EUROPEAN ECONOMIC CHAMBER OF TRADE, COMMERCE AND INDUSTRY

European Economic Interest Grouping

OFFICE OF THE SPEAKER OF THE BOARD OF DIRECTORS
EEIG EU Standards Certification Secretariat
email: eurocott@gmail.com

SECRETARIAT OFFICE
PO Box 40668
Larnaca, 6306, Cyprus
Tel. +357 97619908

BRUSSELS Head Quarters
Rue des Colonies 11
B-1000 Brussels

EEIG EU STANDARD FOR LANGUAGE SCHOOLS (EuLS)
Revision April 2012

Aims of the Standard

The EULS certification demonstrates recognition of a Language School's standards and systems for teaching and learning, assessment, internal verification and student support.

1) To encourage all Language Schools to achieve agreed EU standards in:

   a) how they are run

   b) how they manage their businesses; and

   c) the experiences of users

2) develop, establish and maintain quality standards for language teaching

3) certify all organisations providing language courses which meet the criteria and standards

4) provide an assurance of the quality of language teaching providers certified under the EuLS standards to international students and their advisers.

5) To encourage confidence in Language Schools as organisations that promote language competency for their clientele.

6) To reinforce a shared ethical and professional basis for all educational establishments.

7) To ensure that all national legal requirements with regard to establishing and carrying on language teaching have been considered and respected. These requirements concern particularly laws, decrees and edicts for educational establishments; internal and official controls.

8) To ensure the conformity of educational establishments with relevant:

   a) ISO standards;

   b) legal prescriptions and stipulations as to education provision;

   c) general European standards and relevant EU guidelines.

Establishments that may apply for the EEIG EuLS language school Standard

All types of language schools may qualify for EuLS standard.

Benefits of taking part in the EEIG EU Standards Certification Scheme

Performance - A quality standard that serves as an authoritative benchmark for assessing performance, rewarding achievement and driving improvement.

Profile -   It raises awareness and understanding of the organisation, so building confidence and credibility both within the establishment and among the public.

People -   It helps the establishment to improve their focus on meeting users' needs and interests and developing their workforce.

Partnerships -   It helps establishments to examine their services and facilities and to encourage joint working within and between organisations.

Planning -   It helps with forward planning by formalising procedures and policies.

Patronage -   It demonstrates that the establishment has met an EU standard, which strengthens applications for public and private funding and gives investors confidence in the organisation.

And specifically for the LT sector:

- A visible and explicit commitment to meeting and maintaining quality standards through the use of the 'accredited by the EEIG EuLS badge.
- Opportunities for improvement in services through regular inspection and through the sharing of best practice.
- Promotion in overseas markets by the extensive network of the EEIG offices in over 52 countries
- inclusion in the EUROCOTT Education website – the principal international student recruitment portal.
- Access to market reports, events and tendering opportunities limited to certified providers

Eligibility

LT providers from both the private and state sector are eligible for certification subject to meeting certain criteria. These include the length of time the provider has been operating, and the precise type of work carried out.

To be certified, enterprises/establishments must:

- meet the definition of a language school

- be registered at National level

- have a formal constitution

- provide two years of relevant accounts

- meet all relevant legal, ethical, safety, equality, environmental and planning requirements

- be committed to forward planning to improve the service for users

- Meet the following specific additional requirements:

  - **Protection of human health -** Additionally to the aforementioned legal stipulations concerning the hygiene and water quality, also the national requirements with regard to the quality of air (emissions) and noise levels have to considered and respected.

  - **Precautions for disabled and handicapped people -** All buildings, installations and equipments have to take care of disabled and handicap persons according to currently valid national and international stipulations and standards.

  - **Fire protection -** The currently valid national technical stipulations of the fire brigades have to be considered and respected as a means of preventive protection against fire.

  - **Energy economy -** Energy saving means and measures have to be taken into account in all areas of the wellness centre. They have to meet the most recent state-of-the-art

techniques and latest developments in research (e.g. solar cells, heat pumps, insulation, thermal energy).

