



High quality English  
language courses  
you can trust...

*Initial analysis of  
2018 inspection results:*

*changes to the Scheme  
and impact on results*

English UK South West  
October 2018



# Changes that could have an effect

Accreditation process

Changes in the ELT sector

Changes in types of provision offered

Changes to the Scheme criteria

# 2017 review

We asked...

Where are we?

What has or is changing?

Is the Scheme still relevant to UK ELT providers?

Is it still meeting their needs?

Is it still assuring quality for their students?

Some negative perceptions identified:

- Complicated, lacking transparency
- Demanding high standards but not sharing good practice
- Less relevant to some sectors, especially YL
- Reports not suitable for external audience

# Months of working parties resulted in

Refreshed criteria, including some new

More focus on management

Fairer for short courses

Reworded criteria – shorter }

Supported by more detailed requirements }

Additional guidance }

Inclusion of self-evaluation and action plans

Reduced inspection documentation, most pre-inspection

Revised report format

# Criteria, requirements and guidance (Nov)

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
<b>Strategic and quality management</b> (Area of strength requires four strengths, no not mets)	<b>Additional guidance</b>	<b>Evidence, including documentation</b>
<p><b>M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.</b></p> <p><b>Requirements</b> 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><b>Examples of good practice</b> <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><b>Evidence</b> Notices Intranet or apps, emails Interviews with managers/staff Student focus group(s) Teacher focus group(s)</p> <p><b>Documentation</b> 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>

# Criteria, requirements and guidance (June)

## Learning resources

**P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.**

### Requirements

Evidence of planning and implementation.  
Informed by staff and student feedback.

### Evidence

Inspector observations  
Interviews with managers/staff  
Teacher focus group(s)

### Documentation

Feedback procedures (21)  
Policy statement or records relating to resources (25)  
Minutes of meetings (55)  
Student feedback (63)  
Staff feedback (64)

### Additional guidance

Evidence of procedure for reviewing and developing resources: named person responsible, records relating to resources; response to feedback from teachers and students about materials available; evidence of updating of resources (purchase of new resources and/or in-house production); evidence of a budget; questions about resources on student and staff feedback forms.

### *Examples of good practice*

*Regular time allocated to reviewing resources, e.g. at academic management meetings, timetabled time for production of learning materials.*

*Wide range of up-to-date teaching and learning resources.*

*System for promotion and introduction of new resources.*

*Feedback questionnaires systematically given to teachers at end of courses.*

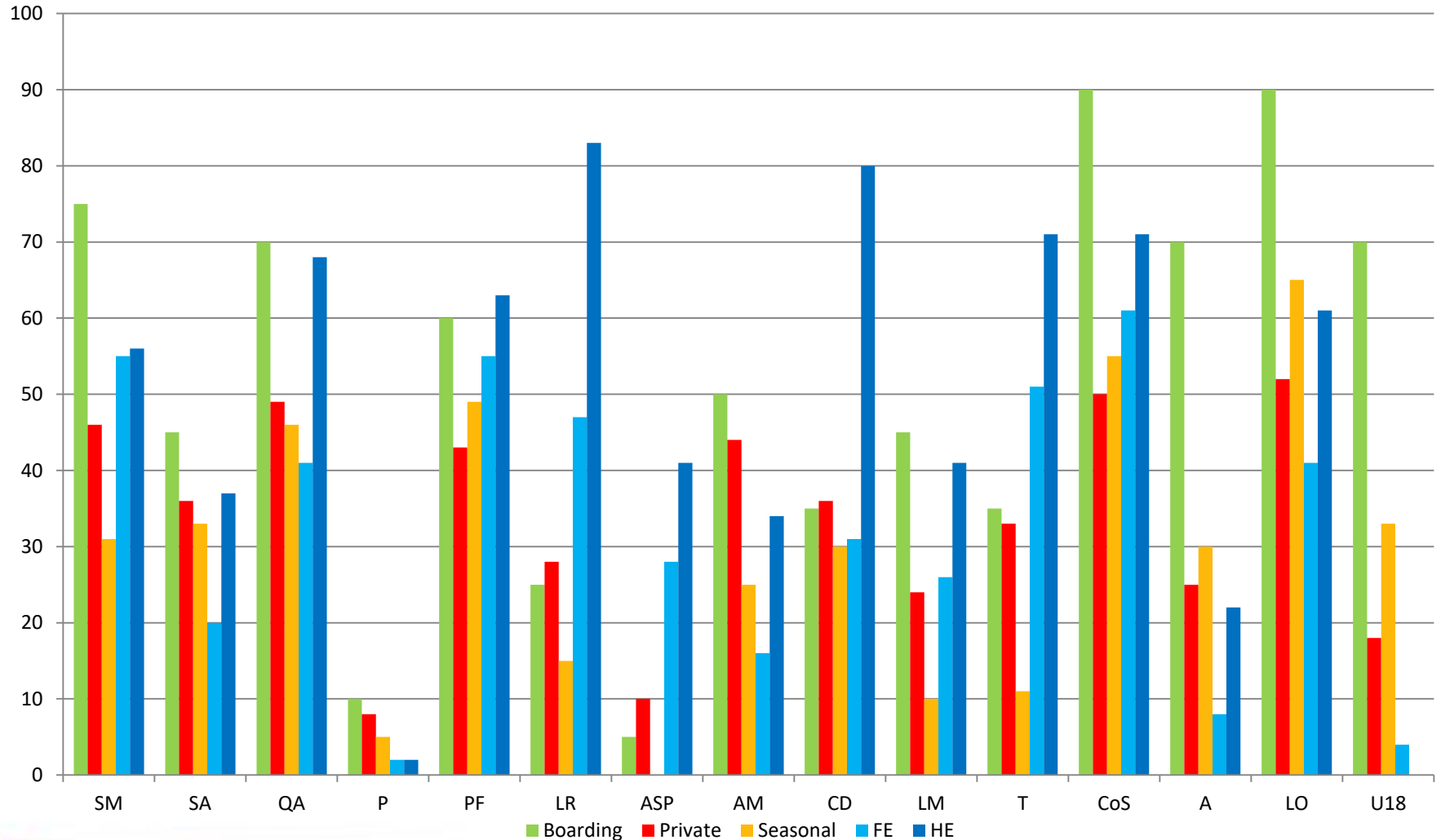
*Evidence of systematic allocation and deployment of a budget.*

