

Inspectors' Handbook

Guidance on preparing for and
conducting BAC inspections



BRITISH ACCREDITATION COUNCIL

**RAISING STANDARDS IN THE
GLOBAL EDUCATION MARKET**

This document describes the procedures to be observed by BAC inspectors when visiting organisations to conduct inspections. It is a confidential document, which should not be disclosed to third parties.

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Introduction

This handbook sets out the rationale and procedures underpinning BAC's inspection system. It is essential that inspectors are thoroughly familiar with these and use this handbook for reference when preparing for and undertaking inspections. Whilst it is accepted that 'one size does not fit all', the guidance provided in this document should be followed in the vast majority of cases. It is accepted that there will always be occasions when a different approach is required in particular circumstances.

BAC is dependent on the experience, expertise and integrity of its inspectors and welcomes suggestions from them for improvements in its inspection processes.

Inspectors are required to be familiar with the information provided on the Inspectors' Gateway section of the BAC website and also the contents of the current Accreditation Handbook and all accreditation scheme documents. The scheme documents set out the inspection areas, standards and key indicators that the inspection team must focus on in order to assess whether the institution meets the standards.

1. Inspection rationale

- 1.1 BAC's fundamental purpose is to provide globally respected and rigorous inspection-based accreditation to enhance the standards and quality of Further Education (FE) and Higher Education (HE) organisations and training providers. As indicated in our mission statement, one of the principal ways that BAC fulfils this aim is through the inspection and inspection report writing processes, which are carried out by BAC's inspectorate.
- 1.2 The inspection process underpins the BAC accreditation system. The main purposes of BAC accreditation are to provide:
 - A benchmark against a set of internationally recognised British quality standards
 - Market differentiation to stand out in a competitive market and in so doing promote courses and services to stakeholders
 - Assurance and confidence in collaborative partnerships raising profile and promoting trust
 - Assurance and confidence for students and parents that they have selected an educational institute that delivers high quality educational services
 - Assured evidence of BAC accredited status with access to the BAC quality mark to help institutions differentiate themselves in the education market
 - Access to the international student market via the Short-Term Study Visa route (UK providers only)
- 1.3 BAC delegates its authority to make decisions on the award, deferral, refusal or withdrawal of accreditation to its Accreditation Committee (AC). It is essential for their own protection that inspectors remain distant from the final decision on accreditation and should emphasise in feedback to the institutions that they simply report to the AC, which is the only body with authority to make the decision. BAC's professional indemnity insurance policy provides the means for defending both BAC and individual inspectors, but there should be no reason for individuals to be involved in any such liability.

2. BAC Inspectors: inspector's general rules and responsibilities

General

BAC inspectors are contracted to undertake specific tasks on a self-employed basis. Inspectors are issued with an annual Contract for Services in October of each year.

It is essential that inspectors familiarise themselves with the procedures and requirements set out in this handbook, the current Accreditation Handbook and all scheme documents, and ask for clarification where required. Inspectors are also required to keep up to date with changes to legislation and changes made to the requirements imposed by regulatory bodies.

Although BAC makes every reasonable effort to ensure that inspectors are offered regular opportunities to participate in inspections, the frequency with which an inspector is offered work depends to a large extent on the number of applications in the area in which he or she has particular expertise.

Inspection teams are made up of a Lead Inspector (LI), Team Inspectors (TIs) and, for HE institutions, a Student Inspector (SI). The size of the institution and the breadth of the provision determine the size and make-up of individual inspection teams. It is common, in the current climate, for inspections to involve only one inspector.

2.1 Responsibilities of inspectors

2.1.1 Inspectors should treat documentation and other information supplied by BAC, as well as the outcome of the inspection, with strict confidence. They should also ensure that the contents and format of this handbook are not disclosed to any third party, unless specific authority to do so has been obtained from BAC's Chief Executive Officer, Deputy Chief Executive Officer or Chief Inspector.

2.1.2 Inspectors are responsible for briefing themselves fully on the operations of the inspected institution before the inspection and on BAC's procedures and criteria as set out in the documentation provided.

2.1.3 Inspectors are required to complete an annual Declaration of Interest stating any institutions with which they have a connection. In accepting BAC's invitation to participate in a particular inspection, inspectors are declaring that they are not involving themselves or BAC in any possible conflict of interest. They are also asked to state specifically that they have no conflict of interest in regard to each inspection on which they are deployed.

Inspectors sign a code of conduct in October each year, which sets out the high standards of behaviour that are expected from them when accepting an inspection assignment and throughout the inspection process. This code of conduct is supported by BAC's anti-bribery and anti-corruption policy ([Appendix A](#)). Inspectors are expected to familiarise themselves with the content of these documents and ensure that they abide by their terms and conditions at all times.

Inspectors also sign an annual fitness-to-travel form. By signing this, inspectors confirm that they know of no medical reason that prevents them from undertaking inspections that involve international air travel and that they are aware of the potential risks associated with air travel and Deep Vein Thrombosis. They also agree to inform BAC of any medical condition as it arises and on a case-by-case basis that may affect their ability to undertake inspections involving travel.

2.1.4 Inspectors are expected to treat staff in the inspected institutions as professional colleagues and to avoid behaviour which could be seen as disrespectful or intimidating. It should be the inspectors' intention to avoid disruption of the institution's normal activities as far as possible during the inspection. Inspectors are expected to present themselves in a manner which engenders professional respect and avoids negative comment, whether in terms of dress, personal hygiene or behaviour. They should wear their identity badges at all times during the inspection and be courteous especially if their legitimate enquiries appear to be being deliberately frustrated.

2.1.5 Many of the institutions inspected by BAC are relatively small but offer courses in a wide range of subject areas. Accordingly, inspectors may at times be required to observe teaching which falls outside their own specialisms.

2.1.6 Inspectors should pay particular attention to the avoidance of any behaviour or comment that could be construed to be unlawfully discriminatory or against the legitimate interests of the inspected institution. Inspectors are given general protection under BAC's professional indemnity insurance when giving professional advice.

2.1.7 During and after an inspection, TIs and Sis should carry out the duties reasonably assigned to them by the LI including, within an agreed time period, the production of a short written report on the areas assigned to them. This may be in the form of notes or bullet points rather than text that can be directly included in the final report.

Institutions are required to complete a self-evaluation report and return this to BAC during the application process. This will be forwarded to the LI by BAC's head office. LIs must check that they have received the completed report and contact head office if this is not the case and, if required, chase up its return directly with the institution.

2.1.8 Institutions are required to complete a Data Collection Form (DCF) and present this to the LI at least 10 days before the inspection. Alternatively, this document might be sent to inspectors by head office. It is the responsibility of the LI to chase up the return of this document and to check the data provided to ensure that it is accurate and complete and amend it if necessary. The completed form needs to be sent back to head office electronically with the institution report.

2.1.9 Any difficulties arising out of an inspection or in connection with the execution of an inspector's duties should be reported to the BAC (Tel: 0300 330 1400) without delay. The LI should ensure that all the members of the inspection team have his/her contact telephone number in case they have any last-minute problems.

2.2 Quality assurance of the inspectorate and inspection process

BAC demonstrates its commitment to the quality assurance of its own processes, not only through regular training and briefing of inspectors and the maintenance of a strong, separate and independent AC but also through monitoring visits to inspection teams by the Chief Inspector and Senior Inspectors.

2.2.1 Inspector training

All inspectors are required to attend an annual inspectors' event that focuses on updating the inspectorate on the latest developments at BAC, both in its promotional work and inspection activity. Training, as appropriate, is also provided in conducting inspections and report writing. The event, which is usually held in October, also provides opportunities for the inspectorate to meet as one body and to interact with the head office team.

In addition to the annual event, other training events are organised, some of which are mandatory for inspectors. These include webinars and face-to-face training sessions. Inspectors will be asked to provide feedback on the type of training they would like to undertake, to ensure that it meets their needs.

2.2.2 Inspector monitoring

The Chief Inspector and Senior Inspectors conduct monitoring visits to inspection teams whilst an inspection is underway. Inspectors are informed if an inspection is going to be subject to a monitoring visit. A completed report form is made available to the inspectors and feedback invited. Inspectors are also required to complete feedback forms after each inspection.

2.2.3 Institutional feedback

Institutions are asked to complete a feedback form following an inspection. The questionnaire invites feedback on all stages of the accreditation process including the actual inspection and the inspection team. Any positive or constructive feedback is provided to the inspectors who carried out the inspection. Any resulting additional training or support can then be provided if required.

Collated data from these monitoring systems are provided to the AC and to other BAC committees as required.

3. Inspection process

The primary purpose of an on-site inspection is to assess whether an institution meets BAC's minimum standards. The inspection process should be seen as supportive and developmental as well as judgemental. It is essential that a positive relationship is established between the institution's staff and the inspection team, particularly as the inspection will be part of the continuing relationship between the institution and BAC.

Inspectors are reminded that the inspection not only assesses what can be observed during the visit but also considers evidence that satisfactory standards are likely to be maintained in the longer term.

3.1 Full new and re-accreditation inspections

3.1.1 Preparing for the inspection

Please note that the majority of BAC inspections are carried out by a lead inspector alone, so some of the information below relating to inspection team members is not relevant in those circumstances.

In this handbook, different words, for example 'organisation' and 'institution', are used for the organisations we inspect, and the words students or participants are used. However, unless advised to the contrary by the organisation being inspected, please use the following terminology in correspondence, meetings and reports.

Scheme	Name for learning provider	Name for students
Short Course Provider	Provider	Participants
Independent Higher Education	Institution	Students
College Scheme	Institution	Students
Online, Distance & Blended Learning Scheme	Provider	Learners
International Centre	Institution	Learners

3.1.1.1 Initial contact with the organisation

LIs should make contact with the organisation to be inspected as soon as possible after notification of their deployment. The initial communication between the lead inspector and the organisation is very important as it helps to establish a good relationship, which is key for the successful conduct of the inspection. In addition, it sets the tone for the whole inspection process.

The initial method of communication is by letter, which is sent as an attachment to an e-mail making use of the inspector's BAC e-mail. The letter is drafted using BAC headed paper. This is followed up by a telephone call to ascertain if everything is clear and to resolve any immediate questions/concerns that the organisation may have about the inspection and to continue to build the relationship.

The purpose of the initial letter is for the LI to introduce him/herself and to start the process of preparing for the inspection. This process includes covering the initial information required for the development of a detailed timetable for the inspection, the first draft of which is put together by the LI for subsequent discussion and agreement with the organisation. It also provides an opportunity for the LI to request any additional information he/she feels is required in advance of the inspection.

The initial contact is also a valuable opportunity for the organisation to highlight any important particular features of the organisation and/or circumstances, of which the LI should be aware.

3.1.1.2 The content of the initial letter

The following items are covered as part of the initial communication, in whatever order seems appropriate to the LI, bearing in mind the size and particular circumstances of the organisation. Inspectors can combine the following areas and/or send the information in more than one e-mail if it is felt that the organisation might, otherwise, be overwhelmed by the amount of information. Although it is recognised that there are a lot of points to cover, once the inspector has drafted the letter, it can be used again as a template:

- Confirmation of the scheme under which the organisation is being inspected and attachment of the relevant scheme document, drawing attention to the standards, against which the organisation is to be judged
- Setting out that the task of the LI and the team (if appropriate) is to check the organisation's compliance with the relevant BAC standards and to prepare a report for publication. Decisions about accreditation are taken by the independent AC
- Introducing the names of the other inspectors, if relevant
- Confirmation of the location for the inspection and any other sites to be inspected, including any student accommodation
- Recommending that the organisation should review, in advance, the contents of their last inspection report (including any actions or recommendations that may have been made) and ensure any outstanding matters have been addressed. Attach a copy of the last report to the e-mail.
- Confirmation as to whether the organisation enrolls any students/participants who are under the age of 18 and/or vulnerable adults and, if so, whether any such students will be present on the day(s) of the inspection – this has already been checked by BAC head office but is worth checking at this stage and making sure that you have the safeguarding checklist (**Appendix B**) to use during the inspection.
It is also useful to send the checklist to the organisation at this stage to ensure that the staff can fully prepare for the inspection.
- Checking if there have been any changes, about which BAC may not have been advised, for example name changes or changes in the senior management team.
- Confirming the importance of the detailed completion of the self-evaluation and early submission to BAC, in accordance with the timings shown on the self-evaluation report template. As a result, the content of the self-evaluation can be appropriately taken into account in preparing for and conducting the inspection.
- Attaching the list of documentation (**Appendix C**) to be made available either in advance of the inspection, at the LI's discretion, or at the inspection. The documentation to be made available in advance of the inspection should include performance data for example on qualification success/feedback/attendance rates etc. The list also includes the hard copy documentation that has already been supplied as part of the application. The LI can amend this section of the list to show that only the application documents, which are bulky and cannot, therefore, be easily carried by the inspector, need to be provided in hard copy at the inspection. When reviewing the documents submitted with the application, make sure they are still relevant and up to date as it may be that the application form was submitted some time before the inspection.