- **Environment protection -** Ecology and measures of sustainability and environment protection have to be taken into account. The whole enterprise has to work according to healthy, non-polluting, nature friendly and environmentally beneficial methods.

Categorizing Educational Centres

- LT Centres – fall under a single registration category

Assessment of the Enterprise and its Services

To obtain a total assessment of the enterprise and establishment including equipment etc it is necessary to judge the situation of the establishment, the buildings, the equipment, and accommodation. Further criteria are the scope, variety and quality of the education offered and facilities, the management and supervision, and the professional staff.

P R O C E D U R E   O F   C L A S S I F I C A T I O N
for EULS

How to obtain the Organisation's EuLS status

Application for an **EuLS** involves completing a questionnaire form and submitting details of the organisation's structure, procedures and resources. New documentation should be forwarded when any major changes to systems are introduced by a certified organisation. Applications must be signed by the Organisation's Chief Executive, Principal or equivalent.

Liaison between the organisation and COTT of EEC EEIG

Organisations should nominate a contact person to be our main point of key contact for the receipt and distribution of information from our headquarters. It is this person's contact details which should be provided on the form.

NOTES FOR GUIDANCE ON QUALIFYING STANDARDS 1.1 TO 1.11

There are four areas of standards for the work of an LT provider.

1) *Management standard - The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the Declaration of legal and regulatory compliance.*

2) *Resources and environment standard - The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.*

3) *Teaching and learning standard - Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.*

4) *Welfare and student services standard - The needs of students for security, pastoral care, information and leisure activities,will be met; any accommodation provided will be suitable and the management of the accommodation systems will work to the benefit of students.*

THE EULS PROCESS

Applications are usually considered solely on the basis of the application and the documentation and the audit inspection by the Audit Manager or one of the EEIG panel of Quality Auditors. Each completed application with the supporting documentation, is considered by the Audit Manager whose recommendation will be reviewed by the Director of Qualifications and Quality before a response will be sent to you.

Our response will be one of the following:

♦ to grant a Licence without conditions

♦ to grant a Licence subject to further conditions

♦ to refer the decision, pending further quality checks

♦ To refuse the licence application.

You will receive our response to the Organisation's licence application within four weeks from the date it arrives at our headquarters.

The Chamber and the Central Office will expect you to keep us informed of any significant changes to the information you have sent to us. You will be visited by a Quality Auditor annually. His/her report may affect the status of the Organisation's status.

THE EEIG EULS STANDARDS

1) Management Standard

    i) The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the *Declaration of legal and regulatory compliance*.

    ii) Legal and statutory regulations

        (a) Providers will operate at all times in accordance with the declaration made in the *Declaration of legal and regulatory compliance* form.

    iii) Staff management

        (a) There will be a clear structure of management and administration for the LT operation and arrangements to ensure its continuity at all times.

        (b) The duties of all staff working with LT students will be specified.

        (c) There will be effective channels of communication between all members of the LT operation, and between the LT operation and any wider organisation of which it is a part.

        (d) In addition to complying with the statutory requirements, the provider will have and implement appropriate human resources policies for all staff, including:

            1. recruitment policy

            2. appointments procedure.

        (e) Where a provider accepts students under 18, prospective employees will be informed in writing that:

            1. references will be followed up

            2. all gaps in CVs must be explained satisfactorily

            3. proof of identity and qualifications will be required

            4. reference requests will ask specifically whether there is any reason that they should not be employed in situations where they have responsibility for, or substantial access to, persons under 18

            5. appropriate Criminal Records Bureau (CRB) disclosure may be required priorto confirmation of appointment..

        (f) Where a provider accepts students under 18, all current staff will be CRB checked or required to sign a declaration that they are not unfit to be working with such students, and will be informed in writing that CRB checks may be required.

        (g) The provider will have and implement appropriate induction procedures for all staff.