# Report format

## Management

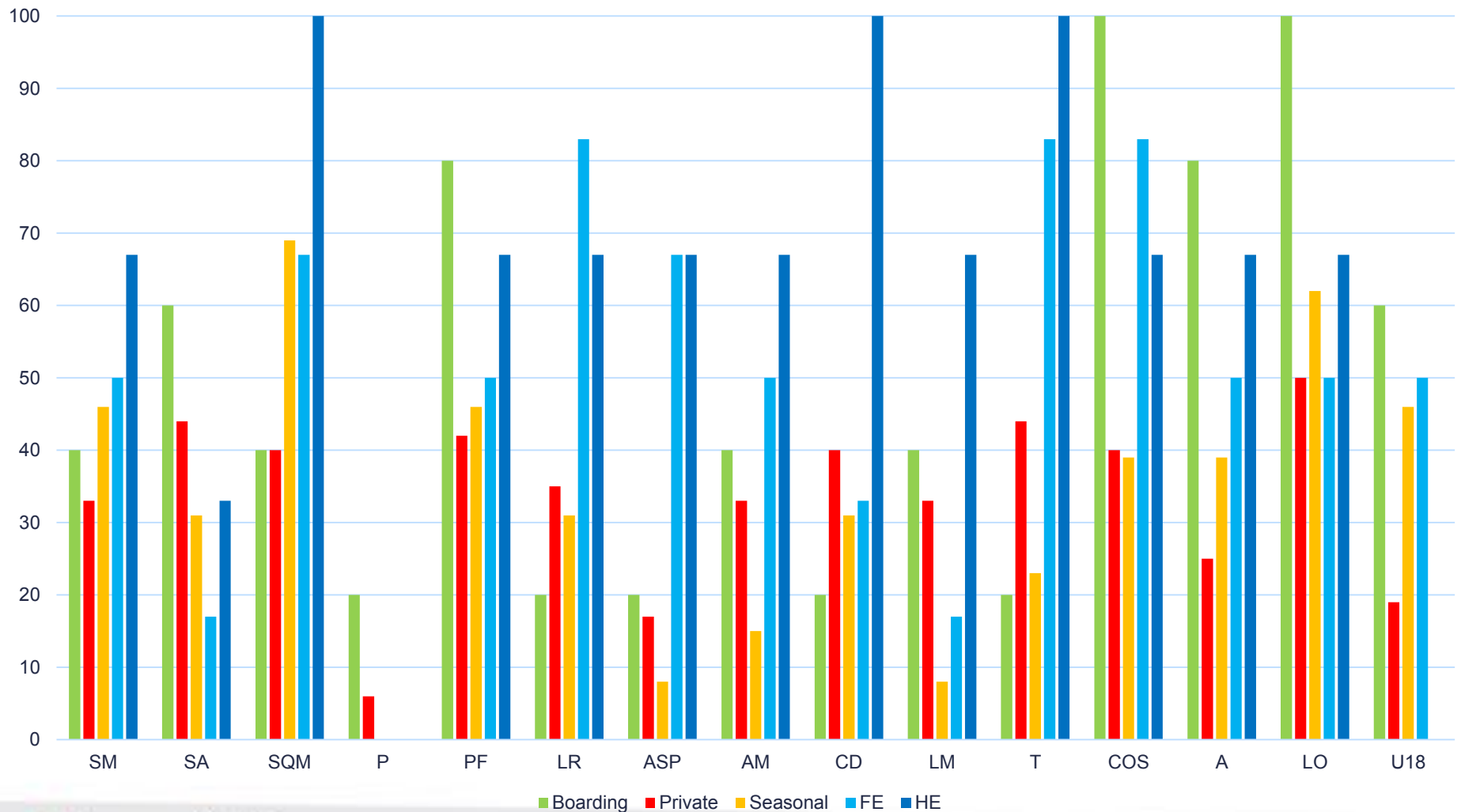
Strategic and quality management	Please select <i>[Select 'Met' 'Area of strength' or 'Need for improvement' as appropriate]</i>
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Please select * <i>[Select 'Strength' or 'Met' or 'Not met' as appropriate]</i>
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Please select * <i>[Select 'Strength' or 'Met' or 'Not met' as appropriate]</i>
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.	Please select
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Please select
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Please select
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Please select