- Requesting that all documentation to be made available at the inspection is clearly labelled and placed in the base room prior to the start of the inspection. Explain that this will help the smooth running of the inspection and save time during the inspection. In addition, make it clear that it will be useful if appropriate documents are also available to be scrutinised during the meetings with staff. It is perfectly appropriate for documentation to be made available electronically.
- In the case of international inspections and where relevant, making sure that key documentation is made available translated into English.
- Requesting the class timetable for the days of the inspection, including course titles/subjects being covered/teacher or trainer names/break times/start and end times so that lesson observations and meetings with students and teachers/trainers can be arranged at appropriate times. If the inspector judges that there is insufficient teaching taking place, this should be raised with the BAC head office.
- Explaining that observations of lessons will form part of the inspection. That these will be chosen by the LI but not made specific in the timetable, although time slots will be included. Requesting that a chair be placed at the back of the room and that any lesson-planning documents and the attendance register (if it is available) be placed on the chair for scrutiny by the inspector.
- Explaining that those teachers/trainers who have been observed are welcome to find the relevant inspector for a professional discussion of around 5–10 minutes to get some feedback on the views of the inspector on the part of the session observed
- Requesting the organisation chart showing the names/titles and key responsibilities of the staff linked to the areas covered by the relevant standards so that appropriate meetings can be scheduled as part of the timetable and recognising that one person may well have responsibility for more than one area
- Requesting a list of the students, who will be present during the inspection, including details of their programme of study, how long they have been at the organisation, gender, ethnic background, age so that a cross-section of students/participants can be chosen by the LI for a meeting as part of the inspection. This list of chosen students/participants can be provided to the organisation at the initial meeting or sent in advance. The LI has discretion regarding what to do if some students/participants are not available on the day and to respond to any other unforeseen circumstances during the inspection. For many inspections, it will be appropriate to interview all the students where there is only a small number.
- Requesting a floor plan providing the layout of classrooms, with their room numbers. If they are very small premises, this is not necessary
- Requesting an update on any significant organisational changes since the last inspection
- The need to arrange an interview with the proprietor or representative of the trustee(s), if they are not normally on site
- Confirming the timings of any normal meetings that will take place during the inspection, which it might be useful for the inspectors to attend
- Confirming that a draft timetable will be sent when the relevant information is supplied and a note to the effect that the timetable may change due to the specific circumstances of the inspection day(s)
- Highlighting the need to return the completed self-evaluation and DCF in good time before the inspection if these have not been received from BAC
- Confirmation of the accuracy of the information provided in the DCF and ensuring that it includes information relevant at the time of the inspection. Alternatively, the DCF can be checked during the inspection.
- Sending the Declaration of Compliance with Legal and Statutory Requirements and confirming that it is signed in front of the lead inspector during the inspection. Please note that, when carrying out an international inspection, we have to rely on this to ensure compliance with statutory regulations, etc. However, it is still possible to notice and flag up obvious contrary indicators and to provide advice based on United Kingdom (UK) approaches, where this is felt to be best practice. At the end of the day, we cannot expect an organisation to do more than what is required in their own country as far as statutory compliance is concerned.
- Checking a draft of the introduction to the report (background and current provision), from the application form and self-evaluation report, to ensure it is complete and up to date and in line with the Report Writing Guidelines. Don't just copy and paste from the previous report
- Confirming parking arrangements (if required) and lunch – to be a modest working lunch if it is provided by the organisation
- Confirmation of the base room arrangements to include privacy, a lockable room (if possible), access to the internet/a dedicated printer/shredder/documentation to be placed in the base room so it can be scrutinised when convenient
- Agreement on future communication with deadlines/submission of the inspection timetable/emergency contact number for a senior member of staff at the organisation in case that is required

The inspectors should, as part of their preparation, scrutinise all the information and paperwork sent by BAC in advance of the inspection. In addition, BAC head office staff may request that inspectors review specific information or documentation during the inspection that was missing or was not clear from the initial documentation sent with the application.

3.1.1.3 The timetable

The LI is responsible for putting together a draft timetable for subsequent discussion and agreement with the organisation being inspected. It is also useful if rooms can be identified, in agreement with the organisation, for the various meetings that will take place.

The inspectors must drive the meetings and not allow these to be led by the staff or students.

It should be flagged up that it may be necessary to flex the timetable, during the inspection, to take account of changes that may happen or areas that emerge during the inspection that require further investigation. In this regard, the sample timetable (**Appendix D**) includes times for additional meetings and/or scrutiny of documentation to facilitate this flexibility.

The timetable will normally include the following activities, although any specific circumstances will need to be taken into account, including any relating to the timings for each meeting. Such circumstances might include the unavailability of certain members of staff and/or any particular issues that have arisen and need further investigation. Please also see additional information provided below under Conduct of the Inspection:

Introductory briefing meeting with the inspection team (if applicable). This meeting provides an opportunity to ensure that the team is clear on their various roles and to clarify any questions or issues and to highlight any recent matters that have arisen, of which the team may be unaware. It is also an opportunity to make it clear that, should any issues arise during the inspection, these should be referred immediately to the LI, who will contact the BAC office for guidance if necessary. Depending on the particular circumstances of the inspection, this meeting may be held off site before the inspection starts. If this is not possible, then it should be included in the timetable so that the organisation being inspected is aware of the need to leave the team alone for that period of time.

Meeting with the non-academic senior managers (who may also manage the academic activity depending on the size of the organisation) in relation to the management, staffing and administration of the organisation. This meeting includes an introduction to the inspection team and their individual roles, as well as an outline of the way in which the inspection will be conducted. The timetable will have already been agreed but a check should be made to ensure that it is still secure and that staff and students are still available at the agreed times.

This meeting should also cover the relevant management standards and key indicators from the relevant scheme, including quality assurance, although a separate meeting on quality assurance may be required depending on the organisation and certainly for HE inspections.

The meeting should also include reference to the associated documentation, although that documentation would probably also be subject to separate scrutiny. The organisation's response to any actions or recommendations from the previous inspection should also be discussed, together with any associated documentation.

The LI should use this initial session to gather key evidence, much of which should be triangulated through other meetings and activities, rather than allowing the organisation to 'showcase' its activities with long presentations. If a presentation is suggested by the organisation – make sure the time allotted is appropriately limited.

This meeting would normally last for a maximum of 60 minutes.

There is more information below on this initial meeting.

Meeting with the proprietor/representative of the board of trustees (this can be included in the above meeting, with senior managers, if the proprietor is a member of the full-time staff) to discuss the overall governance/management of the organisation. This could also take the form of a telephone or Skype call, if it is not possible for the person to be available on site. This meeting provides a good opportunity to triangulate the evidence gathered during the initial meeting with the senior managers.

This meeting would normally last for a maximum of 30 minutes, if it is a separate meeting.

Meeting with the academic management staff (excluding teachers/trainers), in relation to teaching, learning, assessment and quality assurance. This may well involve the same people as those in the meeting with the non-academic managers, especially in small organisations. This meeting should cover the relevant academic standards and key indicators from the relevant scheme and include reference to the associated documentation, although that documentation would probably also be subject to separate scrutiny.

This meeting would normally last for about 60 minutes.

Meeting with the administrative/operational staff, in relation to the administrative aspects of the organisation, including any databases and other operational systems. This meeting is also used to triangulate evidence obtained from the previous meetings.

This meeting would normally last for about 45 minutes.

A short tour of the premises and facilities, to include a detailed survey of the library and other academic resources, if applicable. The purpose of this tour is to locate and check all the resources and facilities of the institution, investigate classroom capacities and to check on the fitness for purpose of the premises and the overall maintenance and cleanliness. The tour does not include a full health-and-safety check, as this is covered by the signature of the statutory declaration of compliance form. However, any contrary indicators should be noted and may need to be investigated in more detail.

Teaching/training observations. The LI should plan to carry out a sufficient number of observations so that a good cross-section of programmes, student groups and teachers/trainers is covered. It is also good practice to try to see the beginning, middle and end of different classes, to gather robust evidence.

When only one class is taking place during an inspection, that class can be observed up to three times in the day, or alternatively a single observation could involve more than one inspector if possible. This may need to be explained to the organisation i.e. that the inspectors need to get a complete as possible view of the teaching, in order to make their judgments.

The timetable should not specify which classes are going to be observed but merely show the time slots, in which observations will take place. Observations should normally last for about 30 minutes depending on the class activities that are taking place. It may be appropriate to flex the timetable and go back into a class at a later time in the day in order to observe another aspect of the class, if it is judged that this will enable further evidence to be gathered. This will also ensure that inspectors do not see only sessions that are deliberately 'staged' because the teacher/trainer knows that they are going to be observed.

BAC does not operate a grading system for lesson observations, although such words as 'good' and 'satisfactory' can be used in the final feedback session to describe what has been observed.

Professional discussions with teachers/trainers who would like feedback would normally last for 5–10 minutes and are in addition to the lesson observation. They are not included in the timetable and need to be fitted in at break times and in between meetings, if requested by the teacher/trainer.

There is more information about observations below.

Meeting with a cross-section of students/participants, who are chosen by the LI from the information mentioned under Section 3.1.1.2 above. If possible, the group should consist of about 10 to 12 students, to ensure that all get an opportunity to provide their views. Include at least a couple of students who are under the age of 18 if applicable, or organise a separate meeting with these students. This meeting also serves to triangulate the findings from other meetings. It is a good idea to hold this meeting on the first day, so that there is time to raise any issues with the managers. Appropriate questions should be used to achieve this. If appropriate, the LI can speak to students/participants, who are not on site during the inspection, by telephone.

It should last for about 30 minutes and will normally take place during the students' lunch break. The meeting may go on for longer depending on what the students want to feed back.

There is more information about this meeting below.

A meeting with available teachers/trainers to obtain their views on the quality of the general and academic management of the organisation and other relevant standards from across the scheme and associated documentation that they specifically use. The meeting should not be attended by any member of the senior management team, and is also used to triangulate the evidence from other meetings. It should be explained that the specific comments made in the meeting will not be attributed to particular managers, to try to encourage the staff to open up. It is a good idea to hold this meeting on the first day so that there is time to raise any issues with the managers. This meeting also provides an opportunity to triangulate the information provided by the managers. Appropriate questions should be used to achieve this.

This meeting would normally last for about 30–45 minutes and will normally take place during one of their breaks.

A meeting with whoever is responsible for student/participant welfare (if not already covered in other meetings). This meeting should cover the relevant standards and key indicators from the relevant scheme and include reference to any associated documentation, although that documentation would probably also be subject to separate scrutiny.

This meeting would normally last for about 30–45 minutes.

Meeting with whoever is responsible for accommodation, including residential (if that is directly managed by the organisation) and homestay accommodation. This meeting should cover the relevant standards and key indicators from the relevant scheme and include reference to any associated documentation, although that documentation would probably also be subject to separate scrutiny. A visit to the accommodation and/or a sample of homestay should also be arranged if possible.

This meeting would normally last for about 30–45 minutes.

Scrutiny of the documentation supplied by the organisation.

