International
EDUCATION ACCREDITATION COUNCIL

ACCREDITATION STANDARDS
Online Education Providers

ieac.org.uk

At IEAC, our accreditation process is rooted in impartiality and educational excellence, providing reassurance to all stakeholders that accredited institutions offer top-tier education in nurturing and inclusive environments. Furthermore, our process ensures ethical operations and appropriate services for students and faculty alike.

Regardless of the institution type—whether university, college, school, or training organization—IEAC Inspectors meticulously evaluate performance across a spectrum of features, facilities, and activities guided by our Standards for Accreditation. These standards cover all aspects of an institution's operations, including governance, human resources, health and safety, teaching and learning, and student welfare.

While many of these standards align with UK norms, we understand and respect the diverse international contexts in which institutions operate. Our international inspectors, hailing from various countries, are trained to adopt a localised perspective during campus visits.

IEAC's accreditation process typically involves a submission of documentation followed by an on-site or online visit by seasoned Inspectors. This comprehensive visit, spanning one to three days, focuses on various aspects, including premises, health and safety, course delivery, student welfare, and compliance with immigration protocols.

Visits are scheduled upon receipt of a fully completed IEAC Application Form, requisite documentation, and payment of stipulated fees.

IEAC recognizes the diversity of educational offerings, including distance learning programs, and acknowledges that certain categories and sections listed may not be directly applicable to all institutions. Furthermore, our accreditation process features Recognition Stars, indicating excellence in specific areas such as Governance, Health & Safety, Teaching & Learning, Student Welfare, and Quality Assurance.

RECOGNITION STARS

Section	Stars
Section A- Governance, Management & Systems	★★★★★
Section B Environmental and Health & Safety	★★★★★
Section C Teaching and Learning	★★★★★
Section D Student Welfare	★★★★★
Section E – Academic Programs	★★★★★
Section F – Quality Assurance and Enhancement	★★★★★
Section G – Marketing & Recruitment of Students	★★★★★

With more than 30 General Inspection Domains and over 200 sub domain observations you can rest assure that an IEAC accreditation is comprehensive and robust. IEAC Inspectors look at the following:

Licencing, Permissions & Statutory Requirements

A.1 Management Requirements
A.2   Vision & Mission
A.3   Staff Meetings
A.4   Employment
A.5   Scheduling & Work Loads
A.6   Research
A.7   Examinations & Examination Security
A.8   Induction, Appraisals & Curriculum Quality Assurance
A.9   Ethics
A.10 Internationalisation

Environmental and Health & Safety

B.1   External and internal signage
B.2   Inclusivity and Diversity
B.3   Catering
B.4   Student Services
B.5   Staff Services
B.6   Environmental
B.7   Health & Safety

Section C Teaching and Learning

C.1   Students
C.2   Faculty
C.3   Teaching Quality
C.4   Library Resources

Section D Student Welfare

D.1   Student Welfare (General)
D.2   Student Guidance
D.3   Student Safety, Duty of Care & Inclusion
D.4   Grievances & Complaints

Section E – Academic Programs

E.1   External Courses, Awards & Registrations
E.2   Internal Programs
E.3   Assessment

Section F – Quality Assurance and Enhancement

F.1 Academic Review
F.2   Analysis of Student Performance
F.3   Student Feedback
F.4   Internal Course & Programme Design
F.5   Administration and Record Keeping

Section G – Marketing & Recruitment of Students

G.1   Ethical Approach to Marketing and Recruitment
G.2   Agents (If applicable)
G.3   Website/ Social Media

An IEAC accreditation visit transcends mere inspection; it's an invaluable opportunity for your institution to celebrate achievements, engage in ongoing progress discussions, and pinpoint areas for further growth and development. At IEAC we like to think of the inspection process as a partnership for guided self-reflection.