# Areas of strength by sector (% 4yrs, end 2017)





# So far in 2018 (%)



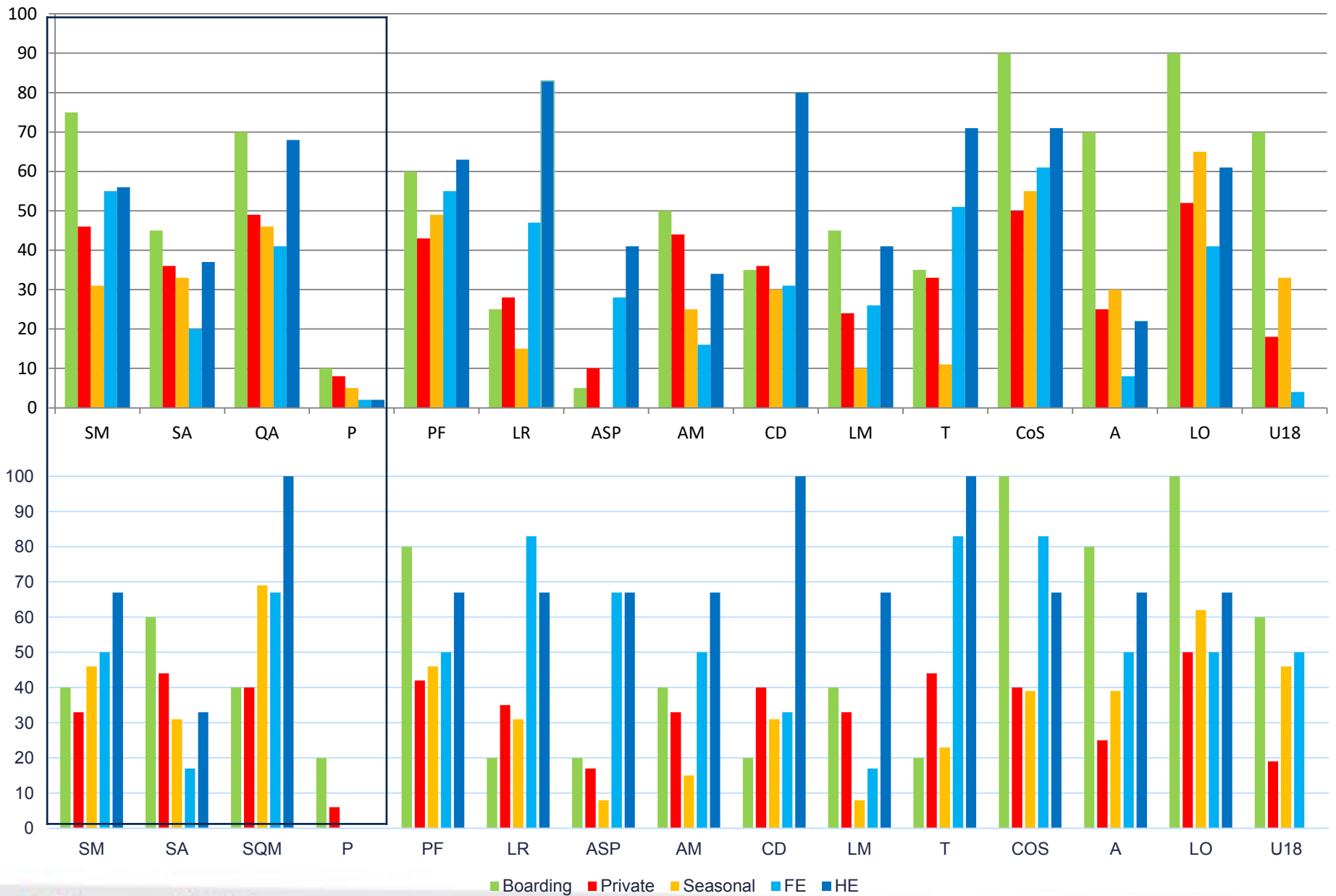
# New criteria - Management

## 