Scrutiny of the website to include the relevant standards regarding publicity material and to check the use of references to BAC to ensure accuracy – for example, there should be no inference in the publicity that BAC accredits the institution's programmes.

Regular meetings of the inspection team should take place at appropriate stages during the inspection. These meetings enable the inspection team members to share their views, discuss the evidence gathered, agree how far the organisation meets the minimum standards and to discuss possible actions points and their priority levels and recommendations for quality improvement. They are also used to prepare feedback for the institution's management team. Use the inspection record or report template to ensure that you discuss all the standards and key indicators systematically.

Completion of the record of evidence. The record of evidence is made up of the inspection record form or report template, if preferred, documents seen and interviews conducted form, record of lesson observations and the safeguarding checklist if relevant. Team members should complete their own record of evidence. Some of this work may need to be completed off site.

There is more information on the record of evidence below.

Feedback to the management team should be provided as the inspection proceeds and, specifically, at the end of the first day of the inspection and at the end of the inspection when the final feedback is provided. At the end of the first day, emerging findings are fed back, any actions that can be immediately taken by the organisation to make improvements are discussed and the timetable for the following day is agreed.

There is more information about this meeting below.

The timetable should include a summary of the **standards/key indicators to be covered** in each meeting.

3.1.1.4 Initial contact with the inspection team, if applicable

The LI should make contact with the inspection team by e-mail, as soon as the details of the inspection team have been communicated.

The following items are covered as part of the initial communication, in whatever order seems appropriate to the lead inspector. NOTE that the use of the term 'team' below includes SIs:

- The allocation of duties based on the strengths/experience of the team members and taking into account any preferences/particular experience expressed by the team members. Remember that, in order to make the best use of the available time, different members of the inspection team can be deployed to run or be involved in separate meetings
- Supply of initial information about the nature of the organisation and recommendation for the team members to familiarise themselves with the organisation's website
- Supply of the organisation's completed self-evaluation
- Supply of the inspection timetable when agreed with the organisation
- Supply of the inspection record form (including the lesson observation record) and documents seen and interviews conducted form and instruction that these are to be used:
 - Before the inspection – to record some questions they will want to ask under the relevant sections allocated to them drawn from initial documentation and the self-evaluation
 - During the inspection – to record their findings
 - Reminder of the inspectors' code of conduct/anti-bribery policy/confidentiality requirement
 - That they should contact the LI immediately if they have any questions or concerns
 - Confirmation of travel arrangements and accommodation (if relevant), time of arrival for the first day of the inspection and where to meet
 - Ensuring that contact details between the team and the LI are exchanged
 - Ongoing sharing of additional information, as required, prior to the inspection

3.1.2 Conduct of the inspection

3.1.2.1 Focus of the inspection

- The objective of inspections is the rigorous gathering and recording of evidence in order to assess the **impact** of the strategy, administrative effectiveness, teaching, assessment, quality assurance and academic and welfare support, etc. on students' or participants' outcomes. Some examples of outcomes can be defined as success rates in examinations or other assessments, rates of academic progress, enjoyment and/or satisfaction with the course, the extent to which students' or participants' learning objectives are met, the extent to which students or participants feel safe and supported as evidenced through students' or participants' feedback scores and qualitative feedback comments.
- The focus should also be on the **impact of the implementation** of policies and/or procedures, where possible, as well as a judgment on the suitability of the policy and/or procedure.
- The previous reports, which will have been sent by the BAC office, should be reviewed so that any outstanding action points and recommendations and any other weaknesses that have been mentioned can be followed up during the inspection.
- Remember to include good open questions such as 'what is the impact of that on students' outcomes?' to drill down to get the supporting evidence for your judgments.
- The LI must work with the inspection team to identify any key issues before the inspection. In addition, the timetable must include regular meetings of the team, throughout the inspection, in order to share findings, identify areas for further investigation and prepare for the final feedback session.
- The LI should periodically check the evidence being recorded by the inspection team members to ensure that it is appropriate and sufficiently detailed, and to follow up on any areas of concern.
- Throughout the inspection, BAC inspectors should adopt a supportive and collegiate approach rather than an adversarial one. This is the best way to encourage staff to open up so that the relevant evidence can be gathered to make the judgments required.

3.1.2.2 Initial meeting

The initial meeting with the non-academic managers (who may also manage the academic aspects of the organisation, depending on its size) should include an introductory session. This should cover the following matters, where applicable:

- An introduction to the inspection team members
- An introduction from the members of the organisation's management team
- The purpose of the inspection i.e. to gather evidence in order to check compliance and/or continuing compliance with BAC's standards
- An outline of the way that the inspection will be conducted, including highlighting the opportunity for teachers/trainers to get feedback following a lesson observation; that the lesson-planning documentation and the attendance register (if available) should be made available to the lesson observer; that regular feedback will be provided throughout the inspection and that new evidence can be supplied up to a cut-off point on the last day of the inspection (to be agreed by the LI)
- Checking the timetable is still correct, including the allocation of rooms for the various meetings
- Providing a list of the students for the student meeting (if not already done)
- Handing out the Declaration of Compliance with Legal and Statutory Requirements and asking for this to be read, signed and handed back before the end of the inspection
- Handing out the feedback form and indicating that this can be obtained electronically from BAC's website if preferred. Emphasise that BAC would really like to get their feedback as part of its quality assurance monitoring process
- Checking the introduction to the report (background and current provision). If this is done during the initial meeting, it can provide a good overview of the organisation. However, if this is likely to take some time, it might be better to set additional time aside for this at a later stage.
- Checking the DCF to ensure that it is accurate at the time of the inspection.
- Answering any questions that the organisation may have
- Starting discussion of key changes that have taken place since the previous inspection and the relevant management standards and key indicators from the relevant scheme

3.1.2.3 Lesson observations

It is a good idea to take the opportunity, when students are doing a self-managed task and as long as it does not disrupt the flow of the class, to talk to the students about what they are learning from the task, as this can provide very good additional evidence on students' progress.

The completed records of lesson observations, the template for which is included at the end of the Inspection Record, should be provided, by the team TIs, to the LI as soon as they have been completed, so that the LI can keep a check on these and clarify any queries/issues. These will include, under the relevant headings, additional evidence gathered during the observation on the quality of the lesson planning and the effectiveness of the attendance monitoring and any issues on attendance/punctuality that are noted.

The professional discussions with teachers/trainers, following a lesson observation, provide an informal opportunity to give feedback and take place at the request of the individual teacher/trainer. It is appropriate to start by asking the teacher/trainer how they thought the lesson went before giving your feedback as to what you thought went well and any areas you thought could have been addressed differently. It also provides a good opportunity for the teacher/trainer to explain if there were any specific considerations/context that affected the way the session went. Please let the LI know if any issues arise in providing this feedback.

3.1.2.4 Meeting with a cross-section of students

Try to make this meeting as informal as possible, for example by avoiding a classroom-style layout. At the start of the meeting, the inspectors should explain their role and the role of BAC. It should be explained that specific comments made in the meeting will not be attributed to particular students, so as to encourage the students to open up.

Inspectors should structure their questions to students so as to follow the 'student journey' i.e. from the point they decided to come to the organisation, through their induction, the quality of the teaching and assessment, progress they are making and resources etc. This is to ensure all relevant standard areas are covered. It is recommended to finish by asking what improvements they would like to see and whether they would recommend the organisation to others.

A list of suitably probing questions should be prepared for this meeting. These should come from across the standards.

3.1.2.5 Final feedback meeting

The purpose of the final feedback meeting is to provide an overview of the inspection team's findings. The objective is that, when the organisation receives the draft report, which is sent without Part C with the action points and recommendations, for a factual accuracy check, there are no surprises because there should be no major issues that have not been raised during the inspection. In fact, if possible, there should be no surprises at the final feedback meeting because any issues that have emerged, as the inspection progresses, should have been fed back already. Obviously, this may not always be possible if an issue arises at a very late stage.

The final feedback meeting should be led by the LI. All other members of the inspection team should be in the meeting.

The meeting should cover the following:

- An acknowledgement of the organisation's hospitality and co-operation with the inspection process
- To note that this is a feedback session and there should not be discussion of the findings at this stage, although of course questions about the next steps can be asked and responded to appropriately
- To note that the decision on whether or not accreditation is awarded is solely at the discretion of the AC. Don't be drawn into a discussion about when that decision may be taken as this will depend on a number of factors, for example how long the report editing takes and the date of forthcoming AC meetings
- As a result of the internal quality assurance of the reports and the judgment of the AC, it is possible, that the inspectors' judgments, as indicated in the final feedback meeting, may change. Therefore, the findings of the inspection are, at this stage, confidential.
- Feedback on the organisation's strengths
- Feedback on areas to improve, possible action points and recommendations for further improvement. Do not confirm the action points and their priority level or the recommendations at this stage, as they may well change during the editing process and as a result of the AC's deliberations
- When providing feedback on the teaching/training that has been observed, the LI needs to take care not to reference specific teachers/trainers although it is clear that this is unavoidable when only one teacher can be observed. Nevertheless, feedback should be given in a neutral format such as 'teaching is effective...'
- Make it clear that the organisation is expected to respond to the action points and consider the recommendations. These will be looked at during the next inspection and evidence as to what has been done and the impact of this will be required at that time. Suggest that they make an action plan to show what they will do and by when.
- To note that the draft report will be sent to the organisation for a factual accuracy check before it is published and that the organisation will then have five working days, within which to return the report to BAC. Please do not make any promises about the timing for this.
- Do not initiate a discussion about when the report may be discussed by the AC but note any requests from the organisation in relation to when a decision on accreditation is needed. Do not promise any specific timings and let the BAC office know. If thought appropriate, advise the institution to contact the BAC head office
- Reminder about returning the feedback form and information that the feedback form is available electronically

Keep a record of the feedback meeting.

3.1.3 Record of evidence

The record of evidence is made up of the completed inspection record form or report template, if preferred, any additional scanned in legible handwritten notes, documents seen and interviews conducted form, record of lesson observations and the safeguarding checklist, if relevant. These documents must be submitted to BAC, with the final draft report or shortly afterwards, by the LI. Their purpose is to ensure that all inspection areas are covered in the required detail, a comprehensive record of judgments is kept and evidence is provided on the judgments made.

The record of the inspection should include detailed notes/bullet points relating to the evidence gleaned from the full range of inspection activities and across the individual standards and key indicators. An example of a completed inspection record is included as [Appendix E](#).

Team members should complete their own record and provide this to the LI. There is no need for the LI to collate all the records. They can be submitted separately.

It is preferable to submit this information electronically although, if this is not possible, it can be submitted in hard copy, either by post or scanning in and sending electronically.

NOTE it is recognised that this may be an additional workload for some who have not been maintaining the inspection record since it was introduced a few years ago and for newly recruited inspectors. However, it is good practice to maintain a written record of our findings in a consistent way.

3.2 Online, Distance and Blended Learning (ODBL) scheme

Note that, for obvious reasons, inspections of ODBL providers will follow a different format.

The main differences are likely to be:

The need to interview the learners/tutors online

The need to review the learning materials online

The premises check will only be for administrative purposes

Please refer to the ODBL scheme document to ensure that all aspects of this scheme are appropriately covered.