        (h) There will be clear procedures for monitoring all staff, and for handling unsatisfactory performance.

    iv) Student administration

(a) There will be sufficient administrative staff and resources to handle the volume of work efficiently.

(b) Students will receive sufficient information and advice on their course choices before arrival and during their stay.

(c) Enrolment procedures, including the collection of fees, will be carried out efficiently and with appropriate sensitivity.

(d) There will be effective systems to maintain up-to-date records of students' local and next of kin contact details.

(e) There will be a clear and effective policy on student attendance and punctuality that will be known to all students; accurate records will be kept and effective arrangements made for following up student absences.

(f) Conditions and procedures under which a student may be asked to leave the course will be clear to all staff and students.

v) Quality assurance

(a) An appropriate action plan (template available on website), based on the Points to be addressed of the previous inspection report, will be submitted in preparation for the next inspection or earlier as required. This plan will include a timeframe and will form part of the next inspection. There will be a satisfactory explanation for points not addressed.

(b) Providers will review systems, processes and practices with a view to continuing improvement.

(c) The provider will regularly obtain and record feedback from students on the services offered. This will include initial and end-of-course feedback. Appropriate action will be taken and recorded.

(d) The provider will regularly seek and record feedback from all staff on the services offered. Appropriate action will be taken and recorded.

(e) On joining a course, students will be given in writing a procedure for complaints. All complaints and the action taken will be recorded.

vi) Publicity - information available before enrolment

(a) All publicity and information about the provider and the services it offers will be in clear and accurate English, accessible to non-native speakers, or in translation.

(b) Publicity and information about the provider and the services it offers will be accurate and give rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.

(c) Publicity will give accurate information on the courses, including:
1. the times of classes, any private study periods and the number of taught hours per week
2. course dates and any non-teaching days within the course
3. the minimum enrolment age
4. maximum class size.

(d) Publicity will include accurate information on:
1. the cost of tuition
2. the cost of any teaching materials which students are required to buy
3. the cost of any accommodation offered
4. the approximate cost of any leisure programme not included in the course fees
5. the approximate cost of any course related examination fees not included in the course fees
6. the requirements for deposits, payment of fees, and the refund policy, including the arrangements and deadlines for cancellations.

        (e) Publicity (or other information made available to students, their parents or legal guardians before enrolment) will give an accurate description of the level of care and support given to students.

        (f) Publicity will give an accurate description of any accommodation offered:

        (g) the provider will make it clear if accommodation offered is arranged by an agency

           1. the types of accommodation offered will be clearly described

        (h) Publicity will give an accurate description of any leisure programme offered.

        (i) Any description of teacher qualifications and experience will be accurate and apply to the full range of staff teaching at any time.

           1. Any classes or courses which are used for teacher training purposes (with unqualified teachers) will be so designated, and will be provided free of charge or at substantially reduced cost.

        (j) Any claims to accreditation will be in line with the guidelines and will not be applied to unaccredited or ineligible courses.

2) Resources and environment Standard

    a) The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.

    b) Premises and facilities

       i) Premises, including any external areas, will be adequate in size and number to provide a comfortable environment for students and staff.

       ii) Premises, including any external areas, will be in a good state of repair, cleanliness and decoration.

       iii) Classrooms and other learning areas will be:

         (1) adequate in size and number

         (2) adequately lit, heated and ventilated

         (3) free from disruptive extraneous noise

         (4) furnished for sufficient flexibility of layout

         (5) arranged so that all students can see, hear and write in comfort.

       iv) Students will be provided with adequate room and suitable facilities for relaxation and the consumption of food. A choice of appropriate food at affordable prices will be available to students on site if not available locally.

       v) There will be adequate signage to buildings, routes, rooms and exits, and facilities for the display of general information.

       vi) There will be a room or rooms of sufficient size for teachers for the preparation of lessons, marking, staff meetings, and for relaxation and the storage of personal possessions.