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

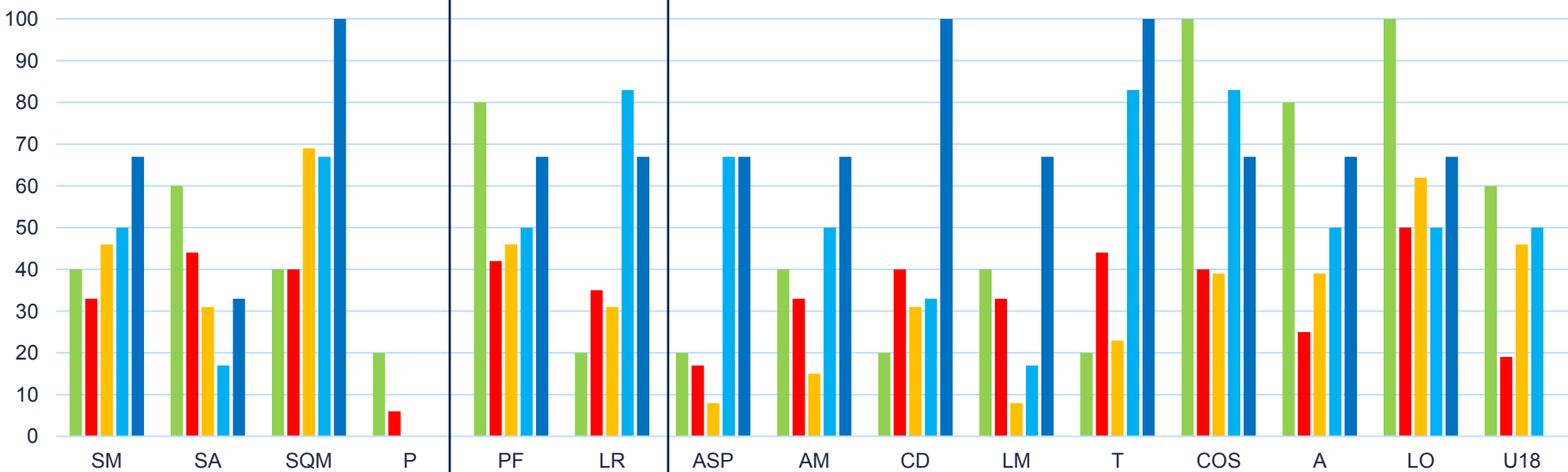
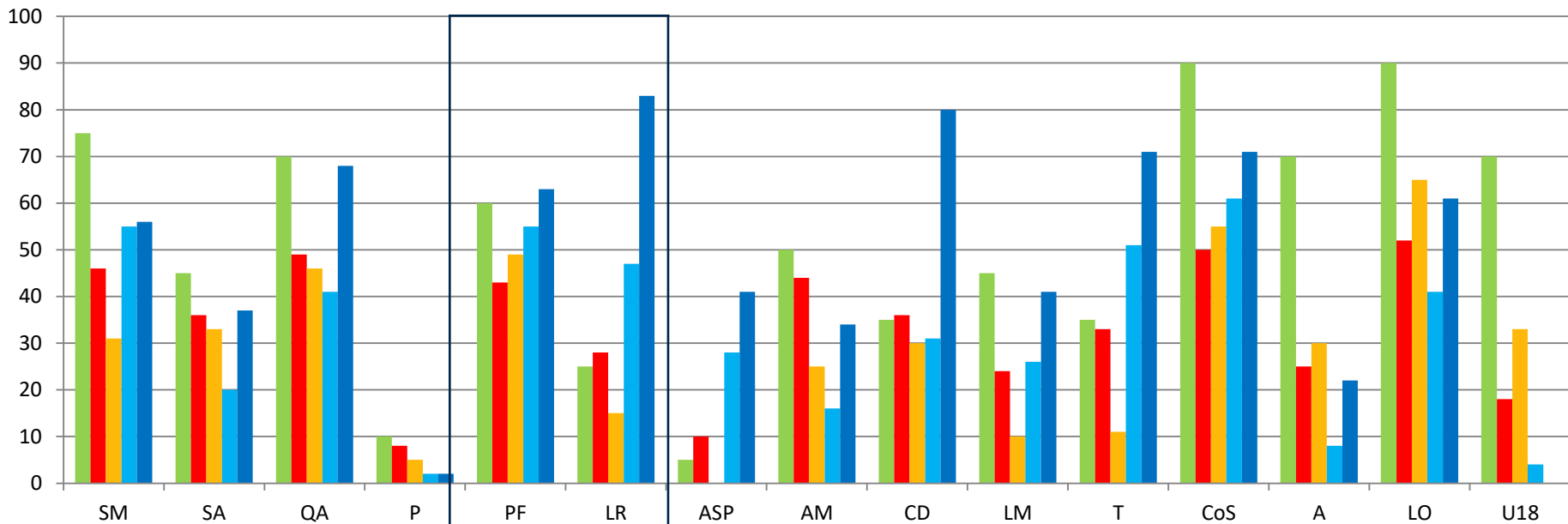
- M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.