3.3 Interim inspections – additional guidance

3.3.1 Preparing for the interim inspection

3.3.1.1 Initial contact with the organisation

The initial method of communication for an interim inspection is by e-mail. The initial e-mail must set out the purposes of the interim inspection, which are:

- a review of progress made against the actions and recommendations from the previous report and any other weaknesses highlighted in the previous report that did not lead to an action point or a recommendation. Therefore, it is recommended that the inspector attaches a copy of the previous report to the e-mail
- an opportunity for the organisation to provide information about any changes since the last inspection, in matters such as programmes offered, student numbers, staffing, premises, ownership and any proposed future changes
- a spot check of the standards for the relevant scheme to ensure continuing compliance.
- confirmation of continuing compliance with all statutory requirements
- defining any continuing and/or new actions and/or recommendations

The following main items are covered as part of the initial communication, in whatever order seems appropriate to the lead inspector – bearing in mind the size and particular circumstances of the organisation:

- inspector introduction and communication details
- confirm date, location and logistics, for example the availability of parking and the fact that the inspection will last for around four hours
- requesting the information required to put together an inspection timetable – to include the organisation chart with relevant roles identified, class timetable and list of the students present (if appropriate)
- requesting an update on any significant organisational changes, including proposed future changes
- requesting an outline of how the organisation has addressed the action points and recommendations from the previous inspection
- confirmation as to whether the organisation enrolls any students/participants who are under the age of 18 and/or vulnerable adults and, if so, whether any such students will be present on the day of the inspection. If safeguarding has not been inspected at the previous full or re-accreditation inspection, make sure that you have the safeguarding checklist to use during the inspection and send the checklist to the organisation in advance so that they know what you will be reviewing
- if there are students or participants at the institution on the day of the inspection, explaining that an observation of a lesson will form part of the inspection. Requesting that a chair be placed at the back of the room and that any lesson-planning documents and the attendance register (if it is available) be placed on the chair for scrutiny by the inspector
- obtaining the up-to-date DCF if this has not already been received
- sending the Declaration of Compliance with Legal and Statutory Requirements and confirming that it is signed in front of the lead inspector during the inspection
- providing a draft of the introduction to the report and asking the head of the institution to check it to ensure that it is complete and up to date and to add any additional information in line with the Report Writing Guidelines. In providing the draft of the introduction to the report, do not just copy and paste from the previous report without checking it

- specifying the supporting documentation to be made available for scrutiny prior to the inspection and/or on site. This must include relevant documentation to support the responses that have been made to the previous actions and recommendations
- requesting a private room in which to work to include a lockable room (if possible), access to the internet/a dedicated printer/shredder/documentation to be placed in the base room so it can be scrutinised when convenient
- requesting any other information that the inspector considers relevant

3.3.1.2 The timetable

The inspection lasts for up to four hours.

The inspection timetable will be designed specifically for each organisation, but is likely to include:

- a meeting with the senior managers to include introductions, an outline of the inspection process, a review of the timetable, a discussion of any significant changes since the last inspection and any future proposed changes, agree the report introduction and the DCF and to sign the statutory declaration
- this meeting will also include what has been done in response to the actions and recommendations from the previous inspection and related documentation
- a short lesson observation (around 15 minutes) and meeting with a cross-section of students/trainers if this is possible
- a tour of the premises
- meeting regarding safeguarding if applicable and if this has not been commented on in detail in the previous report. The comments should be made under pastoral support where the relevant indicator sits
- other meetings/follow-up meetings to carry out a spot check of the standards. The areas that are inspected as part of the spot check are decided on the basis of risk i.e. areas that have been identified as weak from the previous inspection and/or areas that the inspector considers to be of importance and which have not been covered under the other activities. If there are a good number of action points and recommendations, you will have covered quite a lot of the spot check as part of checking the responses to these
- scrutiny of other relevant up-to-date documentation and data collection and collation systems in relation to the spot check
- final oral feedback to outline the general findings of the inspection, which will inform the inspection report
- There is a sample interim inspection shown in [Appendix F](#).

3.3.2 Conduct of the interim inspection

3.3.2.1 Additional guidance on reviewing what has been done in response to the actions and recommendations from the previous inspection.

Inspectors will review the actions and recommendations set out in the report of the previous inspection and any other weaknesses that are mentioned in the body of the report. This will be discussed with the relevant staff members and supporting documentation and other evidence will also be reviewed. Where possible, inspectors should ask to see completed templates and reports, etc. For example, in the case of an action point about setting up a formal appraisal process, you would expect to see samples of completed appraisal records carried out since the last inspection.

In the case of recommendations that have not been addressed, the organisation should provide a robust reason why this is the case. Inspectors will then need to make a judgment about whether the recommendation should be retained

3.3.2.2 Further information on documentation scrutiny

In deciding on what other general documentation you would like to review during the interim inspection, the following can be regarded as guidelines. The documentation should be up to date and generated since the last inspection:

- Minutes of board and/or other main senior staff meetings
- Risk planning and risk assessment (for IHE scheme only)
- Any major new policies that have been introduced
- Performance reviews against strategic targets
- Programme revalidation reports (for IHE scheme only)
- External quality assurance documentation and audits
- Summaries of students' grades/results since the last inspection

- Summaries of students' feedback since the last inspection
- Summaries of students' attendance since the last inspection
- Copies of external examiner reports, reports to awarding bodies and audits and academic reviews on behalf of awarding bodies or partner organisations
- Safeguarding policy and other documentation covered by BAC's safeguarding checklist
- Health-and-safety advice provided to learners, staff and visitors

3.4 Staged inspections for new institutions – additional guidance

3.4.1 New institutions, applying for College or Short Course Provider accreditation, which are based in the UK and have been in operation for less than 12 months and have not yet begun teaching/training, are subject to a staged inspection process.

3.4.2 The Stage 2 inspection

The Stage 2 inspection focuses on compliance with the minimum standards for premises and facilities, management, staffing and administration and aspects relating to student welfare.

3.4.3 The Stage 3 inspection

The Stage 3 inspection focuses on the educational provision and the institution's own procedures to monitor and enhance the quality of its provision as well as the other aspects not inspected at the Stage 2 inspection. The inspection will assess the extent to which the minimum standards have been met in teaching, learning and assessment, student and participant welfare and other matters of quality assurance within the organisation. The inspectors will also conduct a spot check of the aspects, and particularly any areas of concern, which were inspected or noted at the Stage 2 inspection.

3.4.4 Following the Stage 3 inspection, a full report is completed to cover the outcomes from both the Stage 2 and Stage 3 inspections.

3.4.5 With the above in mind, these inspections are prepared for and conducted in accordance with the above guidelines for full new inspections. Although it is the case that the operation of the institution will be in its early stages, inspectors must ensure that the appropriate policies, procedures and systems that the standards require are in place, even if they have not yet been implemented, and judge and comment on these appropriately. The implementation of these and their impact can be judged fully at the next re-accreditation inspection and any deficiencies can be picked up at the first interim inspection.

3.4.6 If inspectors require additional support with Stage 2 and Stage 3 inspections, please contact BAC's head office.

3.5 Supplementary inspections – additional guidance

3.5.1 A supplementary inspection is normally carried out either after the deferral of a decision on accreditation or after a significant change in the premises, management or academic programmes at the institution. It may focus on a number of specific issues or it may look at a broader range of areas. On occasion, if the timing is appropriate, a supplementary inspection might be combined with an interim inspection.

With the above in mind, these inspections are prepared for and conducted in accordance with the above guidelines for full new and re-accreditation inspections and interim inspections. The exact scope of the preparation and conduct of the inspection will depend on what is required to be covered in the report template, which will be sent to the inspector by BAC's head office.

If inspectors require additional support with supplementary inspections, please contact the BAC's head office.

3.6 Spot-check inspections – additional guidance

A spot check is an inspection removed from the normal accreditation process and is not usually arranged with the institution in advance. BAC may or may not give the institution prior notification of an impending spot-check inspection. There are two kinds of spot-check inspection as follows:

1. Spot-check inspections are carried out each year on a number of accredited institutions, selected at random, as part of BAC's ongoing monitoring process of its accredited institutions. The scope of the inspection is similar to that required for an interim inspection.
2. A spot-check inspection may be ordered at the discretion of BAC. The reasons for requesting a spot-check inspection may include:
 - failure to submit an annual return by the deadline
 - failure to notify BAC of a significant change

- failure to respond promptly to a request for information
- failure to co-operate fully and promptly with BAC's complaints procedure
- specific intelligence received from one of the bodies with which BAC shares information
- receipt of any other evidence that the institution is not maintaining the minimum standards or agreed obligations required for accreditation

On occasions, if the timing is appropriate, a spot-check inspection might be combined with an interim inspection.

The spot-check inspections, which are ordered at the discretion of BAC, require the inspector to inspect only the specific issue that has led to the inspection and to record the findings from his/her investigation into that issue and anything else that comes to light as a result. The inspector is also required to consider any actions or recommendations that arise from the inspection.

With the above in mind, these inspections are prepared for and conducted in accordance with the relevant sections of the above guidelines for full new and re-accreditation inspections and interim inspections. The exact scope of the preparation and conduct of the inspection will depend on what is required to be covered in the report template, which will be sent to the inspector by BAC's head office.

If inspectors require additional support with spot-check inspections, please contact the BAC's head office.

3.7 Additional evidence supplied after the inspection

Exceptionally, additional evidence may be accepted after an inspection, up to the submission of the draft report. In this case, this should be stated in the report using wording such as 'the formal attendance policy, which is robust and detailed, was submitted after the inspection and, therefore, it was not possible to judge the effectiveness of its implementation'. It is probably best not to communicate this option at the start of the inspection.

3.8 Statutory requirements

In addition to meeting BAC's own requirements, institutions are required to satisfy BAC that they fully observe statutory requirements in areas such as employment, immigration and visa requirements, copyright, equal opportunities, planning, fire precautions and health and safety and that they are of sound legal and financial standing. The application form includes declarations to this effect which principals/directors/owners are required to sign. It is the institutions' 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 in detail. Instead, the head of the institution will sign the Declaration of Compliance with Legal and Statutory Requirements during the inspection. However, inspectors will note any obvious breaches of regulations or contrary indicators. These will be discussed with the institution staff during the inspection and, if not satisfactorily resolved, will be included in the report as per the Report Writing Guidelines. These deficiencies may lead the AC to refuse, defer or withdraw accreditation depending on their severity.

BAC inspectors are not expected to give expert advice in such areas and, whilst they should be able to point out apparent deficiencies, they should always recommend that institutions go to appropriate sources of expertise. Advisory information sheets are provided on the provider's section of the BAC website. A list of useful contacts and links is provided at the end of this handbook under Useful Links and Resources and in the Accreditation Handbook.

3.9 Additional guidance on inspecting small and newly set up organisations – all inspection types

We already have a two-part Stage 2 and Stage 3 inspection system for newly established organisations. As part of the Stage 2 inspection, we look at management, a small part of student welfare and the premises. The rest of the standards, including the quality of teaching and most of student welfare, are inspected at Stage 3.

For newly established and other small-scale organisations, the opportunities to obtain sufficient evidence to support the inspection judgments may be limited. This may be because of the small number of students and/or the fact that policies and procedures may be in place, but the organisation has not yet had the opportunity to fully implement them. This may also mean that there is only one group of students, taught by one teacher/trainer. As a result, the gathering of sufficient evidence can be problematic.

Some guidelines to assist in this situation:

- Let the organisation know that they need to do their best to generate written documentary evidence or it may not be possible for the inspector to make a judgment about the provision.
- Highlight the need for the teacher/trainer to make their lesson-planning documentation available, in advance, to the observer so that the observer can plan the best time to go back into the classroom, for example when an activity is taking place.
- Take all opportunities to observe teaching and explain, during the planning of the inspection, that the small sample of classes available to be observed will mean that teachers/trainers may be observed more than once.
- Ensure that all inspectors observe each teacher in order to maximise the evidence base.
- Carry out observations jointly with another inspector in order to obtain two perspectives on the class and communicate that this may happen when planning the inspection – this means fewer occasions when an inspector is in the classroom and, therefore, less stressful for the teacher/trainer.
- If appropriate, talk to students during an observation about what they are learning and the progress they think they have made.
- Make sure not to observe any one teacher/trainer too frequently or for too long so that the teacher/trainer does not have an opportunity for time without an inspector present.
- To gain detailed evidence about students' progress, sample students' marked work and meet with students individually and ask them to share their work with you and talk through what they have learnt.
- Meet all the students (if this is possible) and have a general meeting to cover the normal range of questions, and also use it as a subject-specific meeting to check their understanding of their subject.
- Look at evidence of the planning of teaching and learning – lesson plans, schemes of work, assessment schedules – do this in relation to the current group but also look at evidence for previous courses that have run since the previous inspection, if student numbers are small.
- Review all the evidence available on students' outcomes for both current and past student groups since the previous inspection.
- Review evidence, such as student/participants' feedback, attendance records and examiners' reports generated since the previous inspection.

