Handbook). This accreditation does not extend to activities which take place outside the institution itself (for instance, franchised programmes, satellite summer schools or separate branches, or which are promoted and delivered under a different name, unless BAC has given specific approval for the inclusion of such activities within the institution's accreditation).

Accreditation is based on an inspection of the full range of an institution's provision and also requires evidence that the management will maintain acceptable standards during the period of accreditation and operate within the requirements of any relevant local legislation. Institutions will be assessed against the full, standard set of inspection criteria described below and must meet all of the minimum standards.

Prospective applicants are invited to contact BAC's head office staff to discuss their eligibility for the scheme. Following this, the institution is required to send in an initial submission which requires evidence to be produced of financial stability and viability, provenance, recognition and accreditation achieved and references attesting to the outstanding reputation of the institution. If BAC is satisfied that the eligibility criteria have been met, institutions are asked to submit a formal application. This rigorous application process

with its different levels of scrutiny is designed to ensure that applications which are not of the required standard do not expend time and effort preparing the full application documentation. There is no right of appeal at this stage of the application process.

Once an application has been received and processed, an assessment will be made regarding the need for a preliminary visit. A preliminary visit will particularly be important when BAC has not previously accredited institutions in the country in which the institution is operating, as meetings with local regulatory bodies will be required. BAC will make the final decision on whether a preliminary visit is required. Once the preliminary visit is satisfactorily concluded, a full inspection will be arranged. This may follow immediately after the preliminary visit or be arranged for a time to be agreed following the preliminary visit.

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## 4. Accreditation cycle

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Accredited institutions must apply for reaccreditation every three years and will then undergo a further full inspection. In considering a report on an accredited institution, the Accreditation Committee may either award reaccreditation for another three years, defer a decision pending the resolution of minor issues, or withdraw accreditation from the institution should it have failed to maintain the standards required. Whatever the outcome, the inspection report is released to the institution along with the decision of the Accreditation Committee.

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## 5. Inspection process

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The primary method for assessing whether an institution meets the standards required for accreditation is an on-site inspection carried out by independent inspectors who are appointed and trained by BAC. No institution will be awarded accreditation or reaccreditation without a full inspection of its provision as described within the four areas of assessment.

### Minimum standards

Appendix A sets out the minimum standards required of an accredited institution, as well as clarifying the likely scope of an inspection and the specific items assessed by BAC's inspectors. Your institution should use these sections as a basis for self-evaluation before the inspection.

**The areas assessed at a full inspection are grouped into four sections:**

- Management, Staffing and Administration
- Teaching, Learning and Assessment
- Learner Welfare
- Premises and Facilities

Management of quality and the institution's quality assurance procedures are assessed throughout each area of inspection.

### Document review and interviews

As well as setting out the minimum standards required, a list of the documents required for each section is also included. The inspectors will need to see all this documentation, where relevant, as a part of their evaluation as to whether the institution meets BAC's minimum standards for international accreditation. Some of these documents must be included with the initial submission and application form; others must be made available during the inspection. Each section also lists the staff who should be available for interview on topics relevant to that section, although it is accepted that some may be unavoidably absent. If there is no staff member with the specific responsibility indicated, the principal/director or nominated head of the institution will be assumed to fulfill that role.

### Legal and regulatory compliance

All new applicants and those applying for reaccreditation are required to sign a declaration stating that the institution complies with all relevant statutory requirements in force in the country of operation, in connection with such matters as health and safety, safeguarding, employment law, copyright, disability provision, equal opportunities, planning consent, data protection and public liability. It is the institution's responsibility and the personal responsibility of the head of the institution to ensure that all requirements are met. BAC inspectors will not inspect the above areas but will note any observed breach of regulations. This will be conveyed to the Accreditation Committee as a 'no confidence' judgement in the ability of the institution to self assess in these matters and will call into question the integrity of the senior management who will have endorsed the declaration. Although the compliance with statutory requirements is not a BAC minimum standard, evidence of non-compliance will provide the Accreditation Committee with grounds for refusal of accreditation.

A report of the full inspection is considered by the Accreditation Committee, which decides to award or refuse accreditation based on the evidence of whether all minimum standards have been met.

