

# INTERNATIONAL ENGLISH LANGUAGE PROVIDER (IELP) SCHEME DOCUMENT



BRITISH ACCREDITATION COUNCIL

RAISING STANDARDS IN THE  
GLOBAL EDUCATION MARKET

## Contents

1. BAC's International English Language Provider (IELP) scheme accreditation	3
2. Eligibility for accreditation	3
3. Accreditation process	4
4. Accreditation cycle	4
5. Inspection process	4
6. Accreditation fees	5
7. Accreditation statements and marks	5
8. Further conditions	5
9. Contacting BAC	5
Appendix A	6
Inspection area – management, staffing, administration, and quality assurance	6
Inspection area – teaching, learning, and assessment	9
Inspection area – learner welfare	11
Inspection area – premises and facilities	13
Inspection area – ODBL (if applicable)	14
Glossary	15

**1. BAC's International English Language Provider (IELP) scheme accreditation is a voluntary quality assurance scheme for English language providers operating outside the United Kingdom (UK). The aim of the scheme is to acknowledge the quality of institutions and training providers that are outstanding in the field of English language education. The scheme provides them with the opportunity to become accredited by a globally-recognised accreditation body.**

## 2. Eligibility for accreditation

All private or public education providers operating outside the UK are eligible to apply for IELP accreditation provided that all of the following requirements are met:

- The provider is licensed by a local, regional, or national licensing agency if such licensing is mandatory and/or holds accreditation from a nationally recognised educational or professional body and/or meets all mandatory requirements to operate.
- The provider must be providing courses to prepare learners for examinations from one of the following awarding bodies:
  - a) LanguageCert
  - b) Trinity College
  - c) Cambridge English
  - d) IELTS (International English Language Test System)
  - e) TOEFL (Test of English as a Foreign Language).

To meet this eligibility criteria, the provider can also offer an English for Academic Purposes (EAP) pathway course. In this case, the course must lead to further study with a provider whose qualifications are recognised by UK NARIC and/or the national accrediting authority where relevant.

- In addition to the above courses the provider can also offer English language courses that include one or more of the following:
  - General courses for adults and/or children
  - English for specific purposes, for example Business English, English for Academic Purposes (EAP), and preparation for study in an English-speaking country
  - One-to-one
  - Online, Distance, and Blended Learning (ODBL) English language learning programmes
- BAC's evaluation of the provider will not assess

the role of any awarding body and will not include an evaluation of the assessment procedures used in determining the final grades awarded or the quality management procedures used by the awarding body.

- Effective control of the provider is the responsibility of an accountable management.
- The provider is led by a proprietor or designated principal/director who must have clearly defined responsibilities for the running of the provider and for the quality of its work.
- There are no grounds for believing the proprietor, principal/director, or any other senior manager to be unfit to be responsible for the provider.
- The provider has provided an IELP programme for a minimum period of two years. One exception is that BAC may approve accreditation at an earlier date, although this would normally only be available to providers that are part of a larger organisation that meets the above requirements.
- If the provider offers courses that are delivered through ODBL, the managerial, administrative, and academic staff must have an understanding of the special requirements of these modes of study.

The final decision regarding a provider's eligibility for the accreditation scheme rests with BAC.

### 2.1 Additional conditions for the IELP scheme

- Accreditation relates only to a specific provider and may not be used in relation to large multi-branch providers unless all branches have been awarded accreditation. BAC reserves the right to decide whether it is more appropriate for organisations to seek accreditation for the totality of their operations or in respect of their separate parts. Unless BAC determines otherwise, where an accredited provider is a branch of a larger organisation, accreditation will relate only to that branch.
- Providers that wish to apply for accreditation for all their branches must first contact the BAC head office to discuss their application.
- Accreditation by BAC does not remove the obligations of accredited providers to comply with relevant local statutory and regulatory requirements.

→ Any contractual agreements between BAC and an accredited provider or any disputes arising out of the award, refusal, or withdrawal of accreditation by BAC shall be subject to English law.