    c) Learning resources

       i) Learning materials will be appropriate to the level, length and type of courses offered and sufficient for the number of students enrolled.

       ii) There will be an adequate stock of appropriate, up-to-date materials and resources for teachers, including facilities for the production and reproduction of materials. These resources will be accessible, well maintained and organised.

       iii) Teachers and students will have access to technology inside the classroom and elsewhere, as appropriate, which will be well maintained with adequate technical support.

       iv) Any area for quiet study and self-access work will be appropriately equipped and organised.

       v) Students will receive guidance on the use of libraries and self-access centres where these are available.

vi) There will be a policy for the continuing review and development of teaching and learning resources and evidence of its implementation.

vii) There will be a policy and procedures to ensure the continuing professional development of all staff in order to meet the needs of the individual and the organisation.

3) Teaching and learning Standard

a) Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.

b) Academic staff profile

i) All academic staff will have a general level of education normally represented by a Level 6 qualification. Exceptionally, the employment of any academic staff without the appropriate general level of education may be acceptable with the provision of a valid rationale.

ii) All teachers will have LT/TESOL qualifications appropriate to the courses they are teaching.

iii) The academic manager or academic management team will have an appropriate professional profile to provide academic leadership:

iv) they will be academically and LT/TESOL qualified as appropriate to the range of courses on offer; at least one person will have, as a minimum, a TEFLQ diploma-level LT/TESOL qualification

v) they will have at least three years' full-time relevant teaching experience (at least one person in the case of a team).

vi) There will be a valid rationale for the employment of any academic managers without the appropriate qualifications or experience.

vii) Employers will take all reasonable steps to investigate and verify the qualifications and experience of all applicants for teaching posts.

c) Academic management

i) Every effort will be made to match teachers appropriately to courses.

ii) There will be effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.

iii) There will be formalised arrangements, satisfactory to students and staff, for covering for absent teachers.

iv) Where enrolment is continuous, special attention will be paid to all aspects of academic management affected.

v) There will be formalised arrangements, led by an academic manager and covering all teaching sites, to ensure appropriate guidance and support for all teachers in line with the organisation's professional development policy.

vi) There will be effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager/TEFLQ member of the academic management team, including appropriate feedback and action planning. Particular care will be taken to monitor and guide inexperienced teachers, those whose classroom performance exhibits weaknesses and those whose student feedback indicates dissatisfaction with their teaching.

d) Course design and implementation

i) Course design will be based on stated principles and will take into account developments in the LT profession.

ii) Course design will be regularly reviewed in the light of the different and changing needs of students and feedback from teachers and students.

iii) Written course descriptions will be available to students.

iv) There will be a coherent and appropriate course structure described in writing for teachers' guidance. Objectives, syllabuses or plans of study, methods and levels will take the needs of the students into account and will be demonstrated in plans and classroom delivery.

v) Courses will include study and learning strategies that will enable students to benefit from their programmes and continue their learning after the course.

vi) Courses will systematically include strategies which ensure that students can develop their language skills outside the classroom and benefit linguistically from their stay in the UK.

e) Learner management

i) There will be efficient procedures for the correct placement of students.

ii) There will be procedures for monitoring and for recording students' progress, such as tutorials, and for enabling students to change courses or classes where necessary.

iii) Students will be guided to select the examinations and examination training best suited to their needs and interests.

iv) Where applicable, assessment criteria and procedures will be in writing and available to staff and students.

v) Academic reports will be made available to students on request or, in the case of under-16s, to their parents/guardians.

vi) Students wishing to enter mainstream UK education will have access to relevant information and advice.

f) Classroom observation

i) Teachers will demonstrate their ability to plan lessons effectively, appropriate to both the course objectives and the needs of students.

ii) Teachers will demonstrate their ability to prepare a coherent sequence of purposeful activities.

iii) Teaching techniques will be appropriate to the objectives and level of the course and to the needs of both individual students and the group.

iv) Teachers will demonstrate an ability to manage the resources appropriately and effectively to facilitate learning.

v) Teachers will show sound knowledge of the linguistic systems of English and will be able to model both spoken and written English appropriately.

vi) Teachers will use appropriate feedback and correction techniques.

vii) Teachers will demonstrate the ability to manage learning activities and interactions effectively to engage students.

viii) Teachers will show sensitivity to the group and to individuals within the group to ensure a positive learning atmosphere.

