



FLC Accreditation takes a ‘principles’ based approach to language center/program accreditation. Our *Six Principles for Accreditation* are based on [TESOL White Paper 2012](#) and form the acronym, CREATE: Collaboration, Resources, Evaluation¹, Alignment, Transparency, and Empowerment.

The six **P**inciples are operationalized through our unique **PAIE** (Principles, Aspects, Indicators, Evidence) model. The **PAIE** model identifies a range of relevant **A**spects that are evaluated through a set of **I**ndicators and supported by **E**vidence. In developing this model, we provide an innovative approach to language center/program accreditation. The PAIE model defines a framework for operationalizing the six Principles and gives us the flexibility to consider and respond to the particular context, purposes, and needs of each language center/program. It allows us to design a customized set of Indicators that are relevant to the center/program and aligned with its and their stakeholders’ needs, goals, and visions.

The six Principles are designed to be non-exclusive (Mahboob and Tilakaratna, 2012; p. 17): they overlap with each other in order to provide a more comprehensive and cohesive understanding of relevant issues, policies and practices.

Below, we include a broad description of each Principle and the Aspects, Indicators, and Evidence² that help us in evaluating whether and how a particular Principle is being upheld. Please note that while the FLC Accreditation Principles do not change, the list of Aspects, Indicators and Evidence may be customized based on the needs and context of a center/program. Any customization made to the Aspects, Indicators, or Evidence below is done in consultation with the provider.

Principle 1: Collaboration

FLC Accreditation recognizes strong collaborative practices as being pivotal for developing and delivering quality, professional, and relevant language programs. There are two primary Aspects that we will consider: Internal Collaboration and External Collaboration.

Aspect	Indicator	Evidence ³
Internal Collaboration	There are effective channels of communication at all levels of staff.	Samples of email communications Samples of organization announcement
	Regular meetings are organized between management team, teachers/trainers, and administration staff to discuss operational and academic issues.	Samples of agenda from the meetings Samples of minutes of meetings
External Collaboration	There are effective channels of communication between staff and students/clients.	Samples of email communications Samples of memos to students
	The management and teachers/trainers organize sessions with students/trainees (or parents in case of children’s programs, HR in case of corporate programs) to discuss their needs as well as the current practices, policies, procedures, and material of the courses.	Samples of agenda from the meetings Samples of notes from such sessions
	The management team networks with the	Attendance of meetings, seminars,

¹ We have replaced ‘Relevance’ and ‘Evidence’ in the TESOL White Paper with ‘Resources’ and ‘Evaluation’ as they are better aligned with our application of the principles to language center/program accreditation.

² The list of Evidence includes examples only; providers may choose to submit alternative or additional evidence. The relevance and applicability of the Evidence will be evaluated by FLC Accreditation.

³ Samples of evidence should be from the last twelve months, unless otherwise specified.

	industries locally and/or internationally.	conferences, functions, etc. Affiliations with other organizations.
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Principle 2: Resources

Resources are essential to provide and sustain an appropriate teaching and learning environment. Two primary Aspects that FLC Accreditation looks at are: Premises and Facilities, and Academic and Administrative Support.

Aspect	Indicator	Evidence ⁴
Premises and Facilities	All premises are adequate in size, adequately lit and ventilated to provide a comfortable environment for students and staff.	Site inspection Floor/site plan Records of any complaints and action taken
	Premises are in a good state of cleanliness, maintenance, and decoration.	Site inspection
	Classrooms are: 1) adequate in size and number; 2) appropriately arranged for all students to see, hear and write in comfort.	Site inspection Samples of student feedback and record of follow-up action
	Student common areas are appropriately arranged to ensure a safe and comfortable environment.	Site inspection Samples of student feedback and record of follow-up action
	Teachers'/trainers' room(s): 1) are adequate in size for teachers to prepare lessons, mark, and have discussions with other teachers/trainers and students; 2) have access to adequate stationery and equipment.	Site inspection Samples of teachers'/trainers' feedback and record of follow-up action
	Administration areas are: 1) sufficient to accommodate the number of management, administrative and other full-time staff; 2) have access to adequate stationery and equipment.	Site inspection Samples of staff feedback and record of follow-up action
	Safety requirements regarding emergency procedures, fire escapes, exit routes etc. are documented and accessible to students and staff.	Site inspection Documents of safety requirements Samples of communication of this information to students and staff
	First aid facilities are available.	Site inspection Credentials of trained staff
	Premises and facilities are accessible to students and visitors with special needs.	Site inspection Floor/site plan
	Emergency contact details for all staff and students (if trained at the provider's venue) are maintained and updated.	Samples of contact details
Academic and Administrative Support	There are enough human resources for the day-to-day operations of the center/program.	Employment contracts of all staff employed at the time of application Teacher-student ratio
	There are procedures in place for covering	Statement of substitution policy for