3.10 Guidelines for working with new inspectors including SIs**Key responsibilities of the LI**

Ensure that the new inspector feels very much part of the inspection team from the start.

Check the level of inspection and quality assurance experience and confidence of the new inspector and allocate responsibilities accordingly

Take time to explain methods of working so that new inspectors clearly understand what is expected of them

Ensure that appropriate opportunities are provided so that the new inspector can contribute fully to the inspection process and provide the necessary support throughout the inspection
Make sure that suitable arrangements are in place for the inspection team to meet before the inspection so that any questions/concerns can be identified and resolved early on

Allocating responsibilities to the new inspector

In discussion with the new inspector, allocate appropriate standards to them. Ascertain what they feel comfortable taking on in the light of their previous experience. If it is their first inspection, you might allocate specific standards from one standard area to focus on, depending on their experience level and areas of interest. An obvious example of an appropriate standard area to allocate to an SI would be student recruitment, support, guidance and progression. The SI could work with a TI on those specific standards but be given overall responsibility for one or two standards. Other areas that might be particularly appropriate for the involvement of an SI are the tour of the premises and of any learner accommodation.

Involve the new inspector in lesson observations with another member of the team to start with so that they can discuss their thoughts and ascertain if the new inspector is picking up relevant points – the lesson observation record template will help with this. The LI or a TI must review the new inspector's lesson observation reports so that any additional advice and guidance can be provided.

If the inspection timetable includes meetings where all the team are together, make sure the new inspector is given appropriate opportunities to ask any additional questions in these meetings. Make sure that the new inspector is aware of what they will cover when they are participating in meetings with other members of the inspection team.

Be prepared to be flexible as the inspection progresses especially if the new inspector demonstrates specific strengths or communicates specific areas of interest

As new inspectors become more experienced, clearly, they can take on responsibility for more standards in the particular scheme.

Suggested standards for new inspectors will depend on the new inspector's areas of expertise and previous experience although it is probably appropriate for the LI to retain overall responsibility for the governance and leadership standards.

Suggested standards for SIs to focus on are:

- Pastoral support for students
- Appropriate guidance for students
- Advice and assistance for international students
- Residential accommodation
- The social programme
- Teaching and learning
- Students' facilities
- The library
- Information technology resources

It is particularly appropriate for SIs to be involved in the meeting(s) with students. Whilst another inspector may well lead the meeting when the SI is new, the SI should be given responsibility for asking a set of questions, with which they feel comfortable, and for taking notes throughout. However, an experienced SI should be asked to lead it, supported by the other inspectors, as appropriate. It would be appropriate to discuss with the SI, prior to the meeting, what questions should be covered and specific areas to discuss with the students, including to triangulate other evidence.

Ensure that the new inspector is clear that they are also to review and make notes on the documentary and written evidence which relates to the standards, which have been allocated to them.

Supervision of the new inspector

One of the inspection team should take responsibility for the overall supervision of the new inspector. The new inspector should have a clear and designated person to go to for advice and guidance. This could be the LI or the TI and the responsibility could be different on different days of the inspection. It is for the LI to decide.

Record of evidence

Ensure that the new inspector has the inspection record and documents seen and interviews conducted templates and completes these.

Ask the new inspector to put notes of their findings in the relevant sections – bullet points/notes are fine – never ask for report-ready text.

Provide the necessary help with this. Check the notes that the new inspector is making and show the new inspector an example of what you are recording, as best practice.

4. Making judgments

4.1 Inspection outcomes

4.1.1 Assessment

In completing their assessment of the evidence gathered by the inspection team, LIs should ensure that a 'yes', 'no' or 'NA' is assigned to every criterion for each standard. Following on from this, inspectors should make a judgment on whether the standard has been 'met', 'partially met', 'not met' or is 'NA'. Where a key indicator is not met, the standard can at best be only 'partially met'. In this case, inspectors must include comments in the comments boxes in support of their judgments. These comments must lead to action points to be recorded in Part C of the report. Inspectors should rate these actions as 'H' high, 'M' medium or 'L' low according to their priority. The AC will refer closely to the list of action points and their priority status when coming to a decision on the award of accreditation. Further guidance on reporting on these judgments in the report is included in the Inspectors' Report Writing Guidelines.

4.1.2 Guidance on assigning priority levels to action points

High priority action points

A high priority action point requires the institution to take action, or at least start to take action if it is a more complex matter, immediately. It refers to a serious deficiency in an institution's provision, which may **jeopardise the safety/security** of staff and/or students/participants, have an **immediate serious adverse effect on the outcomes and/or well-being** of the students/participants and/or may have an **immediate seriously negative impact on the institution's academic standards and/or quality of the provision**.

The deficiencies assessed as requiring high priority actions are serious enough for the AC to consider deferral of a decision on accreditation or refusal/withdrawal of accreditation. All such judgments have to be evidence-based.

Medium priority action points

A medium priority action point requires the institution to rectify the identified weakness, which is regarded as significant and is likely, **in the medium term**, to have **an adverse effect on the outcomes and/or well-being** of the students/participants and/or a **negative impact on the academic standards and/or quality of the provision**.

Therefore, a medium action point acknowledges that there is less urgency about taking action but that action must be taken by the time of the next inspection. All such judgments have to be evidence-based.

Low priority action points

Low priority action points should address minor weaknesses, which although unlikely to have an adverse effect on students'/participants' outcomes and/or well-being, do **mean that the organisation is not compliant with BAC's minimum standards and associated key indicators**. Action must be taken by the time of the next inspection. All such judgments have to be evidence-based.

4.1.3 Action points from previous inspections

Make sure that you check the previous report (which you are sent during the inspection planning phase) and inspect any areas covered by the action points or recommendations and report on your findings in the relevant section of the current inspection report. We would routinely look at the previous report for an interim inspection, but we also need to do it for re-accreditation inspections.

In re-accreditation inspection reports, there is no need to reference the specific action point or relating key indicator number or the specific recommendation.

With regard to action points that are in the previous inspection report and have not been satisfactorily addressed by the time of the current inspection, inspectors should normally raise the priority level to the next higher level unless the action is no longer relevant. If an inspector does not judge that this is appropriate, a comment must be included in the most appropriate place in the report, as to what factors have led to the judgment that the priority level of the action point does not need to be raised. For example, the reason could be that something has changed, such as there has been a reduction in staff/student numbers, which means that the action point would have a very minor impact on the institution. Again, there is no need to reference the specific action point or relating key indicator.

4.1.4 Key indicator relating to BAC's complaints procedure

With regard to the key indicator relating to students/participants being advised about the BAC's complaints procedure, inspectors should either raise this during the inspection so that it can be rectified and, therefore, does not need to result in an action point (which is the preferred option), or make the action point a medium-level action point. It is important that the students know that they have access to our complaints procedure in the event that they have exhausted the institution's own complaints procedure.

4.1.5 Recommended areas for improvement

Inspectors have a wealth of experience and in pursuance of BAC's stated purpose of 'improving and enhancing the standards' of independent FE and HE institutions, it is expected that inspectors will want to make recommendations to the institution as to ways in which they can improve their provision and share best practice. Recommendations, as distinct from action points, may be made in relation to any aspect of the accreditation scheme as a way to improve the provision and when the identified deficiency is not sufficiently severe in its impact to render the key indicator not met.

Recommendations should not be too numerous and should be offered in a collegiate and supportive manner.

There is no onus placed on the institution to take action on these points if there is a good reason not to. The wording should reflect this i.e. 'It is recommended that' or 'institutions could' are suitable means of wording recommendations for improvement. However, it should be made clear that the response to these recommendations will be assessed at the next inspection.

5. Reporting on the inspection findings

Inspection report

The most up-to-date report template will be sent out to inspectors before the inspection. This version must be used.

The inspection report should be completed as soon as possible after the inspection. There is a requirement for the report to be returned to head office within two weeks of the date of the inspection. It is important for inspectors to ensure that the report is judged to be an accurate and detailed record of the inspection and the judgments made. The report is reviewed and edited by staff in the head office and they will refer back to inspectors if they have any queries or comments about the report contents.

After this check, the report is sent to the institution for a factual accuracy check. The result of this may necessitate further contact with the inspector.

Please refer to the Report Writing Guidelines and associated webinar for more information about writing the report.

Reports, DCFs and the Declaration of Statutory Compliance (if it is possible to scan it and, if not, it can be posted to BAC's head office in hard copy) should be submitted by e-mail to inspectionreports@the-bac.org.

After a decision on accreditation has been made by the AC, a copy of the report is sent to the institution. Inspectors are sent a copy of the final report and the letter sent out to the institutions giving details of the AC's decision and reasons for this. It should be emphasised, however, that BAC is responsible for the issue of the report, and inspectors should refer any correspondence arising from the report to BAC, rather than involving themselves directly with the institution.

BAC's appeals procedure is designed to provide institutions with an efficient and fair means of requesting a review of the decision to withhold or refuse accreditation. One of the two grounds for appeal is 'that the decision was not made in accordance with the procedures or criteria set out in the Accreditation Handbook'. Inspectors may be called on to provide evidence that procedures were carried out in the proper manner and to comment on the institution's stated grounds for lodging an appeal.

6. Renumeration of inspectors

Once an inspection is completed and the inspection report has been submitted to the BAC office, the inspector should send in a claim form for fees and expenses. There are separate claim forms for inspectors, senior inspectors and SIs and for inspections conducted in the UK and overseas. The appropriate form will have been sent to the inspector by BAC's head office. The form, accompanied by relevant receipts, should be submitted either electronically to inspectorclaims@the-bac.org or in hard copy to head office.

Please refer to the Travel and Expenses Guidelines for Inspectors ([Appendix G](#)) for details about what can be claimed in relation to expenses.

Inspectors are advised to check their claim forms carefully before submission, as missing or incorrect information may result in delayed payment. BAC aims to settle claims within one month of receipt once any outstanding queries have been resolved.

The level of inspection fees is reviewed regularly to ensure it remains in line with market rates.

All claims should be submitted no later than one month after the inspection. BAC reserves the right to reject claims for both fees and expenses which are submitted more than three months after the date of the inspection.

7. Appendices

Appendix A

Anti-bribery and anti-corruption policy

Purpose

BAC recognises that scenarios that involve attempts to bribe or corrupt inspectors are extremely unlikely to occur. Inspectors have received the same guidelines and we are, therefore, sharing these with institutions and providers with a view to complete transparency in this area. We trust that you will view this policy with that in mind.

BAC's commitment

The British Accreditation Council (BAC) is committed to maintaining the highest level of ethical standards in the conduct of its activities and to act professionally, fairly and with integrity in all our activities, both in the United Kingdom (UK) and internationally. Therefore, whilst recognising that this presents a very low risk, we are committed to implementing and enforcing effective systems to ensure that bribery and corruption play no part in how we conduct our affairs.

Understanding and recognising bribery and corruption

Acts of bribery or corruption are designed to influence an individual in the performance of their duty and incline them to act in a way that a reasonable person would consider to be dishonest in the circumstances.

Bribery can be defined as “offering, promising or giving a financial or other advantage to another person with the intention of inducing or rewarding that person to act or for having acted in a way which a reasonable person would consider improper in the circumstances”. Corruption is any form of abuse of entrusted power for private gain and may include, but is not limited to, bribery.

Bribes are not always a matter of handing over cash. Gifts, hospitality and entertainment can be bribes, if they are intended to influence a decision.

BAC's policy

BAC prohibits the offering, giving, solicitation or the acceptance of any bribe or corrupt inducement, whether in cash or in any other form.

