

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Online Distance And Blended Learning (ODBL) Reaccreditation Inspection

**INSTITUTION:** TEFL Org UK

**ADDRESS:** 18 Alexander Place  
Inverness  
Scotland  
IV3 5BX

**HEAD OF INSTITUTION:** Mr Joe Hallwood

**DATE OF INSPECTION:** 30 May, 2-4 June & 6 June 2017

**ACCREDITATION STATUS AT INSPECTION:** Accredited

### DECISION ON REACCREDITATION:

- Reaccreditation awarded for the full four-year period.
- Decision on reaccreditation deferred.
- Award of reaccreditation refused.

Date: 27 July 2017

**1. Background to the institution**

TEFL Scotland Limited (TEFL/the Provider) was established in 2008 by its two current Directors. It is established as a limited company. The Provider offers a range of short courses in Teaching English as a Foreign Language (TEFL). Courses are delivered online and through face-to-face workshops, which are run, in the main, in hotels in Scotland, England, Wales and in the Republic of Ireland as well as a centre in Madrid. BAC accreditation relates only to the online provision and the workshops run in hotels in the United Kingdom (UK).

TEFL is looking to expand and is working closely with a partner in China and has other overseas teaching developments in an advanced state.

Since the last inspection, the main head office function has been relocated to a central location in Inverness, Scotland. There is a secondary office in Edinburgh, where Information Technology (IT) support and website design is undertaken.

Since the beginning of 2017, TEFL has been undertaking a major change to its computer delivery system using a new platform. Work on this project is well advanced. Several of its courses are already using the enhanced system and it is expected that all the courses will be using it by the year end. The new platform gives much greater flexibility and brings systems in-house where TEFL has total control.

Apart from the teaching function, TEFL also offers ancillary support to the learners by way of a jobs centre. This gives learners access to hundreds of international teaching posts and is a much used service. This service is available to learners who complete the course. Learners have lifetime access to the website based jobs centre.

**2. Brief description of the current provision**

The TEFL training courses are run both face-to-face and online. The face-to-face provision involves a 20 or 30 hour classroom course, which runs over two or three days. The 20 hour course is run at the weekends. The face-to-face course can be combined with an online course in grammar and other additional online packages. The vast majority of learners combine the face-to-face tuition with online packages.

The Provider also offers online only options. The duration of these varies from 50 and 80 hours to 120 hours. There are also specialist advanced options. These include teaching large classes, telephone teaching, how to teach English online, teaching business and teaching young learners. These courses range from 10 to 40 hours' duration.

There is a large through-put of learners. At the time of the inspection, there were 5672 learners enrolled and all were over the age of 18. They come from a diversity of educational backgrounds and include some with existing teaching experience.

**3. Inspection process**

The inspection was undertaken by a single inspector over five days. The inspector visited the head office in Inverness and observed two face-to-face training sessions in Kent and West London and spoke to the tutors and the learners. Discussions also took place with the two Directors and the Online Courses Manager. The inspector also reviewed the on-line 120 hour course.

**4. Inspection history:**

<b>Inspection Type</b>	<b>Date</b>
Full Accreditation	8-9 & 13 July 2013
Interim	18 September 2014

## PART B - JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the institution.

### INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

#### 1. The provider 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. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 1.2 | Senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.                    | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 1.3 | Senior managers have an understanding of the special requirements of online, distance and blended learning.                                                   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 1.4 | There are clear channels of communication between the management and staff, especially those working remotely.                                                | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

**This standard is judged to be:**  Met  Partially Met  Not Met

#### Comments

The Provider has recently employed a new member of staff as Administration Manager. The incumbent of this role also has responsibility for overseeing human resources matters, which has positively added to the skills and experience of the management team.