⁴ Samples of evidence should be from the last twelve months, unless otherwise specified.

	absent teaching staff.	absent teachers/trainers Teaching staff absence and substitution records
	Reference resources are updated and accessible to teachers/trainers for developing course materials.	List of reference material obtained in the last twelve months, including but not limited to books, professional journals, publications and associations subscribed to.
	There are adequate educational resources for the programs offered and the number of students/trainees enrolled.	List of educational resources at the time of application, including but not limited to printed materials, audio and visual materials
	There are policy and procedures for use of educational resources in accordance with copyright laws.	Statement of the policy and procedures Samples of communication of this information to users

Principle 3: Evaluation

The effectiveness of a center/program's policies and practices need to be supported through evaluation. FLC Accreditation expects that providers will have mechanisms in place to evaluate four Aspects: Students' Attendance, Students' Progress, Program/Course Evaluations, and Staff Credentials. Providers also need to have policies and procedures to follow-up and respond to the results of evaluation.

Aspect	Indicator	Evidence
Students' Attendance	There are policies and procedures in place for monitoring student/trainee attendance.	Statement of the policy on student/trainee absences
	Attendance records are maintained and shared with parents/guardians/sponsors/HR (in case of corporate training), where appropriate.	Samples of attendance records Samples of communication of students' attendance with relevant parties
	Effective arrangements are made for following up student/trainee absences.	Records of follow-up action for student absences
Students' Progress	There are procedures for monitoring and for recording students'/trainees' progress.	Statement of assessment procedures and criteria
	Progress reports are made available to students/trainees, and, with appropriate authorization, to parents/guardians/sponsors/HR (in case of corporate training).	Samples of academic reports Samples of authorization documents
Program/Course Evaluations	The provider has mechanisms to obtain, record and follow up on the feedback from students/trainees on the programs/courses.	Samples of student/trainee feedback and record of follow-up action
	The provider has mechanisms to seek, record and follow up on the feedback from parents/guardians/sponsors/HR.	Samples of client feedback and record of follow-up action
	There are procedures for complaints and follow-up actions. These procedures are made available to students/trainees and/or their parents/guardians/sponsors/HR.	Documents of complaints procedure Sample of communication of this information to students Records of any complaints and action taken
Staff Credentials	Teachers/trainers have training, experience, and qualifications relevant to and appropriate	CVs and credentials of all teachers/trainers

	for the courses they are teaching.	
	Academic managers have training, experience, and qualifications relevant to and appropriate for the academic leadership they provide.	CVs and credentials of academic managers
	The provider verifies the qualifications and experiences of all staff hired for teaching, academic management, and administrative positions.	Records of references check for all staff
	The duties of all teaching and non-teaching staff are specified and available to staff.	Job description of all positions

Principle 4: Alignment

Program/course goals should be in alignment with practices of student placement and program/course design, which in turn needs to be aligned with classroom practices. Students/trainees should then be assessed according to the program/course goals.

Aspect	Indicator	Evidence
Student Placement	Students are placed in appropriate classes and levels based on reports of relevant placement tests or other measures. Or, in case of corporate training, Training Needs Analysis is conducted for the target participants.	Statement of placement procedures Samples of placement tests and results TNA policy and procedures Samples of TNA reports
	Students/trainees can change courses or be moved to another level where necessary.	Statement of procedures for changing courses/levels
	Students (parents in case of young learners, HR in case of corporate training) are provided with descriptions of program/course objectives and levels to help them make informed choices.	Documents detailing objectives and levels of the program/course
Program/ Course Design	There are specific objectives and learner outcomes for each program/course.	Program/course descriptions
	Teaching content is clearly linked to program/course objectives.	Syllabus Samples of lesson plans
	Program/course design reflects a contemporary knowledge of the theories and practices of TESOL.	Syllabus
	There are a variety of teaching methods and learning activities to address the different learning styles of the students/trainees.	Samples of lesson plans
	Program/course design includes learning strategies that will enable students/trainees to develop their language skills in the intended contexts outside of classroom.	Syllabus Samples of lesson plans
Classroom Practices	Teaching techniques are aligned with the objectives and level of the program/course and with the needs of students.	Classroom observation: 1) Timetable and venues for all classes during the site inspection 2) Lesson plans of all classes during the site inspection. Lesson plans shall include teacher's name, name and level of the classes, learner
	Teachers/trainers demonstrate sound knowledge of the linguistic systems of English and are able to model both spoken and written English appropriately.	

