

**Accreditation
UK**

High quality English
language courses
you can trust...

**Inspections
2018 onwards**

**English UK academic conference
January 2018**



IN PARTNERSHIP WITH
ENGLISH UK 



Inspection results 2016

	Accredit (or continue)	Under Review	Withhold offer supplementary	Withhold/draw Accreditation
23 + 2 new	20 + 2	N/a	0	3
102 re- inspection	93	7	N/a	2
100 spots & interims	89	6	N/a	5

Outcomes

New: 87% pass; 13% fail

Re: 91% pass; 7% under review; 2% fail

Issues in: Management – 5

Teaching and learning – 4

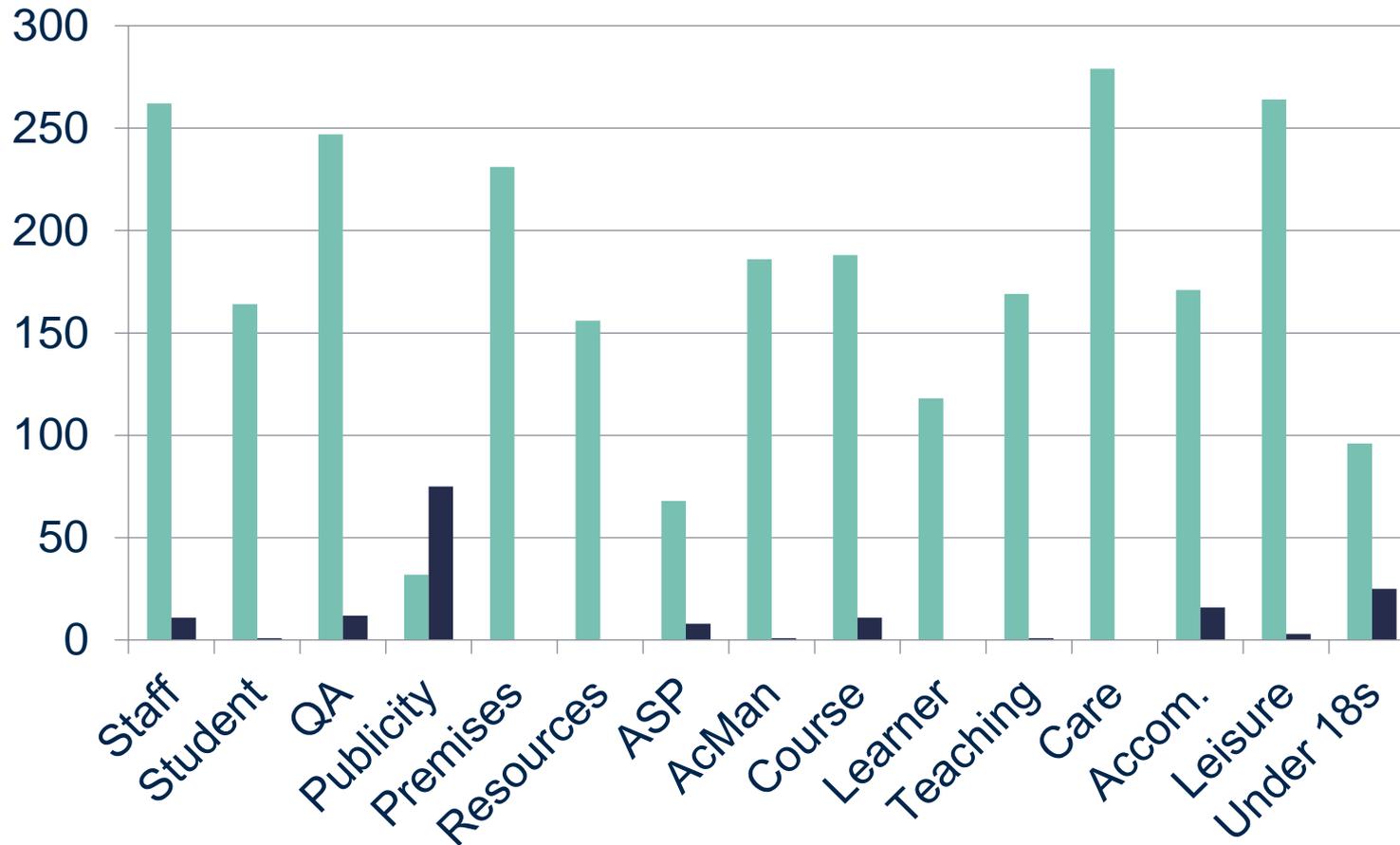
Care of under 18s – 6

Several with need for follow-up, especially in:

- publicity
- accommodation checks
- recruitment checks

Spot checks similar picture

Areas of strength or for improvement



Number of centres with Areas of strength or Need for improvement (out of approx 520 accredited)

What's new for 2018?