#### 2. The administration of online, distance and blended learning is effective

- |     |                                                                                                                     |                                      |                          |                                     |
|-----|---------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------|-------------------------------------|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties.     | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                                     |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the provision.      | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                                     |
| 2.3 | Offices are adequate in size and resources for the effective administration of the provider.                        | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                                     |
| 2.4 | The administrative support available to the management and learners is clearly defined, documented and understood.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                                     |
| 2.5 | Policies, procedures and systems are well documented and effectively disseminated.                                  | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                                     |
| 2.6 | Data collection and collation systems are effective including the logging of tutor and learner submissions.         | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                                     |
| 2.7 | Learner and tutor records are sufficient, accurately maintained and up-to-date.                                     | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                                     |
| 2.8 | The provider has a robust security system and policies in place for protecting the data of its learners and tutors. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                                     |
| 2.9 | Satisfactory procedures are in place for the administration of examinations and other means of assessment.          | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |

**This standard is judged to be:**  Met  Partially Met  Not Met

#### Comments

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 administrative staff.  Yes  No  NA
- 3.2 Experience and qualifications claimed are verified before employment.  Yes  No  NA
- 3.3 There is an effective system for regularly reviewing the performance of staff.  Yes  No  NA

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

A new appraisal system is being trialled in order to ensure closer attention is given to improving performance on a regular basis.

The staff contract is appropriate and clear.

No record is maintained to show that staff have read the Staff Handbook, which is an intrinsic part of their employment terms.

4. **Publicity material gives a comprehensive, up-to-date and accurate description of the online, distance and blended learning offered**

- 4.1 The website and other publicity material give an accurate description of the online, distance and blended learning courses offered.  Yes  No
- 4.2 All advertising materials and images provide an accurate description of any training offered.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

## INSPECTION AREA - TEACHING, LEARNING AND ACHIEVEMENT

### 5. Management of the programme is effective

- |      |                                                                                                                                                                                                                                                                                                                                |                                                               |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 5.1  | There is a suitably qualified manager with experience in online, distance and blended learning who has responsibility for teaching, learning and achievement & management of the tutor body.                                                                                                                                   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.2  | The provider has a sufficient number of qualified tutors to give individualised instructional service to each learner.                                                                                                                                                                                                         | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.3  | The provider has a robust tutor recruitment system which is designed to ensure the safety of the learners. The recruitment process for tutors working remotely includes a face-to-face (i.e. skype) interview.                                                                                                                 | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.4  | The allocation of tutors to courses provides for a consistent learning experience and delivery is monitored to ensure consistency.                                                                                                                                                                                             | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.5  | Realistic deadlines are set and communicated well in advance to learners.                                                                                                                                                                                                                                                      | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.6  | Delivery methods are sufficient to attain the stated programme objectives and intended learning outcomes - suitable supplementary study aids have been considered where appropriate, whether via investment in technology, additional tutor support, issuing extra study materials or offering face-to-face learning sessions. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.7  | The programme reflects current knowledge and practice. Internal programme reviews are conducted on a periodic basis.                                                                                                                                                                                                           | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.8  | The programme is sufficiently comprehensive for learners to achieve the stated programme objectives and its content is supported by sound research and practice.                                                                                                                                                               | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.9  | Commissioning of course materials is managed effectively and materials are checked to ensure standardisation and consistency across the provision.                                                                                                                                                                             | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.10 | Learner assessment is guided by published grading policies and a marking system that includes prompt return of accurately, fairly, and consistently graded assessments.                                                                                                                                                        | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.11 | The provider uses assessment strategies which demonstrate the achievement of defined learning outcomes.                                                                                                                                                                                                                        | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.12 | The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalise offenders.                                                                                                                                                                                                                | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.13 | Learners have appropriate access to tutors for learning support.                                                                                                                                                                                                                                                               | <input checked="" type="radio"/> Yes <input type="radio"/> No |

**This standard is judged to be:**  Met  Partially Met  Not Met

### Comments

All the courses are regularly reviewed internally to ensure that they are up-to-date and in line with new technology and methodology advances.

6. **Tutors have an acceptable level of subject knowledge and pedagogic skill**

- 6.1 Tutors are appropriately qualified and experienced.  Yes  No
- 6.2 Tutors have an understanding of the special challenges and demands of online, distance and blended learning.  Yes  No
- 6.3 Tutors have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of programmes effectively.  Yes  No
- 6.4 The appraisal procedures for tutors incorporate regular monitoring of tutor feedback.  Yes  No
- 6.5 Tutors are properly and continuously trained with respect to provider policies, learner needs, instructional approaches and techniques, and the use of appropriate instructional technology.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

Tutors are appropriately experienced and their performance is effectively monitored by the Senior Classroom Tutor.