Any institution which has been unsuccessful in either gaining or retaining accreditation may appeal against the decision of the Accreditation Committee.

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## 6. Programmes and awards

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### 6.1 BAC's approach

BAC does not validate or accredit qualifications. BAC's policy is that institutions should offer courses leading to external awards granted by recognised awarding bodies. BAC does however accept that there may be instances where no appropriate external awarding body approves the awards (see below).

### 6.2 Degrees

If an institution is offering an award which is "described as a degree", it must have had degree-awarding powers officially bestowed upon it by the relevant regional or national educational agency. Before a private institution can offer courses leading to degrees, it must enter into a formal partnership agreement with a body which has accredited degree-awarding powers and is itself accredited by a recognised accrediting agency. This would normally be a national agency or, in the case of US degrees, a body recognised by the US Council for Higher Education Accreditation (CHEA). Institutions must clearly state the awarding university on all publicity material. Furthermore, institutions should not advertise pathways to a degree as a degree award.

If an institution is considering entering into a partnership enabling the offer of degree programmes, it is strongly recommended that BAC is contacted to ensure that the awarding body meets BAC's requirements. Institutions offering courses leading to degrees awarded by an overseas body should be aware that they need to show that they have taken reasonable steps to inform the person to whom the award was granted or any member of the public or particular individual to whom the offer or invitation was addressed that the award was not granted or to be granted by a national institution. Thus publicity material must state the location of the degree awarding body.

### 6.3 Internal awards

BAC's inspectors will consider the accuracy of any claims made by institutions as to the level and status of their internal awards. This will include a requirement for evidence of the extent to which the institution's internal awards are accepted for the purposes of employment or further study. BAC encourages institutions to involve external moderators in the assessment of learners, but accepts that there may be instances where this is inappropriate.

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## 7. Accreditation fees

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Accredited institutions are required to pay annual accreditation fees which are due in September each year. The exact fee payable depends on the number of learners enrolled at the institution over the previous year or in the case of training providers, the number of course days in the previous year. Accurate enrolment figures must be supplied to BAC once per year on request. If such figures are not supplied by the deadline given, the full maximum accreditation fee will be charged. Failure to pay the annual accreditation fees by the deadline given on the invoice will result in suspension and the possible withdrawal of accreditation.

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## 8. Accreditation statements and marks

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**Institutions which have been awarded accreditation may use the following statements of accreditation in their promotional materials, subject to certain conditions:**

- "accredited by the British Accreditation Council for Independent Further and Higher Education as an International Centre"
- "accredited by the British Accreditation Council as an International Centre"
- "accredited by BAC as an International Centre"
- "BAC accredited as an International Centre"

**The further following conditions apply:**

- Accreditation covers all eligible provision which you have declared to BAC.
- Accreditation applies to your institution as a whole and must not be presented as accreditation or validation of individual programmes or awards.
- Accreditation applies only to the specific institution whose application BAC received and not to any partner, branch or otherwise connected institutions.
- You must avoid any inaccurate or misleading statements concerning your accreditation and if uncertain should contact BAC to seek clarification on what is acceptable. Any breach of this condition may lead to the suspension or withdrawal of your accreditation.
- If your accreditation is withdrawn you must remove all statements or claims of accreditation by BAC from your promotional and other material as soon as is reasonably practicable and must immediately refrain from representing yourself as BAC accredited.

- Unaccredited institutions which have applied for accreditation must not make public reference to their application. Any breach of this condition may be taken into account in any subsequent decision on accreditation.

Once accredited, institutions may use the BAC accreditation mark of the International Centre accreditation scheme in their promotional materials, subject to certain conditions. The standard accreditation mark features the BAC logo, colour-coded to the specific accreditation scheme, and the word 'accredited'.

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## 9. Contacting BAC

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Further guidance and details of the generic requirements and responsibilities for BAC-accredited institutions can be found in the Accreditation Handbook. Please contact [info@the-bac.org](mailto:info@the-bac.org) for further information.