New additional criteria

More focus on management

Fairer for short courses

Reworded criteria – shorter }

Supported by more detailed requirements }

Additional guidance }

Inclusion of self-evaluation

Reduced inspection documentation, most pre-inspection

Revised report format

What's new for 2018?

Management

Quality assurance: **Strategic and quality management**

Staff management **and development**

Premises and Resources and environment

Care of under 18s: Safeguarding under 18s

Criteria with changed or new requirements:

M1, M2, M3, M7 and M17

R4

T3, T14

W2, W24

S3

New criteria - Management

Strategic and quality management

- M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.
- M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.
- M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff **to manage and deliver the provision**, and to ensure continuity at all times.
- M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded **in an annual self-evaluation**.

Student administration

- M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.

New criteria – Premises and resources

Premises and facilities

P4 **Free drinking water is available.** A choice of appropriate food at affordable prices is available to students on site, if not available locally.

New criteria – Teaching and learning

Academic staff profile

T2 **The teaching team has** ELT/TESOL qualifications **relevant** to the courses they are teaching.

T3 **The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.**

Course design and implementation

T14 **Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.**

New criteria – Welfare and ...

Care of students

- W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.
- W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.

Leisure opportunities

- W24 The content of any leisure programme is appropriate to the age and interests of the students.

New criteria – Safeguarding under 18s

S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.

Criteria requirements and guidance

Management		
Standard		
The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.		
Criterion and requirements	Additional guidance	Evidence, including documentation
Strategic and quality management (Area of strength requires four strengths, no not mets)	Additional guidance	Evidence, including documentation
<p>M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.</p> <p>Requirements The statement is explicit and in writing. It covers all key aspects of the organisation's work. It is made known to and understood by all staff.</p>	<p>Examples of areas covered: business, welfare, educational goals; values underlying relations with clients and with staff. Goals: what an organisation wants to achieve in its work now and in the future. E.g. a business goal might be 'To increase the range of courses we offer for young learners'. Values: ideas that influence the way the organisation behaves and operates, e.g. 'Integrity' (being honest, open, ethical, and fair). Statement made known to staff through, e.g. documentation written for them (staff handbooks, induction material, job descriptions etc.). ISC: includes providing all students with effective support and guidance to facilitate their future full integration into the academic, social and sporting life of an independent school.</p> <p>Examples of good practice <i>Evidence of staff engagement in process of creating the statement.</i> <i>Evidence that statement is integral to the working of organisation, not just a form of words.</i> <i>Managers understand and can articulate relevance of goals and values of organisation to current context.</i> <i>Managers aware of issues within ELT sector, and organisation, which could affect academic, commercial and administrative management decisions and future plans.</i></p>	<p>Evidence Notices Intranet or apps, emails Interviews with managers/staff Student focus group(s) Teacher focus group(s)</p> <p>Documentation Organogram (9) Organisation plans (10) Self-evaluations (11) Job descriptions (13) Induction documents (16) Complaints procedures (20) Feedback procedures (21) Staff handbooks/notes (52) Teacher handbooks/notes (53) Minutes of meetings (55) Student feedback (63) Staff feedback (64) Records of any complaints (65)</p>

So how can this help you shine?

<p>T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.</p> <p>Requirements As criterion.</p>	<p>This relates to the team overall, not individually; involvement in CPD is a key element.</p> <p>Examples of good practice <i>Evidence of expertise/experience within the team relevant to range of courses and levels taught.</i> <i>Awareness on the part of academic managers of any gaps in experience, knowledge and/or skills of teaching team, and evidence of specific plans to remedy them.</i> <i>Elements of CPD programme targeted on specific course types offered.</i></p>
<p>T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.</p> <p>Requirements As criterion.</p>	<p>Where relevant, inspectors will consider aspects of the course delivered in addition to English classes/outside the classroom where provider has identified them to be an integrated part of the course aims, e.g. Plus elements of English Plus courses, integrated afternoon activities, project work, CLIL.</p> <p>Teachers and students are aware of the language-learning focus of these activities.</p> <p>Examples of good practice <i>Formal identification of target language and skills to be developed in each additional/out-of-class activity.</i> <i>Target language and skills made explicit to learners.</i> <i>Evaluation of learning of target language and skills.</i> <i>Activity teachers and English language teachers have opportunity to liaise.</i></p>

Any questions?

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