### 3. Accreditation process

BAC's IELP accreditation scheme covers the full range of English language education activities offered by the provider and is not restricted to specific courses within the total provision.

A provider is awarded accreditation for a period of three years, subject to a satisfactory interim inspection and meeting all the responsibilities of an accredited provider (see the Accreditation Handbook for details). Accreditation does not apply to activities that are promoted and delivered under a different name unless BAC has given specific approval for the inclusion of such activities within the provider's accreditation.

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

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

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

### 4. Accreditation cycle

Accredited providers must apply for re-accreditation every three years and will then undergo a further full inspection. In considering a report on an accredited provider, the Accreditation Committee may either award re-accreditation for another three years, defer

a decision pending the resolution of minor issues, or withdraw accreditation from the provider should it have failed to maintain the standards required. Irrespective of the outcome, the inspection report is released to the provider along with the decision of the Accreditation Committee.

### 5. Inspection process

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

#### Minimum standards

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

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

- Management, staffing, administration, and quality assurance
- Teaching, learning, and assessment
- Learner welfare
- Premises and facilities
- ODBL (if applicable)

The management of quality and the provider's quality assurance procedures are assessed throughout each area of inspection.

#### Document review

As well as setting out the minimum standards required, a sample list of the documents to be scrutinised, in relation to each section, is also included in this document. A full list of required documentation will be provided by the lead inspector during the preparation for the inspection. The inspectors will need to see this documentation as part of their evaluation as to whether the provider meets BAC's minimum standards for IELP accreditation. Some of the documents must be included in the initial submission and application form and others must be made available before and during the inspection.

#### Legal and regulatory compliance

All new applicants and those applying for re-accreditation are required to sign a declaration stating that the provider complies with all relevant statutory requirements in force in the country of operation in relation to such matters as health and safety,

safeguarding, employment law, copyright, disability provision, equal opportunities, planning consent, data protection, and public liability.

It is the personal responsibility of the head of the provider to ensure that all requirements are met. BAC inspectors will not inspect the local compliance requirements but will note any observed breach of regulations. This will be conveyed to the Accreditation Committee as a “no confidence” judgement in the ability of the provider to self-assess in these matters and will call into question the integrity of the senior management who will have endorsed the declaration. Although the compliance with statutory requirements is not a BAC minimum standard, evidence of non-compliance will provide the Accreditation Committee with grounds for refusal of accreditation.

A report of the full inspection is considered by the Accreditation Committee, which decides to award, defer, or refuse accreditation based on the evidence of whether all minimum standards have been met and that there are systems in place to ensure continuing compliance.

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

## 6. Accreditation fees

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

## 7. Accreditation statements and marks

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

- “accredited by the British Accreditation Council as an International English Language Provider.”
- “accredited by BAC as an International English Language Provider.”
- “BAC accredited as an International English Language Provider.”

## 8. The further following conditions apply:

- Accreditation covers all eligible provision that you have declared to BAC.
- Accreditation applies to your organisation as a whole and must not be construed as accreditation or validation of individual IELP programmes or awards.
- Accreditation applies only to the specific provider whose application BAC has received and not to any partner, branch, or otherwise connected providers.
- You must avoid any inaccurate or misleading statements concerning your accreditation and if uncertain should contact BAC to seek clarification on what is acceptable. Any breach of this condition may lead to the suspension or withdrawal of your accreditation.
- If your accreditation is withdrawn you must remove all statements or claims of accreditation by BAC from your promotional and other material as soon as is reasonably practicable and must immediately refrain from representing yourself as BAC accredited.
- Unaccredited providers that have applied for accreditation must not make public reference to their application. Any breach of this condition may be taken into account in any subsequent decision on accreditation.

Once accredited, providers may use the BAC logo in their promotional materials, subject to certain conditions.