### Inspection area - management, staffing and administration

#### Minimum standards 1-8

#### 1. The institution is effectively managed

- 1.1 The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body.
- 1.2 The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.
- 1.3 There are clear channels of communication between the management and staff.

#### 2. The administration of the institution is effective

- 2.1 Administrators are suitably qualified or experienced and understand their specific responsibilities and duties.
- 2.2 The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.
- 2.3 The administrative support available to the management is clearly defined, documented and understood.
- 2.4 Policies, procedures and systems are well documented and effectively disseminated across the institution.
- 2.5 Data collection and collation systems are effective.

#### 3. The institution employs appropriate managerial and administrative staff

- 3.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff.
- 3.2 Experience and qualifications claimed are verified before employment.
- 3.3 There is an effective system for regularly reviewing the performance of staff.

#### 4. Publicity material gives a comprehensive, up-to-date and accurate description of the institution and its curriculum

- 4.1 Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered.
- 4.2 Information on the courses available is comprehensive, accurate and up-to-date.

#### 5. The institution takes reasonable care to recruit and enrol suitable learners for its courses

- 5.1 Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective learners.
- 5.2 A formal application process ensures that learners meet the entry requirements and any claimed qualifications are verified.
- 5.3 Learners are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries responded to promptly and appropriately.
- 5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.
- 5.5 Learners receive a proper initial assessment which includes language ability to confirm their capability to complete the courses on which they are enrolling.

#### 6. There is an appropriate policy on learner attendance and effective procedures and systems to enforce it

- 6.1 There is a clear and published policy on learner attendance and punctuality, requiring that they attend at least 80% of their scheduled classes.
- 6.2 Accurate and secure records of attendance and punctuality at each session are kept for all learners, collated centrally and reviewed at least weekly.
- 6.3 Learner absences are followed up promptly and appropriate action taken.

### 7. The institution regularly obtains and records feedback from learners and other stakeholders and takes appropriate action where necessary

- 7.1 The institution has effective mechanisms for obtaining feedback from learners and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal learner representation where appropriate.
- 7.2 Feedback is obtained, recorded and analysed on a regular basis.
- 7.3 The feedback is reviewed by management and action is taken where necessary.
- 7.4 There is a mechanism for reporting on the institution's response to the feedback to the learner body.

### 8. The institution has effective systems to review its own standards and assess its own performance with a view to continuing improvement

- 8.1 There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance.
- 8.2 Reports are compiled at least annually which present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on learner satisfaction, retention, achievement, examination results and completion rates.
- 8.3 Action plans are implemented and regularly reviewed, with outcomes reported to the management.

### Documents required (if appropriate)

- Up-to-date organogram
- Minutes of relevant committee or board meetings
- Minutes of staff meetings
- Detailed CVs for all managerial and administrative staff
- Staff appraisal procedures and completed documentation
- Staff Handbook
- Course descriptions
- Correspondence with learners
- Up-to-date, signed contracts of employment for senior, academic and non-academic staff
- Briefing materials for agents if used
- Up-to-date prospectus and marketing material
- Completed learner application forms and any learner contracts
- Evidence of attendance monitoring, including class registers for each course/programme
- Stakeholder feedback forms
- Completed feedback forms
- Action plans for dealing with stakeholder feedback
- Annual performance reviews at institution and department levels

### Interviews required

**As part of their assessment, inspectors will hold interviews with the following (if applicable):**

- Principal/director
- Academic managers
- Senior administrator
- Examinations officer
- Marketing manager

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## Inspection area – teaching, learning and assessment

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### Minimum standards 9-17

#### 9. Academic management is effective

- 9.1 There is a suitably qualified and experienced academic manager or academic management team with responsibility for teaching, learning and assessment.
- 9.2 Classes are timetabled and rooms allocated appropriately for the courses offered.
- 9.3 The allocation of tutors to classes provides for a consistent learning experience.
- 9.4 There is an appropriate policy and effective procedures for the acquisition of academic resources.