Tutor monitoring and observation forms are not maintained on file, so that they can be easily accessed.

7. **Tutors respond to the individual learning needs of learners**

- 7.1 The academic backgrounds and particular needs of learners are taken into account in the delivery of the programmes which build on former learning or experience.  Yes  No
- 7.2 Learners are encouraged and enabled to develop independent learning skills.  Yes  No
- 7.3 Tutors respond to different learning needs of learners where appropriate, taking various learning styles into account in their planning and delivery of courses.  Yes  No
- 7.4 Tutors employ effective strategies to check learners' understanding of concepts and programme content.  Yes  No
- 7.5 Learners are made aware of the necessary level of digital literacy required to follow the stated programmes.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

Tutors follow an appropriate learning plan to ensure consistency. However, they have sufficient flexibility so that they can adapt the delivery in order to effectively accommodate the different needs of the learners.

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

- 8.1 Programmes are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to learners and tutors.  Yes  No  NA
- 8.2 Assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress and prompt intervention where appropriate.  Yes  No  NA
- 8.3 Learners are made aware of how their progress relates to their target level of achievement.  Yes  No
- 8.4 Additional support or advice on alternative programmes is provided to learners who are judged not to be making sufficient progress to succeed.  Yes  No
- 8.5 Feedback is given to individual learners on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

Learners confirm that the two or three day face-to-face sessions effectively reinforce the online learning package.

Tutors use the face-to-face sessions well to offer feedback both individually and collectively so that learners are clear about what they need to improve.

Appropriate methods are used to provide on-going assessment of progress. These include quizzes and set assignments that are marked by the tutor with feedback given to the learner.

9. **Assessments are designed to support and encourage the learning process, as well as to monitor and establish the level of ability acquired by the learner**

- 9.1 Assignments and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.  Yes  No
- 9.2 Formative assessments appropriately reflect the nature and standards of summative examinations.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met  NA

**Comments**

## INSPECTION AREA - LEARNER SUPPORT

### 10. The enrolment process is comprehensive, transparent and supportive to applicants

- |      |                                                                                                                                                                                                                                                                         |                                                               |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 10.1 | Applicants are provided with enough information to enable them to make a judgement on their suitability for the course and the delivery methods & can discuss any concerns before enrolment.                                                                            | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.2 | Enrolment and application documentation is easily accessible and simple to complete and submit.                                                                                                                                                                         | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.3 | Learners are given advance information about course requirements and equipment for succeeding in the programme. The provider takes reasonable steps to ensure that learners accepted for enrolment meet these requirements and any claimed qualifications are verified. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.4 | Learners are enrolled on programmes under fair and transparent contractual terms and conditions. If only limited information can be made available, suitably extended refund arrangements should be in place.                                                           | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.5 | The provider makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course.                                                                                                        | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.6 | After enrolment, the applicant has the benefit of a stated 'cooling off' period during which they can cancel the enrolment.                                                                                                                                             | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.7 | Learners are made aware of the English language proficiency needed to study on and complete the programmes.                                                                                                                                                             | <input checked="" type="radio"/> Yes <input type="radio"/> No |

**This standard is judged to be:**  Met  Partially Met  Not Met

#### Comments

TEFL has a simple, easy to follow course brochure, which is available both online and in a hard copy format.

Whilst the enrolment system is effective, learners are not able to complete the application form online. As a result, opportunities are missed to reduce the time spent on inputting data at the head office.



## 11. Services provided meet the reasonable needs of learners

- |      |                                                                                                                                                                                                               |                                                               |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 11.1 | Instructions and suggestions on how to study and how to use the tutorial materials are made available to assist learners to learn effectively and efficiently.                                                | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.2 | Staff are available to assist learners to resolve issues of a general and/or technological nature. All enquiries from learners are handled promptly and sympathetically.                                      | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.3 | The provider ensures that learners understand any system requirements, and have access to appropriate technical advice to assist with technological problems which are the provider's responsibility.         | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.4 | The provider supports and encourages peer-interaction through a variety of channels, e.g. forums and Twitter.                                                                                                 | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.5 | Learners who are unable to make satisfactory progress through the programme are encouraged to continue and supported to achieve a satisfactory outcome wherever possible or offered an alternative programme. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.6 | Learners have access to a fair complaints procedure of which they are informed in writing at the start of the programme.                                                                                      | <input checked="" type="radio"/> Yes <input type="radio"/> No |

**This standard is judged to be:**  Met  Partially Met  Not Met

### Comments

The online courses provide very useful study tips, teaching tips, student forums as well as examples of good practice in teaching and close tutorial supervision. As a result, learners are very well supported in their study.