## 9. Contacting BAC

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

# Appendix A

## Inspection area – management, staffing, administration, and quality assurance

### Minimum standards 1–8

#### 1. The provider is effectively managed

- 1.1 The provider has a written statement of its mission and goals that effectively guides its activities, is communicated to all stakeholders, and is effectively implemented and regularly reviewed.
- 1.2 The management structure is clearly defined, documented, and understood, including the role and extent of the authority of any owners, trustees, or governing body.
- 1.3 The head of the provider and other senior managers are suitably qualified and experienced, understand their specific responsibilities, and are effective in carrying them out.
- 1.4 There is a formal system to ensure that all managerial and administrative staff have access to appropriate continuing professional development activities.
- 1.5 There are clear channels of communication between the management and staff including those working remotely.

#### 2. The administration of the provider 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 provider.
- 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 provider.
- 2.5 Data collection and collation systems are effective.
- 2.6 The provider maintains accurate and easily accessible contact details for its learners including, in the case of young learners, details of their parents/guardians.

2.7 Learner and tutor records are easily accessible, sufficient, accurately maintained, and up-to-date.

2.8 The provider has a robust security system and policies in place for protecting the data of its learners, tutors, and all staff including administrators, technicians, and ancillary staff such as cleaners.

#### 3. The provider 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 and documented before employment.
- 3.3 There is an effective system for regularly reviewing staff performance.

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

- 4.1 Text and images provide an accurate depiction of the provider'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. This should include details about the course fees and any additional costs.
- 4.3 All material that is published in English is proofread and checked for grammatical accuracy.

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

- 5.1 Entry requirements for each course are set at an appropriate level and are clearly stated in the course descriptions seen by prospective learners.
- 5.2 A formal application process ensures that learners meet the entry requirements and any claimed qualifications are verified and documented.

- 5.3 Learners are properly briefed on the nature and requirements of the courses for which they apply and all application enquiries are responded to promptly and appropriately.
- 5.4 If any recruitment agents are employed, they should be properly selected, briefed, monitored, and evaluated.
- 5.5 All learners receive a comprehensive initial assessment of their language ability to ensure that they are placed on the correct level course to meet their needs.

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

- 6.1 There is an appropriate clear and published policy on learner attendance and punctuality.
- 6.2 Accurate and secure records of attendance and punctuality at each session are kept for all learners, collated centrally, and reviewed at least weekly.
- 6.3 Learner absences are followed up promptly and appropriate action is taken.

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

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

## **8. The provider 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 provider's performance.
- 8.2 The provider has an effective system to monitor and analyse the results of external examinations taken by its learners.
- 8.3 Reports are compiled, at least annually, that present the results of the provider's reviews and incorporate action plans. Reports include analysis of year-on-year results on learner satisfaction, retention, achievement, examination results, and completion rates.
- 8.4 Action plans are documented, implemented, and regularly reviewed with outcomes reported to management.

## Documents required

- Up-to-date organisation chart or outline description of the staff structure with names of post-holders and individual roles
- The strategy/development plan including strategic targets
- List of committees/boards together with their terms of reference and membership
- Detailed job descriptions for all senior, academic, and administrative staff
- Up-to-date prospectus, course brochures, and other marketing material
- Copies of audits and academic reviews carried out by or on behalf of the awarding bodies or partnership institutions
- Performance data maintained by the provider, for example, examination pass rates, stakeholder feedback scores, and attendance rates
- Annual performance reviews against strategic targets at provider, department, course, and programme level
- Notes from external audits
- Samples and summaries of any learner and other stakeholder feedback including completed feedback questionnaires
- Action plans for dealing with stakeholder feedback
- Documentation relating to policies and procedures for informing stakeholders of the response made to their feedback
- Internal quality assurance documentation including copies of any policies used as a means of quality management
- External quality assurance documentation
- Key policies underpinning the running of the provider, for example, relating to staff recruitment, staff performance monitoring and staff development, quality assurance, assessment, and student welfare, etc.
- Staff and learner handbooks
- Minutes of relevant committee and/or board meetings
- Minutes of staff meetings
- Detailed curricula vitae for all staff including all academic/teaching staff to include evidence of academic and teaching qualifications
- Staff appraisal procedures and completed documentation
- Evidence of continuing professional development, training opportunities, and individual development logs
- Staff disciplinary and grievance procedures
- Samples of administration correspondence with learners
- Completed learner application forms and any learner contracts
- Evidence of attendance monitoring including class registers for each course/programme
- Learner files with details of registration, enrolment, attendance, and qualifications
- Staff personnel files and records
- Up-to-date signed contracts of employment for all staff
- Self-employment contracts/agreements for all self-employed staff
- Briefing materials for agents
- Other management and administrative policies, procedures, and systems