For inspectors, consultants, agents and contractors such inducements would include the following:

- The acceptance of gifts, other than low value gifts such as branded pens, notebooks and coffee mugs.
- The acceptance of any financial inducement
- The offer of employment or consultancy work in return for interpreting inspection evidence in a favourable (or unfavourable) light
- Offers of hospitality, for example invitations to lunches and dinners, other than a light working sandwich lunch or similar during the inspection. This latter practice also contributes to the effective use of the inspection time and can be combined with meetings with staff and/or students if appropriate. Where possible, inspectors should offer to pay for such hospitality but not to the extent that it causes offence.

Institutions to be inspected will be advised of BAC's policy, in advance of an inspection.

BAC will investigate thoroughly any actual or suspected breach of this policy or the spirit of this policy and appropriate action will be taken as required.

Monitoring

The effectiveness of this policy will be reviewed annually by the Council and up-dated as required. Internal control systems and procedures will be subject to audit by the Audit Committee.

Appendix B

Safeguarding checklist

CARE of under 18s – Notes to inspectors

We have seen an increase in the number of applications, particularly for Short Course Provider (SCP) accreditation from providers catering for learners under the age of 18, most typically on 'summer course programmes'. In addition, we are aware that some providers, under other schemes, are also enrolling students under the age of 18.

Whilst we do not generally inspect compliance with legal and statutory requirements, given the importance of this aspect in educational contexts and the fact that we have a duty of care to ensure that such providers are fully compliant with all safeguarding requirements, we are obliged to inspect this aspect of the provision. The institution will still be asked to sign the Declaration of Compliance with Legal and Statutory Requirements, which also covers safeguarding.

Key Definitions

1. Children:

In accordance with the Children Act 1989 and 2004, a child is any person who has not yet reached their 18th birthday.

2. Vulnerable Adults:

A vulnerable adult is generally defined as 'an adult, who is unable to function cognitively or adequately undertake basic day-to-day functions without the help or oversight of someone not impaired in these ways or who is unable to protect him/her self against significant harms or exploitation'.

During the inspection, please complete the checklist below and use it to identify where there are any areas of non-compliance. Please return the completed checklist to BAC together with your report.

Is there a suitable policy for the protection of students under the age of 18 and vulnerable adults, that is reviewed at least annually?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is there a named DSL (designated safeguarding lead), who is responsible for implementing this policy and responding to child protection allegations?	<input type="checkbox"/> Yes <input type="checkbox"/> No
The policy should be a working document (regularly reviewed) which sets out an organisation's commitment to protect children from harm and the procedures in place to support this. It should cover: policy statements, codes of conduct, health and safety, safer recruitment, training, welfare provision and child protection procedures (including: awareness, how to raise concerns, responding to disclosure, named person(s) responsible, the decision-making process, systems for recording and reporting information and handling allegations/incidents). The policy should be clear and relevant to the organisation and up-dated at least annually.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has the provider made the safeguarding policy known to all adults in contact with under 18s through their role with the organisation (including employees, sub-contractors, homestay hosts, group leaders and volunteers) and provided guidance or training relevant to its effective implementation?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is there a code of conduct for staff covering relationships with students under the age of 18 and which includes whistleblowing procedures?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are there arrangements in place to identify any person who is vulnerable and to ensure the right help and support is provided in a reasonable time scale?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are up-to-date contact details recorded for a parent, carer or person acting in loco parentis for students aged under 18 (and under 25 for students with learning difficulties and/or disabilities, if the students wish so)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are students aware of how they can access support or complain, if they do not feel safe?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is there an appropriate course of action to follow should a participant/student report abuse or concerns about their well-being? In reports of abuse, the arrangements should indicate how to receive disclosures and pass them on to statutory agencies and deal with staff who are subject to allegations.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do recruitment and selection procedures follow safer recruitment best practice? Do the recruitment and selection procedures and other human resources management processes help to deter, reject, or identify people who might abuse children, or are otherwise unsuited to work with them? Is appropriate information provided to job applicants? Do recruitment materials for roles involving responsibility for or substantial access to under 18s (staff and host families) include reference to the organisation's commitment to safeguarding and inform applicants that suitability checks will be required?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are arrangements made for appropriate checks on staff, including enhanced Criminal Records check (CRB) checks on staff up to 2012 and enhanced Disclosure and Barring Service (DBS) checks from 2013 for staff who have regular, unsupervised access to children or vulnerable adults, and where appropriate (based on risk assessment) on proprietor/governors and volunteers? In accordance with best practice – appropriate DBS checks should be carried out on all staff. These checks should be carried out prior to their appointment or prior to the start of their regulated unsupervised activities. If a new starter does commence employment prior to clearance being received, they must have signed a self-declaration and their access should be supervised at all times; they must not be left alone with children.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does a single, central record (SCR) exist of all checks on college staff and, where appropriate, proprietor/governors and volunteers?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are references taken up on all staff prior to employment and recorded on the SCR?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do all staff, volunteers and contractors undertake appropriate training on safeguarding? Is this training updated regularly in line with advice from the Local Safeguarding Children Board (LSCB)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
For those working regularly with under 18s and vulnerable adults, does the training included how to recognise signs of abuse and how to respond to disclosures from students?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is safeguarding training part of the induction training for all staff, temporary staff and volunteers newly appointed? Does this include the safeguarding policy, staff behaviour policy or code of conduct, and the identification of the designated safeguarding lead?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Good practice is that all staff are trained to level 1 (basic); management to level 2 (advanced) and DSL to level 3.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is there a board level lead responsible for safeguarding? Is there a designated senior member of staff responsible for safeguarding arrangements, who has been trained to the appropriate level, (including Inter-agency working) and understands her/his responsibilities with respect to the protection and welfare of students under 18 and vulnerable adults?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Is clear information provided to the parents/guardians of under 18s? Does the publicity or other information made available, before enrolment, give an accurate description of the level of care and support given to students under 18, especially concerning any periods when students are unsupervised?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are there safe working arrangements for off-site activities, such as any social programme?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Effective arrangements are made to protect learners from the risks associated with radicalisation and extremism.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is there an E-policy, that references the staff code of conduct, students' use of social media and devices on site such as mobile phones and cameras?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do managers and staff take action immediately if there are concerns about cyber-bullying or other on-line risks to the students?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are arrangements for accommodation, through homestay, halls of residence or otherwise, appropriately managed and registered in accordance with national requirements?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Are enhanced DBS and barred list checks made for the main carer in the host families where under 18s are staying, when accommodation is arranged by the institution?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Where under-16s are accommodated in host families for more than 28 days, has the local authority been alerted?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Appendix C

List of documentation to be made available

Although some of the documents below will already have been submitted with the original application, organisations are asked to ensure that up-to-date, revised, completed versions are made available during the inspection process.

	DOCUMENTATION (IHE stands for Independent Higher Education scheme)	Seen	Not available	Not applicable
	THE APPLICATION STAGE:			
1	Evidence of the ownership or tenure of the premises, for example the lease agreement – <i>looked at in office only unless advised otherwise</i>			
2	Hire/booking agreement if additional external venues are hired – <i>looked at in office only unless advised otherwise</i>			
3	Copies of the last three years' audited annual accounts or, if the organisation is still in its early stages, internal accounts or some other documentation to prove its financial status for example bank statements – <i>looked at in office only unless advised otherwise</i>			
4	Current course brochures and other marketing materials			
5	Learner application form with details of fees and refund policy			
6	Outline curriculum for each training programme, including assessment procedures			
7	Copies of any partnership/validation/franchise/collaboration agreements with degree awarding organisations, higher education organisations or chartered bodies in the UK and/or overseas – <i>looked at in office only unless advised otherwise</i>			
8	The completed self-evaluation report			
	<i>During the inspection process, either in advance or during the inspection visit, at the Lead Inspector's discretion. Please see below, in red italics, suggestions as to what might be appropriate to be sent in advance:</i>			
	GOVERNANCE, MANAGEMENT, STAFFING AND ADMINISTRATION, ACADEMIC MANAGEMENT AND QUALITY ASSURANCE			
9	Up-to-date organisation chart or outline description of the staff structure, with names of post-holders and individual roles – <i>sent in advance</i>			
10	The strategy/development plan including strategic targets – <i>sent in advance</i>			
11	List of committees/boards together with their terms of reference and membership – <i>sent in advance</i>			
12	Detailed job descriptions for all senior, academic and administrative staff – <i>sent in advance</i>			
13	Documentation on risk planning and completed risk assessments – IHE only – <i>sent in advance</i>			
14	Documentation explaining the link between governance and management – IHE only – <i>sent in advance</i>			
15	Programme re-validation reports – IHE only – <i>sent in advance</i>			
16	Financial planning documentation – IHE only			
17	Up-to-date prospectus, course brochures and other marketing material – sent in advance			
18	Copies of audits and academic reviews carried out by or on behalf of the awarding bodies or partnership organisations – sent in advance			
19	Performance data maintained by the organisation, for example examination pass rates/stakeholder feedback scores/attendance rates - <i>sent in advance</i>			

20	Annual performance reviews against strategic targets at organisation/ department/course and programme levels – <i>sent in advance</i>			
21	Notes from external audits – <i>sent in advance</i>			
22	Samples and summaries of any learner and other stakeholder feedback, including completed feedback questionnaires			
23	Action plans for dealing with stakeholder feedback			
24	Documentation relating to policies and procedures for informing stakeholders of the response made to their feedback			
26	Internal quality assurance documentation including copies of any policies used as a means of quality management			
27	Key policies underpinning the running of the organisation for example relating to staff recruitment, staff performance monitoring and staff development, quality assurance, assessment and learner welfare etc. – <i>sent in advance</i>			
28	Staff and learner handbooks – <i>sent in advance</i>			
29	Minutes of relevant committee and/or board meetings			
30	Minutes of staff meetings			
31	Detailed Curricula Vitae (CVs) for all staff including all academic/teaching staff to include evidence of academic and teaching qualifications			
32	Staff appraisal procedures and completed documentation			
33	Evidence of continuing professional development/training opportunities and individual development logs			
34	Staff disciplinary and grievance procedures			
35	Samples of administration correspondence with learners			
36	Completed learner application forms and any learner contracts			
37	Evidence of attendance monitoring, including class registers for each course/programme			
38	Learner files with details of registration, enrolment, attendance and qualifications			
39	Policy on accreditation of prior learning, including experiential learning for prospective learners			
40	Staff personnel files and records			
41	Up-to-date signed contracts of employment for all staff			
42	Self-employment contracts/agreements for all self-employed staff			
43	Briefing materials for agents			
44	Other management and administrative policies, procedures and systems			
	TEACHING, LEARNING AND ASSESSMENT			
45	Detailed up-to-date list of programmes available			
46	A detailed timetable of the courses/classes taking place at the time of the inspection – <i>sent in advance</i>			
47	Whole course/academic year plans/schemes of work			
48	Module/course descriptions			
49	Completed lesson/lecture plans			
50	Timetables for all courses			

51	A list of learners on site on the day(s) of the inspection, broken down by level of English competence (where relevant), gender, age, country of origin, programme and start date – <i>sent in advance</i>			
52	Assessment procedures/samples of assessment methods/assessment tools			
53	Samples of marked learners' work with feedback to the learner			
54	Sample placement/initial tests, including completed documentation			
55	Records of learner progress			
56	Learners' academic appeals and grievance procedures			
57	Agreements with awarding bodies – <i>sent in advance</i>			
58	Documents relating to external moderation			
59	Evidence of monitoring of teaching/training staff, including completed classroom observation records			
60	Summaries of results/grades awarded for previous three years for each academic programme, or from the start date, if the courses have not been available for that time			
61	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			
62	Copies of annual reports to the awarding bodies for the previous three years for each academic programme, or from start date, if the courses have not been available for that time			
63	Catalogue of library stock			
	LEARNER WELFARE			
64	Information for learners relating to qualifications and awarding bodies – <i>sent in advance</i>			
65	Induction packs for home and international learners			
66	Initial guidance documents for learners			
67	Complaints policy and procedure documentation			
68	Policy documents related to discrimination, bullying and abusive behaviour			
69	Documents related to residential accommodation			
70	Documents related to home-stay accommodation including advice to home-stay learners and organisations			
71	Learners' social programme			
72	Careers advice and guidance documentation			
73	Policies relating to preventing radicalisation and extremism – <i>sent in advance</i>			
74	Safeguarding policy – <i>sent in advance</i>			
75	DBS check and training records			
	PREMISES AND FACILITIES			
76	Floor plan of each site being inspected			
77	Health and safety guidance for learners, staff and visitors			
78	Number, specification, location and accessibility of computing and related IT resources			
79	A guide to the library and IT facilities			