## 12. Course materials are appropriate to the medium of delivery and are effective

- |      |                                                                                                                                     |                                                               |
|------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 12.1 | Course materials are designed for a specific and clearly stated level of study and include appropriate support when necessary.      | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 12.2 | Course materials are appropriately presented and sufficiently comprehensive to enable learners to achieve the programme objectives. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 12.3 | Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised.                    | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 12.4 | Programme designers make effective use of appropriate teaching aids and learning resources.                                         | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 12.5 | The provider makes effective provisions for learners to access conventional and online resources.                                   | <input checked="" type="radio"/> Yes <input type="radio"/> No |

**This standard is judged to be:**  Met  Partially Met  Not Met

### Comments

TEFL is currently upgrading many of the online courses with particular attention being given to improving the video input.

13. **The technology used to deliver the programmes is fit for purpose and effective**

- 13.1 The provider uses appropriate and readily accessible technology to optimise interaction between the provider and the learner and enhance instructional and educational services.  Yes  No
- 13.2 The provider has access to the services of an experienced IT technician who can ensure that systems are operative at all times and provide support to learners, tutors and staff working remotely.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

The Provider is currently moving to a new computer platform that will give them greater control of the IT function.

There is an experienced IT Manager, who ensures that learners are fully supported should they encounter technical IT problems.

**INSPECTION AREA - MANAGEMENT OF QUALITY**

14. **The provider has effective systems to monitor its own standards and assess its own performance with a view to continuing improvement**

- 14.1 There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.  Yes  No
- 14.2 Reports are compiled at least annually which present the results of the provider's reviews and incorporate action plans.  Yes  No
- 14.3 Reports include analysis of year-on-year results on learner satisfaction, retention, achievement, examination results and completion rates.  Yes  No
- 14.4 Action plans are implemented and regularly reviewed, with outcomes reported to the management.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met  NA

**Comments**

There are effective methods for monitoring standards. These include regular weekly meetings, feedback discussions with the directors and an appropriate mechanism for monitoring the tutors' performance.

14.2 14.3 Although useful statistical data is collected, it is not systematically analysed and used to implement action plans or support TEFL's future needs.

15. **Learner progress is effectively monitored and the monitoring is linked to procedures to allow for prompt intervention where appropriate**

- 15.1 Prompt action is taken when learners miss deadlines, when set, or work submitted is not of a satisfactory standard.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met  NA

**Comments**

16. **The provider has a means of accessing and monitoring the views of learners and other stakeholders and takes appropriate action where necessary**

- 16.1 The provider has effective mechanisms for obtaining feedback from learners and other stakeholders (such as staff, partner providers and employers) on all aspects of the provider's provision.  Yes  No
- 16.2 The feedback is regularly reviewed by management and action is taken where necessary.  Yes  No
- 16.3 There is a mechanism for ensuring learners know what action has been taken as a result of their feedback.  Yes  No
- 16.4 Opinions of learners are systematically sought as one basis for evaluating and improving tutorial materials, the delivery of instructions and educational services.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

Learners are required to provide their feedback before they receive their certificate so that the rate of return of the feedback is maximised.

The feedback is monitored on a daily basis by the Online Courses Manager. Where performance is less than satisfactory, appropriate remedial action is taken through discussion, observations and on-going monitoring.