# Inspection area – teaching, learning, and assessment

## Minimum standards 9–16

### 9. Academic management is effective

- 9.1 There is a written curriculum statement that is supported by appropriate schemes of work and lesson plans, leads to an effective learning experience, and is mapped to the Common European Framework of Reference for Languages (CEFR) or equivalent national standards.
- 9.2 There is a suitably qualified and experienced principal or owner who is capable of managing the IELP provision effectively.
- 9.3 There is an appropriate director of studies and/or academic management team with responsibility for teaching, learning, and assessment. The director of studies and/or the head of the academic management team must hold at least an appropriate internationally recognised diploma or a master's Teaching English as a Foreign Language (TEFL) qualification.
- 9.4 Classes are timetabled and rooms allocated appropriately for the courses offered. The special educational needs and disabilities of the learners must be considered when allocating classrooms and a risk assessment undertaken if appropriate.
- 9.5 The allocation of tutors to classes provides a consistent learning experience.
- 9.6 There are formalised plans for providing cover for absent tutors.
- 9.7 The appraisal procedures for teaching staff incorporate regular classroom observation with new tutors being observed within at least two weeks of their starting teaching.
- 9.8 Tutors, including those who are recently qualified and those who are not qualified but are undergoing training, are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance learning.

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

- 10.1 Courses are designed and delivered in ways that allow learners to develop the competencies and skills that will be required for final examinations or assessments.
- 10.2 Schemes of work and lesson plans provide evidence of planning and should be appropriate to the length and type of course delivered. The needs of individual learners are also considered as part of the planning.
- 10.3 Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the provider for internal awards and/or the awarding body for external awards.
- 10.4 Learners are encouraged and enabled to develop independent learning skills.
- 10.5 Any required coursework, tutorials, and revision periods are scheduled in advance.
- 10.6 The academic or professional backgrounds, motivations, and special educational needs and disabilities of learners are taken into account in the classroom delivery of the course.
- 10.7 The planning of courses will consider the continuous nature of learner enrolment if applicable.

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

- 11.1 The majority of tutors are appropriately qualified and experienced. They must have, as a minimum, a Trinity Certificate or a Certificate in Teaching English to Speakers of Other Languages (CELTA) qualification that must include a minimum of six hours of observed, assessed teaching practice.
- 11.2 Tutors who do not have the above qualifications must be working towards achieving them and must be assigned to classes appropriate to their teaching and language competence.
- 11.3 Tutors provide exemplary models of spoken and written English.

11.4 Tutors have a good level of English language knowledge as well as pedagogic and communication skills that allow them to deliver the course content effectively.

11.5 Tutors employ effective strategies to involve all learners in active participation in order to develop their accuracy and fluency in English.

## **12. Learners and tutors are provided with access to appropriate resources and study materials**

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

13.1 There is a comprehensive and appropriate initial placement procedure that assesses the learners' starting level and suitability so that their progress can be effectively monitored during their studies.

13.2 Schemes of work include a schedule of formative and summative assessments that are made available to both tutors and learners.

13.3 Assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress in order to provide appropriate learning support and/or to enable learners to change class.

13.4 Those learners who are undertaking a course leading to an external award are made aware of how their progress relates to their proposed external award.

13.5 A framework is in place to enable the effective evaluation of overall student progress and performance against the CEFR or equivalent national standards.