Please note the above list of documents may not be exhaustive and other documents may be required during the inspection process. Please also be prepared to show the inspector(s) other documentation that you consider to be important even if it is not included above and may not be mentioned by the inspector(s)

Appendix D

Inspection timetable – The Training Centre – 8–9 August 2018

Address – 13 Grosvenor Place, Third Floor, London, SW1X 7HH

Main contact – Susan Jones – Tel no – 020 7777 7777

Inspector – Diana Morriss – Tel no – 07845 063298

Please note that the order of inspection activities and the timings below are indicative only - actual activities and timings will vary according to the specific circumstances

Monday

- 8.30** The inspection team arrives
- 8.30 – 8.45** Diana prepares in the base room and checks supplied documentation (if appropriate – this time includes a briefing with other members of the inspection team)
- 8.45 – 9.00** Tour of the premises with the **Health and Safety Manager** (standards 23–26)
- 9.00 – 10.00** Meeting with the **Proprietor** and the **Head of the Provider** regarding the overall management of the organisation, including how he works with the Proprietor, participant enrolment, candidate attendance, self-evaluation, improvement planning, candidate feedback, quality monitoring, marketing, publicity and the website and other relevant matters from the minimum standards for short course providers (standards 1-8 and associated documentation).
- 10.00 – 10.45** Lesson observation
- 11.00 - 11.45** Meeting with the **Training Manager** regarding training/programme management to include how the programmes are developed and managed, planning, recruitment of trainers and assessment of their performance, assessment and feedback on progress to candidates, training resources and other relevant matters from the minimum standards for short course providers (standards 9–16 and associated documentation)
- 11.45 – 12.45** Document scrutiny
- 12.45 – 13.10** Meeting with a cross-section of **participants** – selected by the Lead Inspector from a list of the participants (relevant standards across the scheme)
- 13.10 – 13.40** Working lunch and continuation of document scrutiny
- 13.40 - 14.15** Meeting with **available trainers** (relevant standards across the scheme)
- 14.15 - 15.00** Lesson observation
- 15.00 – 16.30** Continue with document scrutiny and follow-up meetings/visits to accommodation, as required (to include review meeting with inspection team and completion of the Record of Inspection – if appropriate)
- 16.30 – 17.00** Feedback to the **Head of the Provider** and review of arrangements for day two
- 17.00** The inspection team departs

Tuesday

- 09.00** Diana arrives and prepares in the base room (if appropriate – this time includes a briefing with other members of the inspection team)
- 9.15 – 9.30** Meeting with the **Head of the Institution** to agree arrangements for the day and pick up any issues from day one
- 9.30 - 10.30** Meeting with the **Administrator** and review of administrative arrangements including, as relevant, database/management information systems re candidate registration/attendance/production of performance data e.g. candidate feedback (standards 2, 3, 5, 6, 7, 9 and associated documentation)
- 10.30 – 11.15** Lesson observation
- 11.15 – 12.00** Meeting with **Welfare Manager** regarding participant welfare to include initial advice and guidance, induction, information for international participants, safeguarding, welfare policies, accommodation and social activities (standards 17-22 and associated documentation)
- 12.00 – 13.30** Continue with document scrutiny and meetings as required (to include review meeting with inspection team and completion of the Record of Inspection – if appropriate)
- 13.30 – 14.00** Working lunch and continuation of document scrutiny
- 14.00 – 14.30** Continue with document scrutiny and staff meetings as required
- 14.30 - 15.00** Lesson observation
- 15.00 – 16.00** Continue with document scrutiny and staff meetings as required (to include review meeting with inspection team and completion of the Record of Inspection – if appropriate)
- 16.00 – 16.30** Final feedback to **Proprietor** and the **Head of the Provider** *
- 16.30** Diana departs *

* approximate timings depending on progress made

Appendix E

Extracts from a sample Inspection record – college

This form must be completed in full during/after the inspection and submitted to BAC together with the draft inspection report.

It should be accompanied by the completed 'Documents seen and interviews conducted' document and the safeguarding checklist, where appropriate.

Inspectors should give an indication of whether each standard is met, partially met or not met

Note – this record of evidence sample is not intended to be a model to follow in terms of the content to include or the judgments made on the basis of the evidence – it is intended to give an idea about the level of detail to provide

Name of Institution

The Training Provider

1. GENERAL

Provider's strengths – summary

Instructors – from feedback and observations – committed and enthusiastic in the class
Facilities – simulator and classrooms
Robust approach to compliance and QA in line with bodies such as CAA etc
High pass rates and satisfied students
Residential accommodation blocks on site
Open door and approachability to students and any concern they have

Provider's weaknesses – summary

No major weaknesses

2. Compliance with BAC minimum standards

Management, staffing and administration

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.

	Met	Partially met	Not met
This standard is	✓		
Supporting evidence and/or further evidence required			
<p>SFC is regulated by the Civil Aviation Authority (CAA,) which requires substantial rigour in how SFC is managed and run. As a result all the roles are clearly defined with key responsibilities e.g. for safety/passenger flights etc – called accountable managers etc.</p> <p>It is a family run business. The owner and his daughter who is the CEO have a house on the airfield so knows the business well although acts more as a figurehead and has overall responsibility for financial matters. Day to day responsibilities e.g. for the students and the courses are delegated effectively to the head of training.</p> <p>The senior managers talk to the owner and CEO every day. They have regular informal meetings. They have instructors’ meetings where they discuss operational matters e.g. winter ops/de-icing of planes and other meetings e.g. re the SMS (see below) and quality. Some meetings are recorded. Have rigorous standard operating procedures (SOPs). If they are not adhered to by the staff – this will lead to a disciplinary. Other communication includes regular crew notices and e-mails re any legislation changes.</p> <p>CAA have to approve all manager appointments</p> <p>Seen – minutes of staff meetings – instructors’ meeting/safety working group</p> <p>Ops manual with all responsibilities outlined</p> <p>CVs show good and relevant experience/quals for the job</p> <p>Compliance means they have to be very clear about the specific responsibilities of the staff and it is all recorded rigorously</p>			
Action points			
None			

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.

	Met	Partially met	Not met
This standard is	✓		
Supporting evidence and/or further evidence required			
<p>Well documented systems such as the SMS (safety management system) – have a very good safety record.</p> <p>There is an on-line reporting system. It is a highly regulated environment. Have rigorous standard operating procedures (SOPs). If they are not adhered to by the staff – this will lead to a disciplinary.</p> <p>Policies and procedures are maintained up-to-date by the part-time HR person – all are dated so last review is known</p> <p>There is a stable staff – most have been with the organization for at least 10 years</p> <p>Size of admin team is suitable and have recently taken on an extra person – a chief ground officer – CAA have to approve all</p> <p>SMS risk management system is highly robust and includes reporting to the various international/European/CAA authorities</p> <p>Comprehensive staff handbook includes H&S</p> <p>Seen data base with students personal details and progress scores and notes and exam scores</p> <p>Compliance means they have to be very clear about the specific responsibilities of the staff and it is all recorded rigorously</p> <p>Instructors say the admin support is effective – they can now book flight sessions on-line and remotely which is useful</p> <p>Seen ops manual re scheduling instructors – it is all driven by the fact that they have to comply with the international aviation body</p>			
Action points			
None			

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.

	Met	Partially met	Not met
This standard is	✓		

Supporting evidence and/or further evidence required

SFC generally produces its own instructors as they will have done SFC's own course or they will have been recommended – the aviation industry is small so people know each other. They have a three month's probationary. HR deals with staff recruitment. Seen a sample of staff files.

Sample instructor staff file shows relevant checks and include passport/medical fitness

Other staff file has relevant documentation including holiday requests and contract

Admin staff are not appraised – problems are picked up as they go along and dealt with – these may come from customer feedback

There is a rigorous recruitment process for new instructors and they are on-boarded well

Negative feedback about staff would come out and be dealt with – would be good to review performance more formally

Action points

No formal appraisal system for admin staff – this has now been rectified – need to make sure it is rolled out and maintained

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.

	Met	Partially met	Not met
This standard is	✓		

Supporting evidence and/or further evidence required

Enquiries come through the website or word of mouth - above key indicators are met

Brochures and website are OK

Action points

None

5. **The institution takes reasonable care to recruit and enrol suitable students 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 students.
- 5.2 A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.
- 5.3 Students 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 Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the courses on which they are enrolling.

	Met	Partially met	Not met
This standard is	✓		

Supporting evidence and/or further evidence required

Entry requirements are on the website and include the need for competence in English – re the language – the CAA operate a 1-6 scale for Aviation English – native speaker is at level 6. If they don't reach this level – they go to a testing centre. They also need to have GCSE level in maths and physics. New students (especially international students) download a revision book – they have two days to 'brush up' their knowledge and then do a test.

Student learn about SFC through their research/website or word of mouth – they don't use agents

Students were able to easily see what the courses involve and the expectations (see also below re pastoral support)

Students confirmed that they had initial testing of their maths and physics knowledge and were clear about the level of English required

Some competitors are regarded as 'meat machines' – they try to have an individual ethos – they are a smaller org so can do that more easily – even if they lose the money – they will turn away someone if they are not suitable – some people will self-select out if they have an impairment – they can help if dyslexia comes out under pressure
Instructors confirm that students enrolled are suitable

Action points

None

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

- 6.1 There is a clear and published policy on student 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 students, collated centrally and reviewed at least weekly.
- 6.3 Student absences are followed up promptly and appropriate action taken.

	Met	Partially met	Not met
This standard is	✓		

Supporting evidence and/or further evidence required

The need to attend is communicated well to the students – also the attendance is part of the qualification requirement. Registers are taken 6 times a day. They are very strict on this.

Students confirmed that a register of attendance was taken and that the need to attend was 'drummed' into them

Instructor confirmed that he takes a register – they tell the head of training is someone is absent and they will raise any lack of attendance with the student

Seen attendance sheet – register is taken 6 times a day and show absences

Action points

None

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

- 7.1 The institution has effective mechanisms for obtaining feedback from students and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal student 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 student body.

	Met	Partially met	Not met
This standard is		✓	

Supporting evidence and/or further evidence required

They get formal student feedback at the end of the course. They have an open door policy and students can approach anyone with any issues and get them resolved. For example they can flag up that they don't like a particular instructor and appropriate action is taken so that their needs are met

Seen completed feedback forms – good spread of questions – some areas needing improvement e.g. reception staff being rude – example give about what done – spoke to the staff

The feedback is brought together for the instructors' meetings

Action points

See completed feedback

Formal system for communicating what have done in response to the student feedback

Feedback from other stakeholders?

Do formal feedback earlier?

Do a you said we did poster and positive feedback

- 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 student satisfaction, retention, achievement, examination results and completion rates.
- 8.3 Action plans are implemented and regularly reviewed, with outcomes reported to the management.