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

- 17.1 There is a clear statement of the level claimed relative to the NQF where applicable and evidence that learners who receive the award meet the stated requirements for that level.  Yes  No
- 17.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.  Yes  No
- 17.3 External moderators are involved in the assessment process if appropriate to the level or programme being studied.  Yes  No  NA

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

17.1 TEFL's qualifications have not been formally correlated with the Scottish Credit and Qualifications Framework (SCQF) or the Regulated Qualifications Framework (RQF). This is not a requirement and, therefore, this key indicator is not applicable. However, undergoing the process to obtain this accreditation might strengthen the value of TEFL's qualifications in the marketplace.

Assessment of both the online and face-to-face courses is undertaken internally by the teaching staff.

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

- 18.1 Evidence is provided that the requirements of the relevant awarding bodies in terms of examination security and administration are complied with.  Yes  No  NA
- 18.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for learners to appeal against their marks.  Yes  No  NA
- 18.3 The provider has processes through which the provider verifies that the learner who registers in the programme is the same learner who participates in and completes and receives the credit.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met

Comments \_\_\_\_\_

**INSPECTION AREA - FACE-TO-FACE COMPONENT (if applicable)**

19. **The provider has secure possession of and access to its premises**

- 19.1 The provider has secure tenure on its premises.  Yes  No
- 19.2 Where required, the provider has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met  NA

Comments \_\_\_\_\_

Good quality hotels are used for the face-to-face courses.

20. **The premises provide a safe, secure and clean environment for learners and staff**

- 20.1 Access to the premises is appropriately restricted and secured.  Yes  No  NA
- 20.2 The premises are maintained in an adequate state of repair, decoration and cleanliness.  Yes  No
- 20.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to learners, staff and visitors.  Yes  No  NA
- 20.4 General guidance on health and safety is made available to learners, staff and visitors.  Yes  No
- 20.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information.  Yes  No
- 20.6 There is adequate circulation space for the number of learners and staff accommodated, and a suitable area in which to receive visitors.  Yes  No
- 20.7 There are toilet facilities of an appropriate number and level of cleanliness.  Yes  No
- 20.8 There is adequate heating and ventilation in all rooms.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

Appropriate health and safety guidance is provided at the hotels, where learners attend the face-to-face courses.

21. **Training rooms and other learning areas are appropriate for the programmes offered**

- 21.1 Training rooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them.  Yes  No
- 21.2 Training rooms and any specialised learning areas (e.g. laboratories, workshops and studios) are equipped to a level which allows for the effective delivery of each programme.  Yes  No
- 21.3 There are facilities suitable for conducting the assessments required on each programme.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met  NA

**Comments**

The hotel accommodation, where the face-to-face courses are held are adequate and fit for purpose.

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

- 22.1 There is a clear and published policy on learner attendance and punctuality, requiring that they attend at least 80% of their scheduled classes.  Yes  No
- 22.2 Accurate and secure records of attendance and punctuality at each session are kept for all learners, collated centrally and reviewed at least weekly.  Yes  No
- 22.3 Learner absences are followed up promptly and appropriate action taken.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met  NA

Comments \_\_\_\_\_

23. **There are appropriate additional facilities for learners and staff**

- 23.1 Learners have access to sufficient space and suitable facilities for private study, including library and IT resources.  Yes  No
- 23.2 Tutors have access to sufficient personal space for preparing lessons, marking work and relaxation.  Yes  No
- 23.3 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.  Yes  No
- 23.4 Offices are adequate in size and resources for the effective administration of the provider.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met  NA

Comments \_\_\_\_\_

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**24. Learners attending face-to-face components receive appropriate support**

- |      |                                                                                                                                                                               |                                      |                                     |                                     |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|
| 24.1 | 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. | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |                                     |
| 24.2 | Learners receive appropriate advice before arrival.                                                                                                                           | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |                                     |
| 24.3 | Learners receive an appropriate induction and relevant information upon arrival.                                                                                              | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |                                     |
| 24.4 | Learners are issued with a contact number for out-of-hours and emergency support.                                                                                             | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |                                     |
| 24.5 | The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.                                                  | <input type="radio"/> Yes            | <input checked="" type="radio"/> No |                                     |
| 24.6 | Effective safeguarding arrangements are in place and are regularly reviewed to keep all learners safe.                                                                        | <input type="radio"/> Yes            | <input type="radio"/> No            | <input checked="" type="radio"/> NA |
| 24.7 | Effective arrangements are in place to protect learners from the risks associated with radicalisation and extremism.                                                          | <input type="radio"/> Yes            | <input checked="" type="radio"/> No |                                     |

**This standard is judged to be:**     Met     Partially Met     Not Met     NA

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**Comments**

The tutor running the class has responsibility for supporting the learners. Therefore, learners are appropriately supported in accordance with their needs.