During these visits, our inspectors collaborate closely with you to align accreditation goals with your institution's strategic imperatives. Together, we work towards realising your organisational objectives and demonstrating your unwavering commitment to continuous improvement to your key stakeholders.

Complete Reference to the IEAC Standards

STANDARD	INDICATORS	WHERE EVIDENCED?		
		APPLICATION FORM	SUBMITTED DOCUMENTS	EVIDENCED DURING INSPECTION
TVET Institution can obtain accreditation from IEAC by demonstrating compliance with its Standards for Accreditation and policies. IEAC anticipates that affiliated TVET Institution will actively pursue enhanced quality, increased effectiveness, and a commitment to ongoing excellence. The evaluative procedures are strategically crafted to foster and support these endeavours towards improvement.	Accreditation indicators are criteria used by IEAC to assess an institution's compliance with accreditation standards. These indicators cover various aspects including: ✔ Institutional Mission and Goals: ✔ Lecturer/ Trainer Qualifications and Support: ✔ Curriculum and Instruction: ✔ Student Support Services: ✔ Resources and Infrastructure: Assessment and Continuous Improvement: ✔ Governance and Administration: ✔ Diversity and Inclusion:			
LICENCING, PERMISSIONS & STATUTORY REQUIREMENTS				
	Has the Online Education Provider (OEP) been accredited previously with IEAC?	✔	✔	

	Does the OEP hold accreditation from any other organisations/agencies?	✔	✔	
	If so, what stage of the Accreditation Cycle/Stage is the OEP in?	✔	✔	
	If the OEP is currently in the re-accreditation cycle please indicate any significant changes since the previous accreditation inspection.	✔	✔	
	Does the institution have the requisite local licences, permits and/or certification to operate as an OEP?	✔		

GOVERNANCE, MANAGEMENT & STAFFING RESOURCES

|				
A.1 Management	A.1 Is there an appropriate organisational hierarchy for academic staff members?		✔	✔
	A.1.1 Is there an appropriate organisational hierarchy for non-academic staff members?		✔	✔

	A.1.2 Do the Staff Numbers and Staffing Structure align with the OEP's Scope and Scale?		✔	✔
	A.1.3 Is the Governing Body's Constitution appropriate?			✔
	A.1.4 Is there Demonstrated Support from Senior Management and Governing Bodies?			✔
A.2 Vision & Mission	A2.1 Is the OEP's Vision and Mission appropriate??		✔	✔
	A.2.2 Are senior management / owners involved in developing the Vision and Mission?		✔	✔
	A.2.3 Are all stakeholder represented in developing the Vision and Mission?			✔
	A.2.4 Is the Vision and Mission communicated to all staff?		✔	✔
A.3 Staff Meetings	A.3.1 Are senior leadership and staff meetings regularly scheduled?			✔
	A.3.2 Are these meetings recorded, monitored and actioned?			✔
	A.3.3 Is there proof of accountability and follow-up in meetings?			✔
A.4 Employment	A.4.1 Have you sighted sample job advertisements?		✔	✔

	A.4.2 Have you sighted sample staffing contracts?		✔	✔
	A.4.3 Does the OEP verify staff qualifications?			✔
	A.4.4 Does the OEP maintain robust staff personnel records?		✔	✔
	A.4.5 Does the OEP maintain robust data security measures?			✔
	A.4.6 Does the OEP have Employer's Liability Insurance?			✔
	A 4.7 Does the OEP have Public Liability insurance?		✔	✔
	A.4.8 Is there an Equal Opportunities Policy relating to employment?			✔
	A.4.9 Is there a document describing staff promotions, staff discipline and complaint processes?			✔
	A.4.10 Have you sighted example CVs of academic staff?		✔	✔
A.5 Scheduling & Work Loads	A.5.1 Are classes scheduled appropriately?		✔	✔
	A.5.2 Are programme and assignment schedules reasonable for both student and staff workloads?		✔	✔
	A.5.4 Are current courses/programmes formally timetabled?			✔
	A.5.5 Does the timetable account for varying time zones?			✔
A.6 Research	A.6.1 Does the OEP have demonstrable research and supervision arrangements?			✔