#### 10. The courses are planned and delivered in ways that enable learners to succeed

- 10.1 Courses are designed and delivered in ways that allow learners to develop the knowledge and skills which will be required for final examinations or assessments.
- 10.2 Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.
- 10.3 Formative assessments appropriately reflect the nature and standards of summative examinations.
- 10.4 Learners are encouraged and enabled to develop independent learning skills.
- 10.5 Full-time courses requiring learners to attend for 15 hours or more per week are timetabled over at least three days.
- 10.6 Any required coursework and revision periods are scheduled in advance.
- 10.7 The academic or professional backgrounds and particular needs of learners are taken into account in the classroom delivery of the course.

#### 11. Tutors are suitable for the courses to which they are allocated and effective in delivering them

- 11.1 Tutors are appropriately qualified and experienced.
- 11.2 Tutors have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively.
- 11.3 The appraisal procedures for teaching staff incorporate regular classroom observation.
- 11.4 Tutors are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of learners.
- 11.5 Tutors respond to different learning needs of learners where appropriate, taking various learning styles into account in their planning and delivery of lessons.
- 11.6 Tutors employ effective strategies to involve all learners in active participation and to check their understanding of concepts and course content.

#### 12. The institution provides learners and tutors with access to appropriate resources and materials for study

#### 13. Learners receive appropriate assessment and feedback on their performance and progress, which are effectively monitored

- 13.1 Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to learners and tutors.
- 13.2 Assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress and prompt intervention where appropriate.
- 13.3 Learners are made aware of how their progress relates to their targeted level of achievement.
- 13.4 The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.
- 13.5 Additional support or advice on alternative courses is provided to learners who are judged not to be making sufficient progress to succeed.
- 13.6 Oral and written feedback is given to individual learners on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.
- 13.7 Learners have appropriate access outside class time to tutors for academic support.

### 14. The institution offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate

- 14.1 For courses leading to a national award in the country in which the institution operates, the award is formally recognised by the national award-validating body
- 14.2 For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body.
- 14.3 For courses leading to other UK awards, the awarding body is recognised by the relevant regulator.
- 14.4 For courses leading to the award of an overseas degree, the institution has a formal partnership agreement with the overseas degree-awarding body, which is itself accredited by a recognised national agency.

### 15. There is a clear rationale for courses leading to unaccredited or internal awards

- 15.1 There is a clear statement of the level claimed and evidence that learners who receive the award meet the stated requirements for that level.
- 15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.
- 15.3 External moderators are involved in the assessment process where appropriate.

### 16. There are satisfactory procedures for the administration of examinations and other means of assessment

- 16.1 The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration.
- 16.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for learners to appeal against their marks.

### 17. There is appropriate provision of advice for learners intending to proceed to employment or higher/further education

- 17.1 Learners have access to advice from a designated staff member on further study and career opportunities.
- 17.2 If the institution offers courses preparing learners for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process.

### Documents required

- Whole course/academic year plans (schemes of work)
- Completed lesson plans
- Timetables for all courses offered by the institution
- Detailed CVs for all academic staff, including evidence of academic qualifications
- Samples of marked learner work
- Internal quality assurance documentation
- Copies of any policies developed by the institution as a means of quality management
- External quality assurance documentation as required
- Learner files with details of registration, enrolment, attendance and qualifications
- Sample placement tests
- Records of learner progress
- Summaries of results/grades awarded for previous three years for each academic programme (or from start date, if the course has not been available for that time)
- In the case of degree programmes, agreements with degree-awarding bodies
- Documents relating to external moderation
- Copies of external examiners' reports for the previous three years for each academic programme (or from start date, if the course has not been available for that time)
- Copies of annual reports to the awarding bodies for the previous three years
- Copies of any academic reviews carried out by or on behalf of the awarding body
- Completed classroom observation forms
- Staff appraisal procedures and completed documentation

### Interviews required

As part of their assessment, inspectors will hold interviews with the following:

- Principal/director
- Academic managers
- Senior administrator
- Examinations officer
- Teaching staff

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## Inspection area – learner welfare

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### Minimum standards 18-23

#### 18. Learners receive pastoral support appropriate to their age, background and circumstances

- 18.1 There is at least one named staff member responsible for learner welfare who is suitably trained, accessible to all learners and available to provide advice and counselling.
- 18.2 Learners receive appropriate advice before arrival.
- 18.3 Learners receive an appropriate induction and relevant information upon arrival.
- 18.4 Learners are issued with a contact number for out-of-hours and emergency support.
- 18.5 The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.