13.6 Oral and written feedback is given to individual learners on a regular basis that is tailored to meet their specific needs and is constructive in its nature and delivery.

13.7 Learners have appropriate access to academic support outside class hours.

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

14.1 Courses are clearly described and mapped to the corresponding level of the CEFR or equivalent national standards.

14.2 There is evidence of the extent to which the awards are accepted for the purpose of employment or further study.

14.3 External moderators are involved in the assessment process.

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

15.1 The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration.

15.2 If internal assessments, external examinations, or pathway programmes are provided, the provider takes appropriate steps to identify and discourage cheating and plagiarism and penalise offenders.

15.3 There are clear procedures for learners to appeal against their assessment marks.

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

16.1 Learners have access to advice from a designated staff member on further study and career opportunities.

16.2 If the provider offers courses preparing learners for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process.

16.3 Learners are informed about the recognition of the qualifications for further study or employment.

## Documents required

- Detailed up-to-date list of programmes available
- A detailed timetable of the courses/classes taking place at the time of the inspection
- Whole course/academic year plans/schemes of work
- Module/course descriptions
- Completed lesson plans
- Timetables for all courses
- A list of learners on site on the day(s) of the inspection broken down by level of English competence, gender, age, country of origin, programme, and start date
- Assessment procedures/samples of assessment methods/assessment tools
- Samples of marked learners' work with feedback for the learner
- Sample placement/initial tests including completed documentation
- Records of learner progress
- Learners' academic appeals and grievance procedures
- Agreements with awarding bodies
- Documents relating to external moderation
- Evidence of monitoring of teaching staff including completed classroom observation records
- Summaries of results/grades awarded for the previous three years for each programme or from the start date if the courses have not been available for that time
- Copies of external reviewers', for example, external examiners', reports for the previous three years for each programme or from the start date if the course has not been available for that time
- Copies of annual reports to the awarding bodies for the previous three years for each academic programme or from the start date if the courses have not been available for that time
- Catalogue of library stock

## Inspection area – learner welfare

### Minimum standards 17–22

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

- 17.1 There is at least one named staff member responsible for learner welfare who is suitably trained, accessible to all learners, and available to provide advice and counselling.
- 17.2 Learners receive appropriate advice before enrolment.
- 17.3 Learners receive an appropriate induction and relevant information at the beginning of their course.
- 17.4 Learners are issued with a contact number for out-of-hours and emergency support.
- 17.5 The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.
- 17.6 Effective arrangements are in place to safeguard learners, especially young learners and vulnerable adults.

#### 18. Learners from outside the provider's country are provided with specific advice and assistance

- 18.1 Learners receive appropriate advice before their arrival on travelling to and living in the country.
- 18.2 Learners receive appropriate induction upon arrival covering issues specific to the local area.
- 18.3 Information and advice specific to the learners continues to be available throughout the course of study.
- 18.4 The provision of support takes into account cultural and religious considerations.
- 18.5 Where possible, learners have access to speakers of their own first language.

## 19. The fair treatment of learners is ensured

- 19.1 Learners apply for and are enrolled in courses under fair and transparent contractual terms and conditions, which include information about what they will be required to purchase in order to take the course.
- 19.2 Learners have access to a fair complaints procedure of which they are informed in writing at the start of the course.
- 19.3 Learners are informed if there is a local or national regulator for complaints.
- 19.4 Learners are advised of BAC's complaints procedure.

## 20. Where residential accommodation is offered, it is fit for purpose, well maintained, and appropriately supervised

- 20.1 Any residential accommodation is clean, safe, and of a standard that is suited to the needs of learners.
- 20.2 Any residential accommodation is open to inspection by the appropriate authorities.
- 20.3 A level of supervision is provided appropriate to the ages and needs of learners.