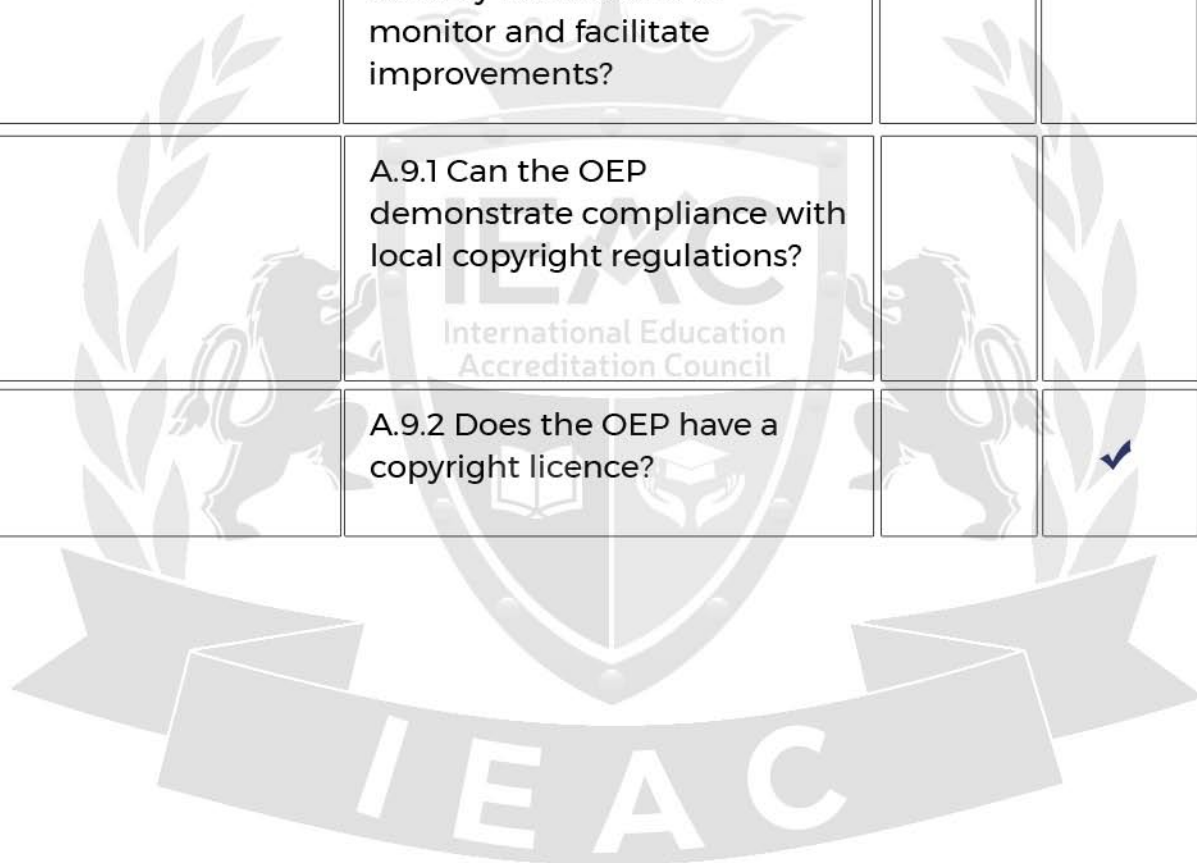|				
	A.6.2 Does the OEP monitor student progress?			✔
A.7 Examinations & Examination Security	A.7.1 Are written procedures in place for creating formative and mock examination papers?			✔
	A.7.2 Are written procedures established for assessment conduct, including invigilation and proctoring arrangements?			✔
	A.7.3 Are arrangements for receiving and securely storing examination papers, scripts, coursework, and submitted work from external awarding bodies appropriate?			✔
	A.7 4 Is the institution approved as a test/examination centre for the relevant awarding body (original documents)?			✔
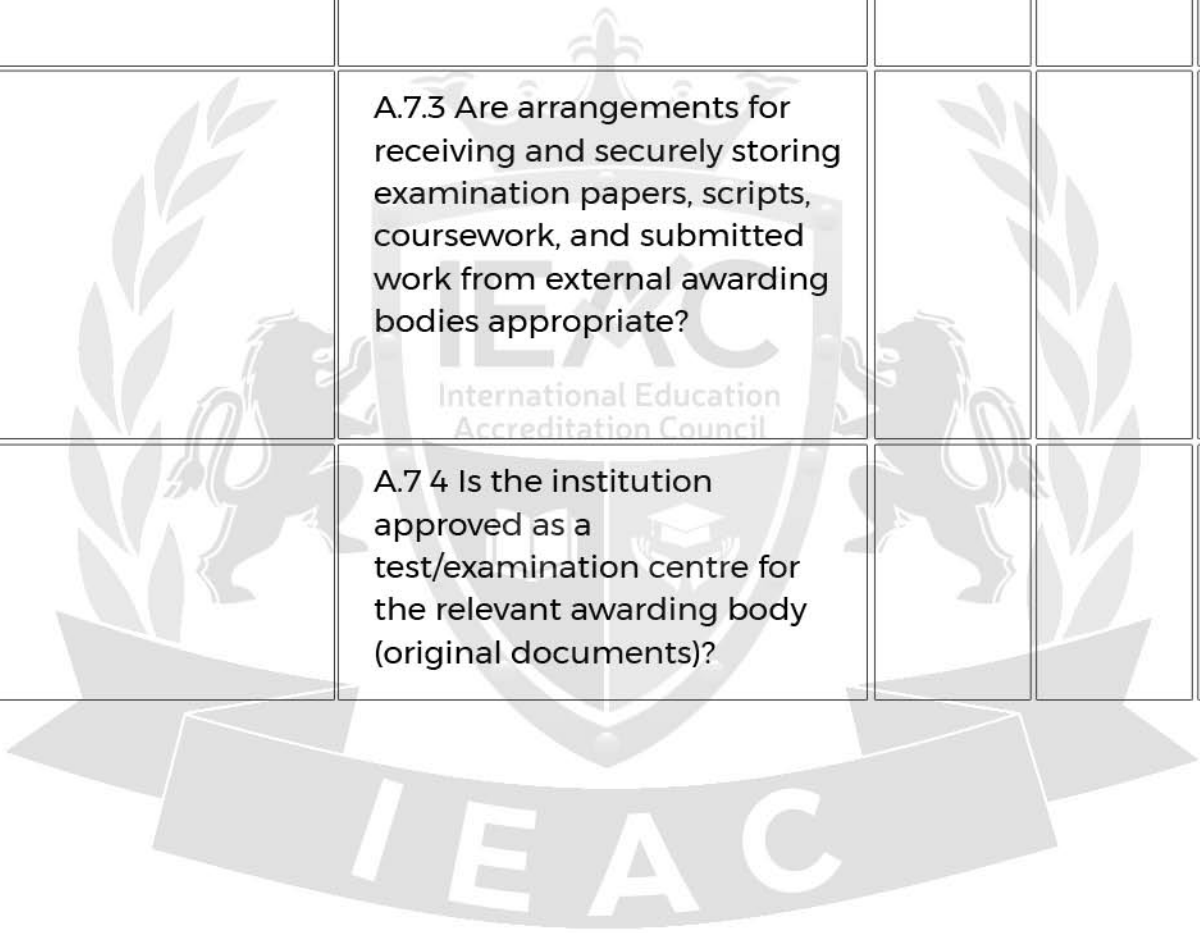
A.8 Induction, Appraisals & Curriculum Quality Assurance	A.8.1 Do new staff receive an appropriate induction?			✔
	A.8.2 Is there a Staff Handbook?			✔
	A.8.3 Are there mechanisms in place to confirm receipt of the staff handbook during induction?			✔
	A.8.4 Is there a written staff induction programme in place?			✔
	A.8.5 Is there an appraisal/performance review system?			✔
	A.8.6 Are annual appraisals/performance reviews formally recorded?			✔
	A.8.7 Are agreed performance targets implemented?			✔
	A.8.8 Is there a staff development policy?			✔
	A.8.9 Are Professional Development records kept of all staff?		✔	✔
	A.8.10 Are teaching staff regularly reviewed for their academic programme delivery, curriculum development, and assignment marking to enhance standards?			✔