# 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.



■ Boarding ■ Private ■ Seasonal ■ FE ■ HE

# New criteria – Teaching and learning

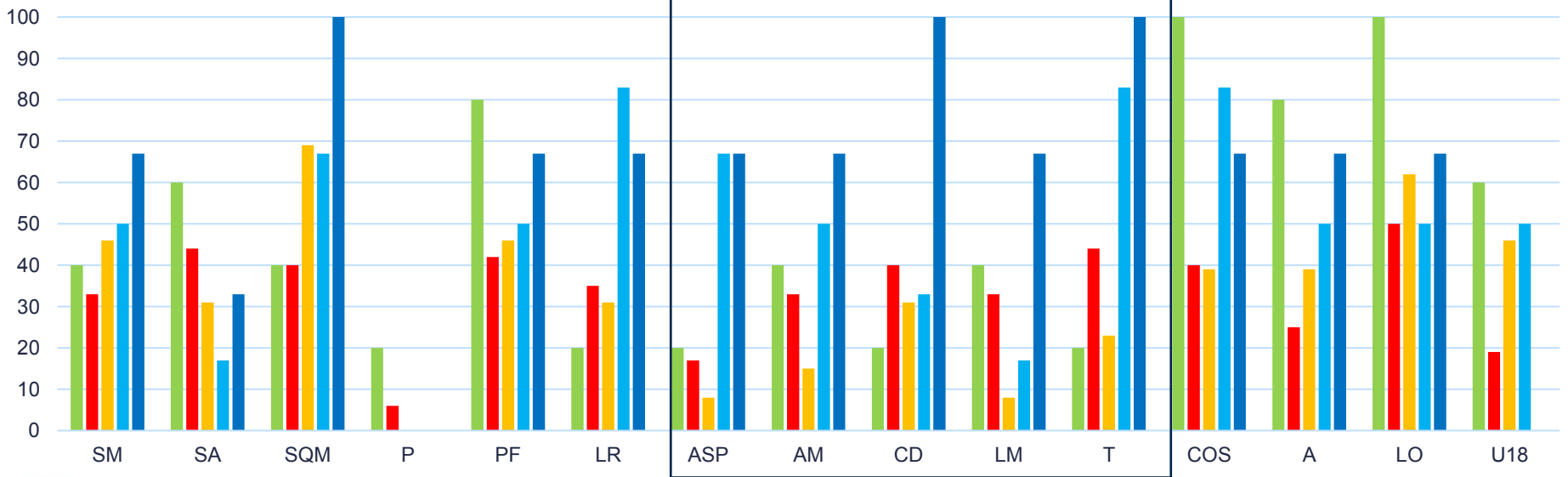
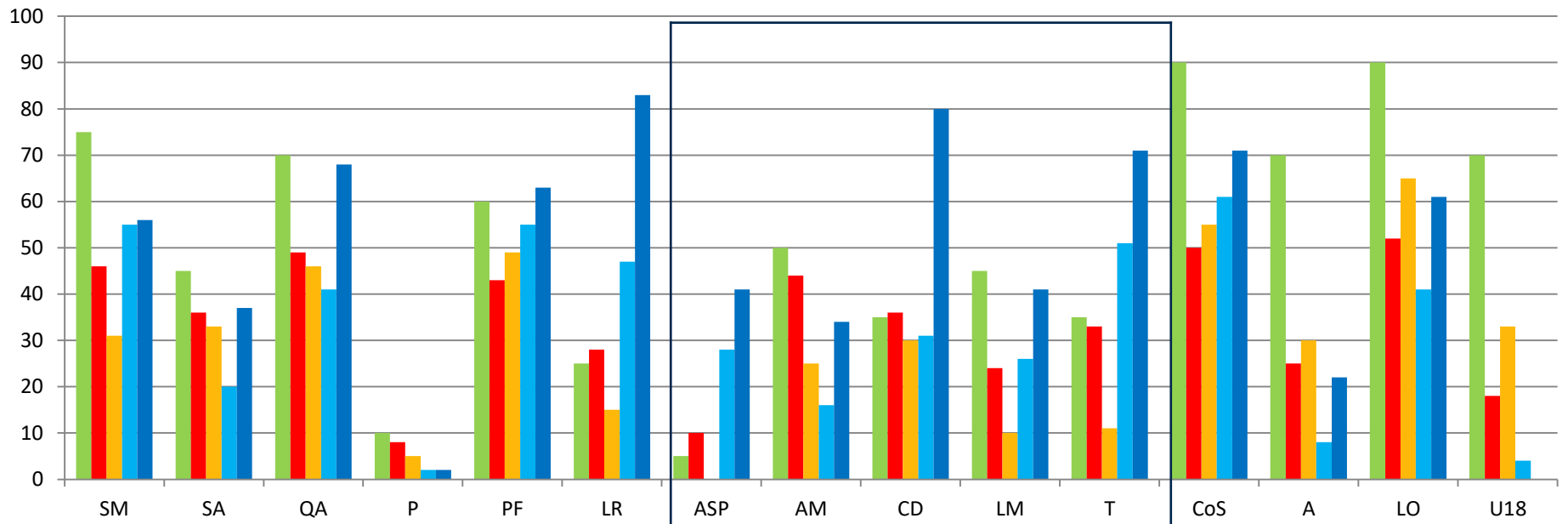
## Academic staff profile