## 21. Where home-stay accommodation is organised, the learners' welfare is ensured and the provider's relationship with hosts is properly managed

- 21.1 Due care is taken in selecting home-stay accommodation that provides both a safe and comfortable living environment for learners and is appropriately located for travel to and from the provider's location.
- 21.2 Any home-stay accommodation is inspected before learners are placed and is subject to regular re-inspection by a responsible representative or agent of the provider.
- 21.3 The provider has appropriate contracts in place with any hosts clearly setting out the rules, terms, and conditions of the provision.

- 21.4 Appropriate advice and support is given to both hosts and learners before and during the placement.
- 21.5 Clear monitoring procedures are in place with opportunities for learner feedback and prompt action is taken in the event of problems.

## 22. The provider has an appropriate social programme for learners and information on leisure activities in the area

- 22.1 Learners are provided with appropriate information on opportunities for participation in events and other leisure activities that may be of interest.
- 22.2 The social programme is responsive to the needs and wishes of learners.
- 22.3 The social programme provides appropriate opportunities for learners to extend their learning outside the formal curriculum.
- 22.4 Any activities within the social programme have been chosen with consideration for their affordability by the majority of learners.
- 22.5 Any social activities organised by the provider have been subject to a risk assessment and are supervised by a responsible representative of the provider, if required.

### Documents required

- Information for learners relating to qualifications and awarding bodies
- Induction packs for home and international learners
- Initial guidance documents for learners
- Complaints policy and procedure documentation
- Policy documents related to discrimination, bullying, and abusive behaviour
- Documents related to residential accommodation
- Documents related to home-stay accommodation including advice for home-stay learners and providers
- Learners' social programme
- Careers advice and guidance documentation
- Safeguarding policy
- Disclosure and Barring Service (DBS) check (or local equivalent) and training records

## Inspection area – premises and facilities

### Minimum standards 23–26

#### 23. The provider has secure possession of and access to its premises

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

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

- 24.1 Access to the premises is appropriately restricted and secured.
- 24.2 Access must allow all users of the provider, including those with special educational needs and disabilities if such learners are enrolled, to enter and leave the premises safely and easily, including in emergency situations.
- 24.3 The premises are maintained in an adequate state of repair, decoration, and cleanliness.
- 24.4 General guidance on health and safety is made available to learners, staff, and visitors.
- 24.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information.
- 24.6 There is adequate circulation space for the number of learners and staff accommodated and a suitable area to receive visitors.
- 24.7 There are toilet facilities of an appropriate number and level of cleanliness.
- 24.8 There is adequate heating, cooling systems, and ventilation in all rooms.

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

- 25.1 Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them.
- 25.2 Classrooms and any specialised learning areas (e.g. computer rooms) are equipped to a level that allows for the effective delivery of each course.
- 25.3 There are facilities suitable for conducting the assessments required for each course.

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

- 26.1 Learners have access to sufficient space and suitable facilities for private study including library and Information Technology (IT) resources.
- 26.2 Teaching staff have access to sufficient personal space for preparing lessons and marking work.
- 26.3 Learners and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.
- 26.4 Learners and staff have access to adequate storage for personal possessions.
- 26.5 There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings.
- 26.6 Administrative offices are adequate in size and resources for the effective administration of the provider.

#### Documents required

- Floor plan of each site being inspected
- Booking documentation for delivery venues or training rooms
- Health and safety guidance for learners, staff, and visitors
- Number, specification, location, and accessibility of computing and related IT resources
- A guide to the library and IT facilities

## Inspection area – ODBL (if applicable)

### Minimum standards 27–34

#### 27. The provider is effectively managed

- 27.1 There is a suitably qualified manager with experience in the field of ODBL who has responsibility for teaching, learning, achievement, and the management of the tutor body.
- 27.2 Data collection and collation systems include the accurate logging of online tutor and learner activity.

#### 28. The provider takes reasonable care to recruit and enrol suitable learners for its courses

- 28.1 Learners are made aware of the necessary level of digital literacy required to follow the programme.