	A.8.11 Is written documentation maintained to monitor the delivery of the academic program and scholarly activity?		✔	✔
	A.8.12 Are students involved in the review process?			✔
	A.8.13 Are written procedures in place to address issues identified in programme delivery reviews and to monitor and facilitate improvements?		✔	✔
A.9 Ethics	A.9.1 Can the OEP demonstrate compliance with local copyright regulations?			✔
	A.9.2 Does the OEP have a copyright licence?		✔	✔

	A.9.3 Does the OEP have current registration with an agency that monitors data protection?			✔
	A.9.4 Is there an OEP-wide Ethics Policy?		✔	✔
A.10 Internationalisation	A.10.1 Does senior management promote intercultural competencies and an understanding of cultural contexts among all stakeholders, including academic staff, non-academic staff, and the student body?			✔
	A.10.2 Is cultural awareness integrated into leadership practices for the benefit of staff, students, and the community?			✔
	A.10.3 Does the OEP promote inclusivity and diversity amongst the academic and non-academic Staff?		✔	✔
	A.10.4 Does the OEP actively encourage the recruitment of international students?			✔
	A.10.5 Does the OEP actively encourage the recruitment international faculty?			✔

ENVIRONMENTAL AND HEALTH & SAFETY

B.1 External and internal signage (This, and the following sections, may simply be Not Applicable in the event of teaching and learning being conducted 100% remotely)	B.1.1 Are appropriate emergency response, evacuation and/or exit signage displayed?		✔	✔
	B.1.2 Is there a safe and clean environment for staff and students?		✔	✔
	B.1.3 Does the environment have adequate lighting, heating, ventilation, and sanitary provision?			✔
	B.1.4 Evidence of certification showing compliance with Health & Safety laws?			✔
	B.1.5 Local Authority certificate showing compliance with health/sanitary regulations?		✔	✔
	B.1.6 Are detailed floor plans available for each site being inspected?			✔
B.2 Inclusivity and Diversity	B.2.1 Is there a person or department overseeing the OEP's disability and inclusivity policy?			✔
B.3 Staff Services	B.3.1 Do all teaching and non-academic staff have access to suitable work spaces?			✔

	B.3.2 Do all teaching and non-academic staff have access to ICT & Internet provision?			✔
	B.3.3 Do staff (if onsite) have access to refreshments facilities?			✔
	B.3.4 Do staff (if onsite) have access to personal storage facilities?			✔
B.4 Health & Safety This may be not applicable in the event that there is no onsite teaching and learning	B.4.1 Is there a Health & Safety Policy?		✔	✔
	B.4.2 Has the OEP conducted a Health & Safety risk assessment including fire risk?			✔
	B.4.3 Are there records of staff training in first aid and emergency evacuation management?		✔	✔
	B.4.4 Is there a list of qualified first-aiders and their certificates?		✔	✔
	B.4.5 Is there a process for reporting accidents/injuries?		✔	✔
	B.4.6 Is the placement of fire extinguishers, emergency signage, and alarms appropriate?			✔
	B.4.7 Are there records showing dates of fire detection equipment, extinguishers, alarms and emergency lighting tests?			✔