	Teachers/trainers use appropriate feedback and correction techniques.	outcomes, learning activities, copies of teaching materials and homework to be given.
	Teachers/trainers are able to manage learning activities and engage students through effective interactions.	
	Teachers/trainers are able to create a positive learning atmosphere.	
Assessment Procedures	There are assessment instruments that reflect the specific objectives of the program/course.	Samples of formative and summative assessments
	There are clearly articulated assessment protocols and grade descriptors.	Copies of assessment protocols (e.g. midterm tests, exams) and grade descriptors

Principle 5: Transparency

The principle of transparency requires that a language center/program accurately reflects the resources and support provided so as to enable the prospective students/trainees to make informed choices. Transparency should also be demonstrated during student enrolment, which should be conducted in an ethical and responsible manner.

Aspect	Indicator	Evidence
Publicity Material	All information in the publicity material is clear and accurate, and available in English and local language if potential students/clients do not read English.	All publicity material, including but not limited to website, brochure, prospectus, flyers, etc. Any translated versions of above publicity material
	Any descriptions of the premises and facilities are accurate.	[Evidence submitted for “Principle 2: Resources” will be used to evaluate these two Indicators]
	Any descriptions of the educational resources and academic support to students/trainees are accurate.	
	Any claims of accreditation are accurate and current.	Documents of accreditation
	Any inclusion of teacher/trainer qualifications and experience in publicity material is accurate and reflects the status of the majority of teaching staff at any time.	[Evidence submitted for “Principle 3: Evidence – Staff Credentials” will be used to evaluate this Indicator]
	Any claims of students’/trainees’ progress are accurate.	Reports on students’ achievements
Student Enrolment	Students receive sufficient information and advice on their program/course choices before starting the program/course as well as during their enrollment. Or, in case of corporate training, detailed proposal with program/course information is submitted to clients.	Documents/proposals detailing program/course information. This document should include (as necessary): 1) description of the programs/courses 2) times of classes 3) duration of the program/course and any non-teaching days within this duration 4) maximum class size Channels for students to receive advice, including but not limited to inquiry email, hotline, face to face appointment

	Students and/or their sponsors are clearly informed of the fees before they enrolled in the program/course.	Documents/proposals detailing: 1) cost of tuition 2) cost of any materials which students are required to buy 3) cost of any leisure programs not included in the tuition fees 4) cost of any examination fees not included in the tuition fees 5) requirements for deposits, procedures of payment, cancellation and refund policy
	There are clear procedures and records of enrolment and collection of fees.	Samples of enrolment documentation, including any consent forms from parents/guardians Written agreement/contract between the provider and student (or their parents/guardians)/client

Principle 6: Empowerment

The principle of empowerment means that the provider should follow practices that will enable teachers/trainers and staff to perform their very best in their positions. There should be established processes to support staff throughout their employment cycle: Recruitment, Onboarding, Performance Management and Professional Development.

Aspect	Indicator	Evidence
Recruitment	The provider has and implements appropriate recruitment policies and procedures which are fair and non-discriminatory.	Statement of recruitment policy in relation to program type(s)
	Employment contract setting out terms and conditions is signed by the provider and the new hire.	Signed employment contracts of all staff at the time of application
Onboarding	The provider offers appropriate induction programs for all staff.	Documents outlining the induction program including but not limited to the information on: 1. organizational structure 2. code of conduct 3. job duties and responsibilities 4. performance management process 5. complaint procedures 6. copyright information 7. workplace safety
Performance Management	The provider has and implements clear performance management process.	Statement of performance management process Samples of communication of this information to all staff Appraisal documents and records
	There are effective arrangements for classroom observation, and support is provided to teachers/trainers whose classroom performance is below expectation.	Documents of class observation procedures Classroom observation records and feedback Records of follow-up action
Professional	There are professional development	List of professional development

Development	opportunities that ensure teaching staff are kept up-to-date with current theories, knowledge and practices in their profession.	activities for the last twelve months Professional development activities planned for the next six months
	There are regular opportunities for collaborative professional and/or action learning with time supplied by the provider.	Policy on supporting teachers/trainers' collaborative and/or practitioner research Records of research activities

REFERENCE

Mahboob, A. & Tilakaratna, N. (2012). *Towards A Principles Based Approach for ELT Policies and Practices*. Alexandria: TESOL International.