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.**



■ Boarding 
 ■ Private 
 ■ Seasonal 
 ■ FE 
 ■ HE

# New criteria – Welfare and ...

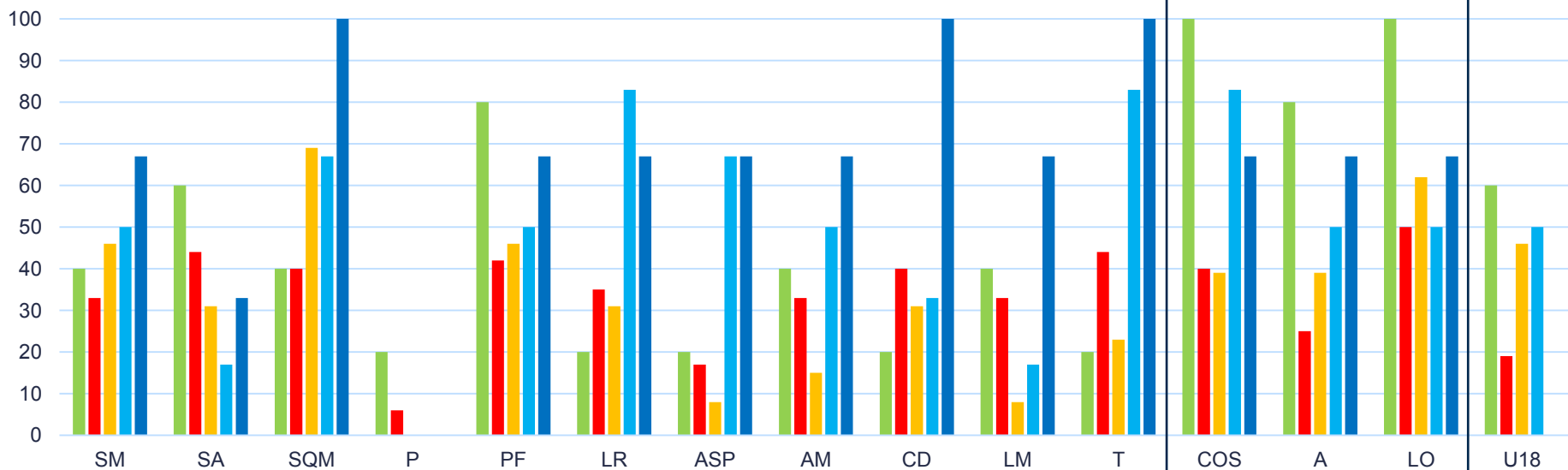
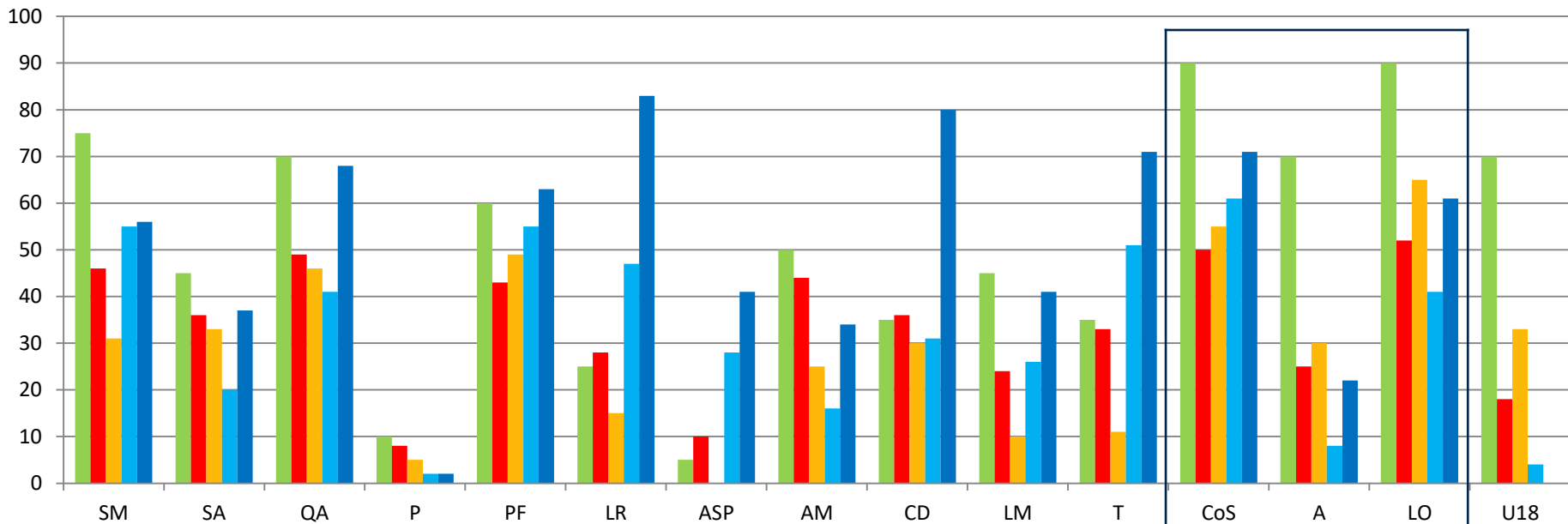
## Care of students

- 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.