	B.4.8 Are there records of fire drills including the timings for complete evacuation and any remedial action taken?		✔	✔
	B.4.9 Safety rules applicable to areas of potential hazard?		✔	✔
	B.4.10 Applicable gas and electrical safety certificates?		✔	✔
	B.4.11 Carbon monoxide detector (if applicable) is appropriately sited and operational?		✔	✔
	B.4.12 Are Fire extinguishers correctly mounted either on floor or on walls?			✔
Section C Teaching and Learning				
C.1 Students	C.1.1 Does the OEP give students pre-enrolment information?			✔
	C.1.2 Does this cover entry requirements, fee charges, refund policy, and necessary personal documentation for enrolment?			✔
	C.1.3 Are students thoroughly briefed on the nature, requirements, and curriculum of their chosen courses, including assessment regulations, completion schedules, and relevant academic papers?			✔

	C.1.4 If applicable, are students carefully briefed on their nature and requirements of research activities?			✔
	C.1.5 Do the course/programme descriptions adequately inform students, and did they find the information helpful and appropriate?			✔
C.2 Faculty	C.2.1 Do the CVs of academic staff include academic, professional, and teaching qualifications?			✔
	C.2.2 Do the CVs provide a summary of academic career and relevant employment?			✔
	C.2.3 Do CVs show recent/current self-development activities, responsibilities within the institution, publications, academic papers submitted at conferences, and peer reviews/citations			✔
	C.2.4 Do sample lesson plans align with the course description, curriculum, and learning outcomes?		✔	✔
	C.2.5 Are there any written procedures guiding teachers on ways to provide feedback on students' work?		✔	✔

C.3 Teaching Quality	C.3.1 Were samples of marked student work available to peruse?		✔	✔
	C.3.2 Did you see evidence of appropriate direction, feedback, and critical input to/for research students?			✔
	C.3.3 Are students satisfied that their feedback is acknowledged and acted upon?			✔
	C.3.4 During classroom observation was the teacher/ lecturer able to communicate with students using different pedagogical techniques?			✔
	C.3.5 During lesson observations was the teacher/lecturer able to maintain discipline within the class?			✔
	C.3.6 Does the institute employ a system of peer-review of teaching			✔
C.4 Library Resources	C.4.1 Is the library sufficient for the courses being delivered?			✔
	C.4.2 Is guidance provided on using the OEP's library, as well as public and electronic libraries?			✔
	C.4.3 Does the OEP subscribe to online academic journals?			✔
	C.4.4 Can you confirm the availability of guidance on further study and careers within the OEP?			✔
	C.4.5 Is there a development plan in place for the library?			✔

SECTION D STUDENT WELFARE

D.1 Student Welfare (General)	D.1.1 Is there a designated as responsible for student welfare, and are they qualified/experienced in this field?			✔
	D.1.2 Is welfare support provided by experienced staff or those with relevant formal qualifications?			✔
D.2 Student Guidance	D.2.1 Is there a written student induction programme and student handbook?		✔	✔
	D.2.2 Do records show that students have signed to confirm receipt of their copy of the Student Handbook at induction?		✔	✔
	D.2.3 Is the induction programme appropriate and comprehensive?			✔
	D.2.4 Is the Student Handbook issued at induction?		✔	✔
D.3 Student Safety, Duty of Care & Inclusion	D.3.1 Is there a file, listing and recording enhanced police checks (or the local equivalent), with dates?			✔
	D.3.2 Are all the staff, who need to be, police checked (or local equivalent)?			✔
	D.3.3 Is there a disability strategy that includes advice for students with special learning, medical, or physical needs?			✔
	D.3.4 Is there written documentation for students to be able to declare special needs?			✔