	Met	Partially met	Not met
This standard is	✓		
Supporting evidence and/or further evidence required			
<p>Detailed data in students' success is maintained and exam success is a KPI. Pass rate is 98% so the vast majority pass the course. They don't crunch the data – as the course is very expensive so pass rate is high.</p> <p>CAA do a regular audit</p> <p>Focus on exam pass rate – seen data showing pass rates for the CPL and IR from 2006-2015 (December) showing high pass rates and info re jobs acquired in the airline business and summary of pass rates</p> <p>Seen CAA audit report – June 2014 – includes review of instructional quality – all appears satisfactory</p> <p>Regular meetings ensure that actions are followed up from previous meetings – most action points from the meetings relate to changes to be made which are recorded in the staff briefing notes</p> <p>Management review the progress test results and student feedback/course evaluations and make changes as a result</p> <p>They are audited by CAA which is happy with their operation</p> <p>Seen data on pass rates</p> <p>Seen how progress testing results are maintained on the Pad Pilot database</p> <p>The database shows the on-line questions answered and what scores the students got and can identify any trends and investigate these and do an extra class if required and can change the character of the progress tests</p> <p>They manually look at attendance rates per course</p> <p>There is a group compliance manager – ensures compliance with European body – there is a compliance manual/checklists – this role supports the CAA audit</p> <p>They discuss so that continuous improvement can happen</p> <p>The head of training signs off the quality audit, allocates actions, which are recorded and reported to the CAA and signed off by the CAA</p> <p>There is a quality manual which is up-dated</p>			
Action points			
Use data from student feedback to evaluate performance and demonstrate success to all the staff			

Observations on teaching/lesson observation		
Subject: Organisational structures	No of students on the register if provided: 22 on register	No of M/F students present 14 male/8 female All on register and present in the workshop
Observer: DM	Teacher/trainer observed: A Teacher	Observation time: 30 mins
Course/Programme: Principles of Management	Level/Year: Year 2	Session type: Lecture and workshop

Prompts	Strengths/Impact	Areas for improvement/development
Clarity and relevance of intended learning outcomes/are intended learning outcomes communicated to students	Seen syllabus with clear objectives and intended learning outcomes – this has been communicated well to the students – from other evidence	Nothing displayed in the classroom Could display the intended outcomes in the classroom to maintain focus
Planning and organisation/quality of lesson planning (make it clear if a lesson plan and/or class profile was provided)	Detailed and clear lesson plan with detailed class profile Very good management of time re the group exercises – flagging up how much time is left. Following the syllabus and the list of content	
Methods: lecture, seminar, tutorial, practical, laboratory/subject expertise	Excellent methods including input at the start and then doing a relevant group exercise and getting the groups to feed back their thoughts using the whiteboard and involving the other members of the group to check understanding	The other groups were not asked to feed in their ideas into the group exercise in order to test the learning more widely
Delivery: pace, clarity of oral communication, mannerisms e.g. eye contact, use of appropriate humour	Clear explanations with high levels of energy and a good pace Good use of humour Very engaging	
Relationship/rapport/interaction with students	Good supportive feedback to the students Clear there are positive relationships between the teacher and the students	
Questioning techniques/checking understanding/use of assessment methods	Using good open questions to dig down e.g. what is missing? how else? Clear testing of learning and understanding	
Content: currency, accuracy, relevance, use of examples, level, match to students' needs and abilities	Using good relevant examples which engaged the students very well	
Student participation and engagement/evidence of learning taking place/outcomes	Excellent – working well in groups and with the teacher Referring to textbooks by students to check what they are doing Groups using the whiteboard to explain their ideas re the ideal structure and demonstrating good levels of learning	
Use of accommodation: layout, suitability for teaching method in use	Very good classroom space used well for lecture style and small group work Very good robust seating Light and airy	

Use of audio-visual and IT aids: used effectively, legibility	Two screens and a whiteboard, which was used well to emphasise key points and for students to present their own work Good clear slides with key points highlighted	
Use of accommodation: layout, suitability for teaching method in use	Very good classroom space used well for lecture style and small group work Very good robust seating Light and airy	
Use of audio-visual and IT aids: used effectively, legibility	Two screens and a whiteboard, which was used well to emphasise key points and for students to present their own work Good clear slides with key points highlighted	

Overall quality of session: Strengths & Weaknesses	
<p>Strengths:</p> <p>Excellent engagement with students and good use of group work Teacher moves around to check how the groups are getting on Uses very good open questions Very good teaching style Demonstrates his practical experience Brings the content alive very well</p>	
<p>Weaknesses/Areas for improvement/development:</p> <p>Could display the intended outcomes in the classroom to maintain focus He could have ensured that the other groups fed in their ideas into the group exercise to test the learning more widely</p>	

Appendix F

Interim Inspection Timetable – The College – 8 August 2018

Address – 5 Devonshire Square, London, EC1N 8UA

Main contact – Jane Smith – 020 7766 5544

Inspector – Diana Morriss - 07845 063298

Please note that the order of inspection activities and the timings below are indicative only - actual activities and timings will vary according to the specific circumstances

9.00 Diana arrives and sets up in the base room

9.15 Meeting with **Head of the Institution** and other relevant additional staff regarding:

- Any significant changes, since October 2016, for example in the provision, staffing and the use of the premises
- Finalisation of the beginning section of the report (background and current provision) and data collection form (already sent with e-mail dated 7 June 2017)
- Response to the action point and two recommended areas for improvement and any other areas of weakness identified in the last report as follows:
 - The Academy must focus more closely, in lesson observations, on how the tutors' actions impact on participants' skill and knowledge development.
 - It is recommended that the Academy formalises the arrangements for using the activity slot, which is identified on participants' timetables, to ensure that full coverage of a good range of equality and diversity, safeguarding, employability and career planning topics can be covered. The Academy should ensure that staff are adequately trained and provided with good quality resources to help them deliver these sessions well.
 - It is recommended that the Academy introduces a marking scheme so that all tutors identify errors in participants' spelling and grammar.
- Associated documentation to review in the meeting (*the following examples of documentation relate to the examples of an action point and two recommendations shown above*).

The documentation might include, but is not limited to,

- recent completed lesson observation records,
- details of recent activity slots and what has been covered,
- records of staff training relating to the activity slots,
- details of the resources provided for the activity slots,
- feedback from participants on the usefulness of the activity slots,
- copies of the marking schemes and evidence of its use and the feedback provided to participants on their spelling and grammar errors.

Please note that this documentation should be requested prior to the inspection so it is likely that this discussion will focus on any clarification required.

- Start spot check – focus on governance, management and quality assurance and associated documentation

10.30 Lesson observation (spot check re teaching and learning)

10.50 Short meeting with the **participants** (spot check of student welfare and other areas as required)

11.15 Meeting with **available tutors** (spot check of teaching and learning and other areas as required)

11.45 Review of documentation supporting what has been done to respond to the recommendations (as set out above) and any new policies/procedures/data on student achievement/completed student feedback questionnaires and any other key documentation and follow up meetings as required

12.30 Feedback on findings*

13.00 Diana departs*

* approximate timings depending on progress made

Appendix G

Travel and Expenses Guidelines

Purpose: the purpose of the Travel and Expenses Guidelines document is to set down standardised travel and expenses guidelines. The guidelines will be reviewed periodically to ensure on-going relevance.

Booking flights

- AC will book flight tickets directly
- BAC will always seek to achieve best value flights
- BAC will only book flights for BAC inspectors. Booking flights for partners and spouses will not be accepted

Class, Flight Duration, and Connecting Flights

- For flights of 10 hours' duration or less Economy Class tickets only will be booked (stops for a connecting flight are not included in the flight time)
- However, for Economy Class journeys of 5 hours or more, inspectors can book seats in advance where possible and the cost will be refunded by BAC (stops for a connecting flight are not included in the flight time)
- For flights exceeding 10 hours' duration, Premium Economy seats (if available) will be booked (stops for a connecting flight are not included in the flight time). However, this will be subject to a review of the affordability, of booking such seats, for the institution.
- Where possible, direct flights will be booked
- If direct flights cannot be booked, then every effort will be made to minimise the number of flight connections
- Where a stop is required, ongoing flights should be booked with the same airline. This means the airline is responsible for ensuring that passengers arrive on time

Train travel

Standard class train tickets should be booked, at off peak times where possible. BAC inspectors may book these directly or ask BAC to do so.

Car Travel

BAC inspectors may use their own car and reclaim mileage as set out on the relevant expenses claim form. Mileage allowances will be updated at regular intervals to reflect HMRC guidelines.

Hotel Bookings

In the United Kingdom (UK), outside London, the maximum is £100 per night and must be on a bed and breakfast basis unless otherwise agreed. Within London the maximum is £150 per night. Hotels will normally be three-star.

All international hotel bookings, for inspectors, should be four-star or higher. All accommodation must have reasonable security and suitable support facilities.

Where inspectors make private arrangements, expenses of £30 per night may be claimed.

Who Books Hotels – UK

BAC will book hotel rooms for inspectors in the UK.

International Hotel Room Bookings

Institutions will be asked to book hotel rooms for inspectors

Subsistence – Per Diem (all expenses claims must be supported by receipts)

BAC inspectors and staff may claim for meals, refreshments and incidental expenses

UK

Half Day – up to a **maximum** of £18

Full Day – up to a **maximum** of £35

International

Full Day – up to a **maximum** of £40

Please note: Expenses cannot be processed without receipt evidence. International conversion rates will apply on the date of purchase as per the receipt.

Other relevant expenses

Such as taxi fares, parking, postage etc.

Will be paid on submission of receipts (or a detailed list in the case of small claims for, e.g. postage or telephone).

Payment for international travel days

BAC inspectors are paid a retainer fee of £150 for international travel days. This fee is only paid for travel days, which include the main international flight(s) and not for other travel days, for example to get to the airport in the UK.

Signed Health Form

All inspectors must complete an International Fitness for Travel Form (IFTF).

Standard Travel Information Form

A Standard Travel Information Form, with all the relevant details of the trip, will be completed and sent to each inspector each time they travel overseas.

8. Useful links and resources

The following links are to organisations which provide a valuable resource for information and advice on statutory requirements and good practice relevant to the operations of an independent educational institution.

General advice on laws and regulations

Direct Gov:
www.gov.uk

Business law, regulations and advice

Business Gateway Scotland:
www.bgateway.com

Invest Northern Ireland:
www.nibusinessinfo.co.uk

Companies House:
www.gov.uk/government/organisations/companies-house

Department for Business, Innovation and Skills:
www.gov.uk/government/organisations/department-for-business-innovation-skills

Charity Commission for England and Wales:
www.gov.uk/government/organisations/charity-commission

Office of the Scottish Charity Regulator:
www.oscr.org.uk

Charity Commission for Northern Ireland:
www.charitycommissionni.org.uk/

Consumer protection

Office of Fair Trading:
www.gov.uk/government/organisations/office-of-fair-trading

Equal opportunity

Equality and Human Rights Commission:
www.equalityhumanrights.com

Employment

ACAS (Advisory, Conciliation and Arbitration Service):
www.acas.org.uk

International students and immigration

UK Visas and Immigration:
www.gov.uk/government/organisations/uk-visas-and-immigration

UK Council for International Student Affairs:
www.ukcisa.org.uk

British Council:
www.britishcouncil.org

Office of the Immigration Services Commissioner:
www.gov.uk/government/organisations/office-of-the-immigration-services-commissioner

Immigration Law Practitioners' Association:
www.ilpa.org.uk

Planning and building regulations

The Planning Portal:
www.planningportal.gov.uk

Department for Communities and Local Government:
www.gov.uk/government/organisations/department-for-communities-and-local-government

Programmes and qualifications

Office of Qualifications and Examinations Regulation:
<https://www.gov.uk/government/organisations/ofqual>

Information on UK equivalency of overseas qualifications:
www.naric.org.uk/naric/

Lists of recognised UK qualifications and awarding bodies for degrees:
www.gov.uk/guidance/recognised-uk-degrees

for other UK qualifications:
www.accreditedqualifications.org.uk

Protection of children and vulnerable adults

Independent Safeguarding Authority:
www.gov.uk/government/organisations/disclosure-and-barring-service

Disclosure Scotland:
www.disclosurescotland.co.uk

The Children Act 2004: http://www.legislation.gov.uk/ukpga/2004/31/pdfs/ukpga_20040031_en.pdf

Keeping Children Safe in Education 2016 – inspectors should refer to this document as a basis for good practice, although it is our understanding that it is not a legal requirement in the private sector:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Safeguarding:

www.britishcouncil.org/education/accreditation/information-centres/care-children



Website: www.the-bac.org
email: info@the-bac.org
CEO: paul.fear@the-bac.org

The British Accreditation Council is
registered Charity and a UK Private
Company Limited by Guarantee

Company no: 1828990
Charity no: 326652