#### 19. International learners are provided with specific advice and assistance (if applicable)

- 19.1 International learners receive appropriate advice before their arrival on travelling to and living in the country.
- 19.2 International learners receive an appropriate induction upon arrival covering issues specific to the local area.
- 19.3 Information and advice specific to international learners continues to be available throughout the course of study.
- 19.4 Provision of support takes into account cultural and religious considerations. Where possible, learners have access to speakers of their own first language.

#### 20. The fair treatment of learners is ensured

- 20.1 Learners apply for and are enrolled on courses under fair and transparent contractual terms and conditions.
- 20.2 Learners have access to a fair complaints procedure of which they are informed in writing at the start of the course.
- 20.3 Learners are advised of BAC's complaints procedure.

#### 21. Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised (if applicable)

- 21.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of learners.
- 21.2 Any residential accommodation is open to inspection by the appropriate authorities where learners under 18 are accommodated.
- 21.3 A level of supervision is provided appropriate to the needs of learners.

#### 22. Where home-stay accommodation is organised, the welfare of learners is ensured and the institution's relationship with hosts is properly managed (if applicable)

- 22.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for learners and is appropriately located for travel to the institution and back.
- 22.2 Any home-stay accommodation is inspected before learners are placed and is subject to regular re-inspection by a responsible representative or agent of the institution.
- 22.3 The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.
- 22.4 Appropriate advice and support is given to both hosts and learners before and during the placement.
- 22.5 Clear monitoring procedures are in place with opportunities for learner feedback and prompt action taken in the event of problems.

## 23. The institution provides an appropriate social programme for learners and information on leisure activities in the area (if applicable)

- 23.1 Learners are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest.
- 23.2 The social programme is responsive to the needs and wishes of learners.
- 23.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of learners.
- 23.4 Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience.

### Documents required

- Learner induction packs both for home and international learners
- Learner Handbook
- Policy documents related to discrimination, bullying and abusive behaviour
- Documents related to residential accommodation (if applicable)
- Documents related to home-stay (if applicable)
- Learners' social programme (if applicable)

### Interviews required

As part of their assessment, inspectors will hold interviews with the following:

- Principal/director
- Academic managers
- Senior administrator
- Learner welfare officer
- Learners

## Inspection area – premises and facilities

### Minimum standards 24-27

## 24. The institution has secure possession of and access to its premises

- 24.1 The institution has secure tenure on its premises.
- 24.2 Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.

## 25. The premises provide a safe, secure and clean environment for learners and staff

- 25.1 Access to the premises is appropriately restricted and secured.
- 25.2 The premises are maintained in an adequate state of repair, decoration and cleanliness.
- 25.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to learners, staff and visitors.
- 25.4 General guidance on health and safety is made available to learners, staff and visitors.
- 25.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information.
- 25.6 There is adequate circulation space for the number of learners and staff accommodated, and a suitable area in which to receive visitors.
- 25.7 There are toilet facilities of an appropriate number and level of cleanliness.
- 25.8 There is adequate heating and ventilation in all rooms.

## 26. Classrooms and other learning areas are appropriate for the courses offered

- 26.1. Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them.
- 26.2. Classrooms and any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course.
- 26.3. There are facilities suitable for conducting the assessments required on each course.

## 27. There are appropriate additional facilities for learners and staff

- 27.1 Learners have access to sufficient space and suitable facilities for private study, including library and IT resources.
- 27.2 Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation.
- 27.3 Learners and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.
- 27.4 Learners and staff have access to storage for personal possessions where appropriate.
- 27.5 There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings.
- 27.6 Administrative offices are adequate in size and resources for the effective administration of the institution.

### Documents Required

- Current lease agreement or proof of ownership
- Floor plan of each site being inspected

### Interviews Required

**As part of their assessment, inspectors will hold interviews with the following:**

- Principal/director
- Maintenance/facilities manager







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