4) Welfare and student services Standard

a) The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.

b) Care of students

i) Provision will be made for the safety and security of students appropriate to their age, background and the location of the provider.

ii) Students will be given pastoral care appropriate to their age, background and circumstances (including any additional support needs). Account will be taken of any special needs arising from religious observance.

iii) A named person or persons will be identified to all staff and students to deal with students' personal problems.

iv) There will be a procedure, known to all students and staff, for dealing with abusive behaviour by staff or students (including harassment, bullying, actual or threatened

violence, damage to personal property, and verbal and other abuse based on racial, sexual or religious differences).

Further information

The EEIG EU Standards Certification Committee - The EEIG EU Standards Certification Scheme is overseen by the EEIG EU Standards Certification Committee, whose members are senior Academics and professionals. The members bring a broad spread of knowledge and expertise relating to educational Centres of all types throughout Europe. EEIG EU Standards Certification Panels, which are sub-groups of the committee, meet regularly to consider applications and returns. These decisions are reviewed at annual EEIG EU Standards Certification Committee meetings.

The assessing organisations - The organisations that assess Educational Centres for EEIG EU Standards Certification are Certified EEIG Quality Systems Assessors and Validators at the various EEIG National Offices. Certified EEIG Quality Systems Assessors and Validators can be registered after relevant training by EUROCOT – IIEM, the education & training commission of the EEIG. These assessors/validators assess each Educational Centre's application or return. The assessments are passed to the EEIG EU Standards Certification Secretariat at PO Box 40668, Larnaca 6306, Cyprus where they are processed, quality assured and scheduled to be presented to an EEIG EU Standards Certification Panel for final issue of Certification.

Keeping EEIG Certified status - Once a Centre has been awarded EEIG Certified status, it must prove that it continues to meet the requirements of the scheme by sending an EEIG EU Standards Certification return to the assessing organisation every two to three years, as required.

Changes to the EEIG EU Standards Certification standard - Over time, the requirements for the EEIG EU Standards Certification standard may change to make sure they remain up to date with developments in the sector and in line with current practice. When changes are made, all EEIG Certified Educational Centres will be given reasonable notice of the changes before they are expected to meet the revised requirements.

Changes to EEIG Certified status - If an Educational Centre stops meeting the EEIG EU Standards Certification requirements, the Centre's status may be reduced to 'provisional' or it may lose its EEIG EU Standards Certification status altogether. This decision would be taken by an EEIG EU Standards Certification Panel after discussing the matter with the Centre and the relevant assessing organisation.

If a Centre fails to provide their EEIG EU Standards Certification returns within the timescale allowed it may lose its EEIG EU Standards Certification status.

A Centre can ask to be removed from the EEIG EU Standards Certification scheme.

APPENDIX 1 – Staff Competency Training

Core Skill Sets
1. **Communication -** Centre Staffs show that they can communicate effectively when they:
   - Read, retain, and apply published ideas
   - Write clearly and accurately in a variety of contexts and formats
   - Speak clearly and coherently in both formal and informal settings
   - Demonstrate active listening skills and effective interpersonal communication
   - Employ the vocabulary of the subject being studied
   - Become proficient in a second language or in an alternative form of communication
2. **Information Competency -** Centre Staffs show that they have information competency skills when they:
   - Recognize the need for information and/or identify and clarify the question that needs to be answered
   - Differentiate between major and minor arguments or ideas

- Find and interpret relevant information from text, tables, graphs, maps, media, personal communication, observation, and electronic databases
- Evaluate authority, veracity and bias of information
- Utilize the data gathered to draw conclusions or to create new sources of information that can be shared with others
- Document their sources of information
- Use technology to acquire and process information