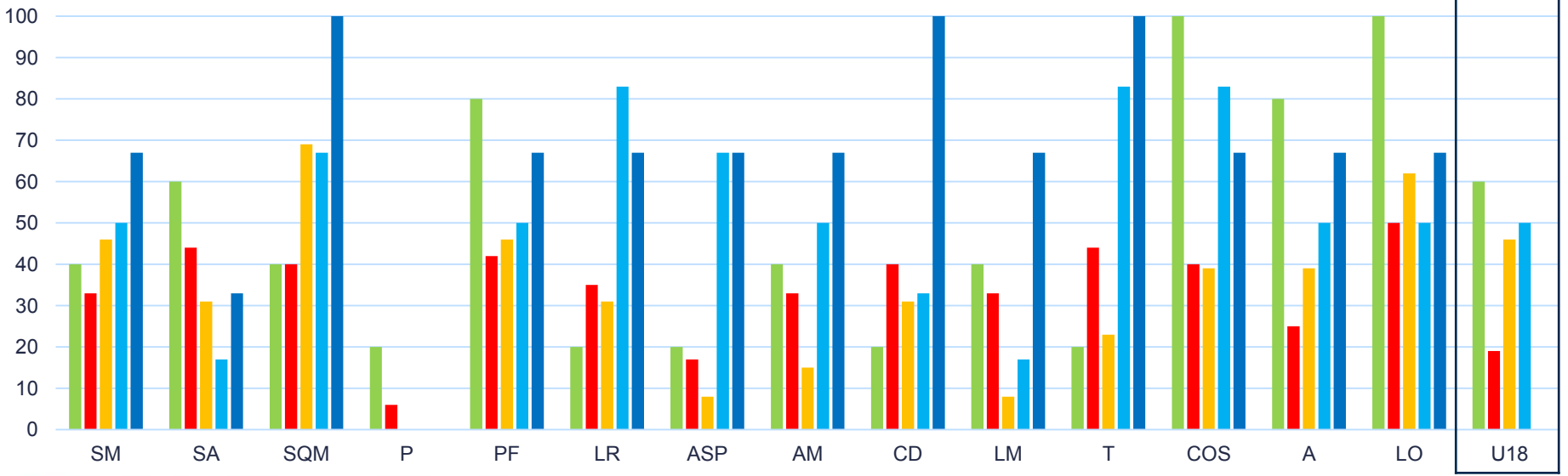
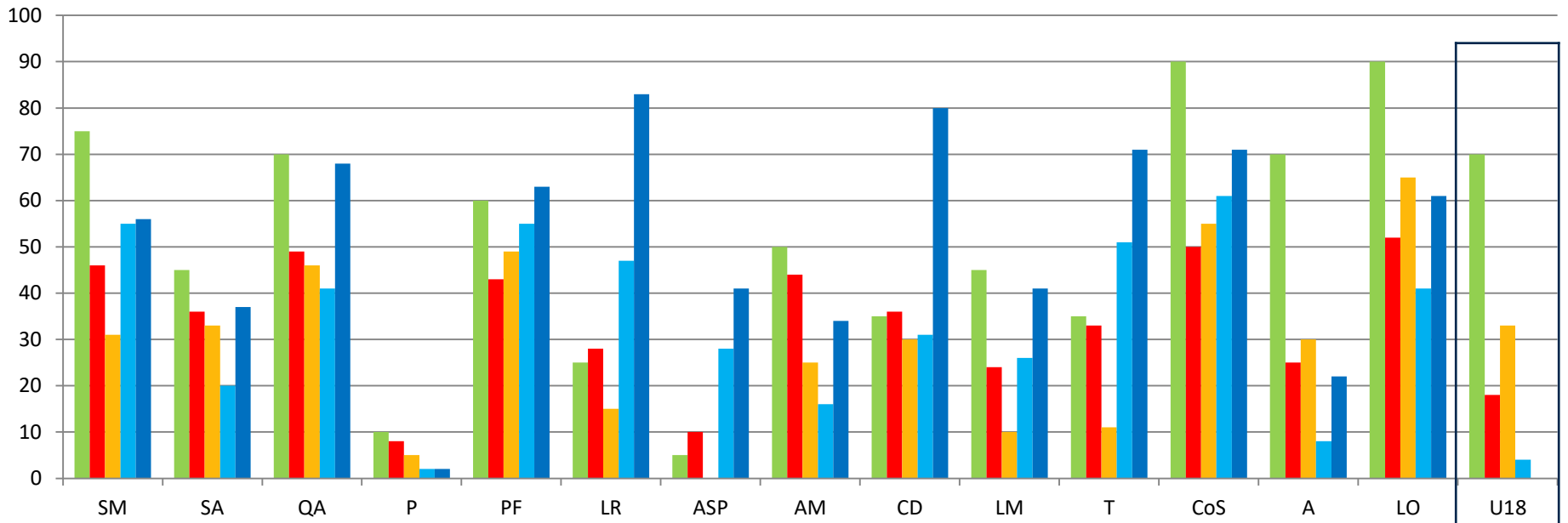