All learners have an emergency contact number in case of need.

24.5 There is insufficient information provided to learners with regard to the raising any issues relating to bullying or harassment and the action to take should such a situation arise.

24.7 There is no explicit guidance provided to learners on radicalisation and extremism.

**25. International learners are provided with specific advice and assistance (If applicable)**

- |      |                                                                                                                        |                           |                          |
|------|------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------|
| 25.1 | International learners receive appropriate advice before their arrival on travelling to and living in the UK.          | <input type="radio"/> Yes | <input type="radio"/> No |
| 25.2 | International learners receive an appropriate induction upon arrival covering issues specific to the local area.       | <input type="radio"/> Yes | <input type="radio"/> No |
| 25.3 | Information and advice specific to international learners continues to be available throughout the programme of study. | <input type="radio"/> Yes | <input type="radio"/> No |
| 25.4 | Provision of support takes into account cultural and religious considerations.                                         | <input type="radio"/> Yes | <input type="radio"/> No |

**This standard is judged to be:**     Met     Partially Met     Not Met     NA

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**Comments**

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

- 26.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of learners.  Yes  No
- 26.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where learners under 18 are accommodated.  Yes  No
- 26.3 A level of supervision is provided appropriate to the needs of learners.  Yes  No
- 26.4 Separate accommodation blocks are provided for learners under 18.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met  NA

Comments \_\_\_\_\_

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

- 27.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for learners and is appropriately located for travel to the provider and back.  Yes  No
- 27.2 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.  Yes  No
- 27.3 The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.  Yes  No
- 27.4 Appropriate advice and support is given to both hosts and learners before and during the placement.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met  NA

Comments \_\_\_\_\_

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated.  Yes  No



## PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

### MANAGEMENT, STAFFING AND ADMINISTRATION

#### Institution's strengths

The senior management team is highly experienced, has good vision and awareness of the market in which they operate.

Communication across all levels of management, both at the head office and externally works very effectively.

Actions required	Priority H/M/L
None	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

### TEACHING, LEARNING AND ACHIEVEMENT

#### Institution's strengths

The teaching is well structured and, as a result, learners make good progress with their studies.

The extensive online courses are set out in an interesting format, which allows learners to work at their own pace and monitor their progress throughout the course.

Actions required	Priority H/M/L
None	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

### LEARNER SUPPORT

#### Institution's strengths

Learners have access to a named tutor for support from the beginning of the course.

Learners have very good opportunities, throughout their course, to communicate with the administration centre should they encounter any technical difficulties with the programme.

There is on-going technical IT support that is available throughout the course.

Actions required	Priority H/M/L
None	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

### MANAGEMENT OF QUALITY

#### Institution's strengths

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Actions required	Priority H/M/L
14.2 14.3 The data collection system must be reviewed so that a structured approach is adopted to the use of the available statistical information.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

## FACE-TO-FACE COMPONENT (if applicable)

### Institution's strengths

The teaching and support given to the teachers is extremely good and well practiced.

Actions required	Priority H/M/L
24.5 Learners must be provided with clear information on how to raise issues relating to bullying and harassment and about the BAC complaints policy.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
24.7 The Provider must provide clear guidance on mitigating the risks associated with radicalisation and extremism.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

### RECOMMENDED AREAS FOR IMPROVEMENT

It is strongly recommended that an application form is incorporated into the online booking procedure so that learners can submit their details electronically and provide additional useful information to TEFL.

Staff contracts should include a sign-off indicating that the staff member has read the Staff Handbook.

It is suggested that a record of tutor monitoring and observation is retained on file.

TEFL is recommended to consider undertaking the process to get its qualifications appropriately recognised in terms of their levels.

### COMPLIANCE WITH STATUTORY REQUIREMENTS

Fire extinguishers should be fixed to the wall or placed in trays.