#### 29. Academic management is effective

- 29.1 The provider has a robust tutor recruitment system that is designed to ensure the safety of the learners. The recruitment process for tutors working remotely includes a face-to-face and/or online interview.

#### 30. Tutors are suitable for the courses they are allocated and effective in delivering them

- 30.1 The tutors have the expertise to give individualised instructional service to each learner and have an understanding of the special challenges and demands of ODBL.
- 30.2 All academic enquiries from learners are handled promptly and sympathetically.

#### 31. Learner materials are appropriate to the medium of delivery and are effective

- 31.1 Course materials are designed for a specific and clearly stated level of study and include appropriate support when necessary.

- 31.2 Course materials are appropriately presented and sufficiently comprehensive to enable learners to achieve the programme objectives.

- 31.3 Tutors make effective use of appropriate teaching aids and learning materials, including online resources such as forums and social media platforms.

#### 32. The technology used to deliver the programmes is fit for purpose and effective

- 32.1 The provider uses appropriate and readily accessible technology to optimise interaction between the provider and the learner and enhance instructional and educational services.
- 32.2 The provider has access to the services of an experienced IT technician who can ensure that systems are operative at all times and provide appropriate support to learners, tutors, and staff working remotely.

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

- 33.1 The provider has processes to verify that the learner who registers on the programme is the same learner who participates in, completes, and receives the credit.

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

- 34.1 After enrolment, the applicant has the benefit of a stated “cooling off” period during which they can cancel the enrolment.
- 34.2 The provider ensures that learners understand any system requirements and have access to appropriate technical advice to assist with technical problems that are the provider’s responsibility.

#### Documents required

- Evidence of tutor monitoring

## Glossary

**UK NARIC** is the designated UK national agency for the recognition and comparison of international qualifications and skills. It performs this official function on behalf of the UK Government.

**The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)** is a guideline used to describe achievements of learners of foreign languages across Europe and, increasingly, in other countries. Its main aim is to provide a method of learning, teaching, and assessment that applies to all languages in Europe. There are six reference levels from A1: breakthrough or beginner to C2: mastery or proficiency. For each of these levels there is a description of what a learner is supposed to be able to do in reading, listening, speaking, and writing. These six reference levels are widely accepted as the European standard for grading an individual's language proficiency.

### **Digital literacy**

The ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. It includes knowledge, skills, and behaviours involving the effective use of digital devices such as smartphones, tablets, laptops, and desktop PCs as well as the internet and social media for the purposes of communication and expression.

### **English for Academic Purposes (EAP) pathway courses**

BAC distinguishes between EAP, English for General Academic Purposes (EGAP), and any other type of EAP or EGAP courses and EAP, EGAP, and any other type of EAP or EGAP **pathway** courses. Successful completion of an EAP pathway course enables the

graduating students to gain automatic acceptance onto a Higher Education (HE) or Further Education (FE) course, which leads to a qualification that is recognised by UK NARIC and/or the national accrediting authority, where relevant.

The pathway course should be offered by a university language centre or department as a pathway to the university's programmes. The programmes must lead to a qualification that is recognised by UK NARIC and/or the national accrediting authority, where relevant. Alternatively, the pathway course can be offered by a provider with a valid agreement with a HE or FE institution. In this case, the course provides a pathway to that HE or FE institution's courses and leads to a qualification that is recognised by UK NARIC and/or the national accrediting authority, where relevant.

### **Risk assessment**

A systematic process of evaluating the potential risks that may be involved in a projected activity or undertaking.

### **Safeguard**

To protect someone from harm.

### **Stakeholder**

A person, group, or organisation that has an interest or concern in another organisation.

### **Unaccredited or internal awards**

Certificated qualifications that are formally assessed internally by the provider and do not involve a recognised awarding body.

### **Vulnerable adults**

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 themselves from significant harm or exploitation.



Website: [www.the-bac.org](http://www.the-bac.org)  
email: [info@the-bac.org](mailto:info@the-bac.org)  
CEO: [paul.fear@the-bac.org](mailto: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