3. **Critical Thinking and Problem Solving -** Centre Staffs show that they have critical thinking and problem solving skills when they:
   - Evaluate their own beliefs, biases, and assumptions
   - Evaluate strengths, weakness, and fallacies of logic in arguments and information
   - Apply lessons from the past or learned knowledge and skills to new and varied situations
   - Apply the principles of scientific reasoning to solve problems
   - Perform basic computations or approach practical problems by choosing appropriately from a variety of mathematical techniques
   - Devise and defend a logical hypothesis to explain observed phenomenon
   - Recognize a problem and devise and implement a plan of action

4. **Creative Expression -** Centre Staffs demonstrate creative expression when they:
   - Generate new ideas, express themselves creatively, or solve complex problems in an original way
   - Collaborate to perform the work of others or to create original work
   - Apply feedback to improve their performance
   - Evaluate diverse artistic works in varied media

5. **Civic Responsibility -** Centre Staffs show an ability to assume civic responsibility when they:
   - Demonstrate a knowledge of current events and social issues
   - Work effectively as a leader and/or participant in group settings
   - Assume civic, political, or social responsibilities
   - Identify their personal convictions and explore options for putting these convictions into practice
   - Accept responsibility for their own actions
   - Demonstrate respect for a diversity of ideas and the rights of others
   - Exhibit personal, professional, and academic honesty
   - Display behavior consistent with the ethical standards within a discipline or profession

6. **Social Interaction and Life Skills -** Centre Staffs show that they have effective social interaction and life skills when they:
   - Work as an effective member of a team
   - Demonstrate etiquette both in face-to-face and written interactions and communications
   - Use language as appropriate to the situation
   - Utilize conflict resolution skills when appropriate
   - Demonstrate the ability to give and receive constructive feedback
   - Apply time management skills to complete a task
   - Develop stress management skills and/or other skills to maintain health and wellness

Competency Skill Sets Available through EUROCOTT

TD4A	Assessment – Plan, Conduct and Review
TD4B	Train small groups
TD4C	Plan and promote a training program
TD4D	Plan a series of training sessions

TD4E	Deliver training sessions
TD4F	Review training
TD5A	Analyse training requirements
TD5B	Design and establish the training system
TD5C	Design and establish the assessment system
TD5D	Manage the training and assessment system
TD6A	Evaluate the training and assessment system
TD6B	Develop assessment procedures
TD6C	Develop assessment tools
TD6D	Design training courses
TESOL1	Introduction to Grammar - Basic Grammar
TESOL2	Language Teaching & Learning -
TESOL3	Language Teaching Methodologies
TESOL4	English Language Assessment Tests
TESOL5	Analysing Communication
TESOL6	Classroom Management and Organisation
TESOL7	Cross Cultural Factors and TESOL Contexts
TESOL8	Development of Reading Writing Speaking and Listening Skills
TESOL9	Language Teaching and Learning
TESOL10	Language Teaching Materials
TESOL11	Language Teaching Methodologies
TESOL12	Syllabus Design
TESOL13	Lesson Planning
TESOL13	Pronunciation
TESOL14	Practice Teaching and Observation
TESOL15	Presentation of New Language

APPENDIX 2 – Glossary (Linguistics & Language Teaching) –

http://homepage.ntlworld.com/vivian.c/Linguistics/LinguisticsGlossary.htm

http://www.freelancersupport.com/modules/glossaries/category.php?categoryID=3

APPENDIX 3 – TEXTBOOKS AVAILABLE FROM EUROCOTT – cert@eurocott.eu

- An Abridged Guide to English Grammar for the International ESL Student
- THE TESOL MANUAL - Teaching English to Speakers of Other Languages (A manual for the trainee teacher of ESL Programs)
- A quick guide for ESL Teachers of IELTS
- IELTS MADE EASY