Boarding Private Seasonal FE HE

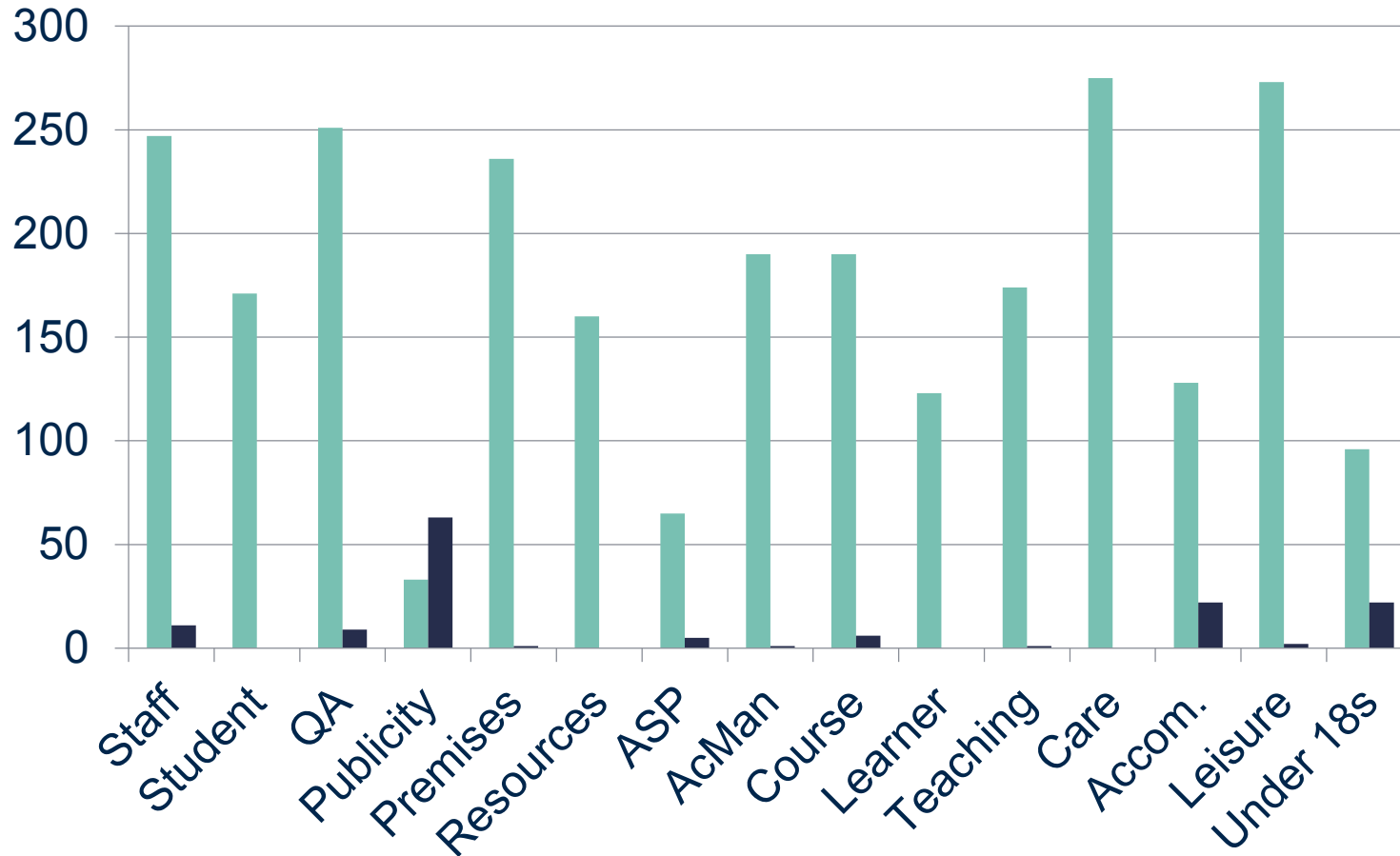
# New criteria – Safeguarding under 18s

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



Boarding Private Seasonal FE HE

# Areas of strength or for improvement



Number of centres with Areas of strength or Need for improvement (of approx 500 accredited, end 2017)

# Individual criteria most often not met

## **Safeguarding –**

S4, S1, S3

## **Welfare –**

W1, W2, W11

## **Management –**

Publicity

# Any questions?

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