D.4 Grievances & Complaints	D.4.1 Do formal and informal mechanisms exist for addressing students' complaints and grievances?			✔
	D.4.2 Are students aware of these procedures?			✔
	D.4.3 Is there a written student complaints and grievance procedure?			✔
	D.4.4 Is there documented evidence showing effective action taken in response to student feedback?			✔
Section E – Academic Programs				
E.1 External Courses, Awards & Registrations	E.1.1 Is there a course/programme summary for each approved external course/programme?			✔
	E.1.2 Is there a confirmation of franchise and/or other collaborative arrangements with approved international universities?			✔
	E.1.3 Are there confirmed centre status and evidence of external validation for recognised awarding bodies?			✔
	E.1.4 Is there any evidence to confirm the genuineness of awards made by overseas universities and OEP?			✔

E.2 Internal Programs	E.2.1 Is there a course/ programme summary for each internal course/ programme?			✔
	E.2.2 Are there award certificates provided for each internal course/programme?			✔
	E.2.3 Is there any documentation confirming OEP or awarding body recognition of internal courses/programmes?			✔
	E.2.4 Has the OEP undertaken benchmarking or a course-equivalence-exercise to gauge itself against similar qualifications at other OEPs?			✔
E.3 Assessment	E.3.1 Is there any written guidance for staff on the scheduling and content of formative and summative assessments?			✔
	E.3.2 Are there any written regulations for summative assessment for internal courses/programmes where the assessment is not provided by the awarding body?			✔
	E.3.3 Is there written guidance on academic misconduct and are students made aware of what constitutes academic misconduct and the consequent penalties?			✔

Section F – Quality Assurance and Enhancement

F.1 Academic Review	F.1.1 Does the OEP conduct regular academic reviews of its courses, programmes, and research activities?			✔
	F.1.2 Does the academic review process actively seek formal input from both students and staff members?			✔
	F.1.3 Does the OEP adhere to written procedures governing the conduct of academic reviews?			✔
	F.1.4 Do records of academic review meetings, encompass action points and is there evidence of these being acted upon?			✔
	F.1.5 Do minutes of these meetings demonstrate that effective actions are taken based on the outcomes of the course review process?			✔
	F.1.6 Is the frequency and timing of course reviews explicitly outlined?			✔
	F.1.7 Do the minutes from academic review meetings detail the effective actions taken as a result of the review process?			✔
F.2 Analysis of Student Performance	F.2.1 Does the OEP monitor the academic development of students, including pass/completion rates, extending to research degrees?			✔

	F.2.2 Are student examination results and written analyses of student performance readily available?			✔
	F.2.3 Is statistical analyses of examination results conducted, comparing across modules, with documented evidence of any subsequent actions taken?			✔
	F.2.4 Are cohort analyses performed to illustrate the progression of all students enrolling in each course at a given time and gaining a formal award?			✔
	F.2.5 Are statistical analyses of examination results and cohort analyses conducted, providing evidence of action taken and student progression?			✔
F.3 Student Feedback	F.3.1 Do mechanisms exist for students to provide feedback on course delivery, research supervision, and supporting resources?			✔
	F.3.2 Are completed student feedback questionnaires and records of relevant meetings involving students documented.			✔
	F.3.3 Do staff/student liaison groups convene regularly to address pertinent matters?			✔
	F.3.4 Is there documented evidence that showcases effective actions taken in response to student feedback?			✔

	F.3.5 Are students informed of actions taken in response to their feedback through various channels, with specific examples provided?			✔
	F.3.6 Are staff members are kept informed of student feedback?			✔
	F.3.7 Is there documented evidence that confirms effective actions taken in response to student feedback?			✔
F.4 Internal Course & Programme Design	F.4.1 Does the OEP have established written procedures and processes for course/programme design and curriculum development?			✔
	F.4.2 Are records of relevant course/programme development meetings maintained for internally produced courses?			✔
	F.4.3 Do the course/programme descriptions include comprehensive details on the curriculum, learning outcomes, teaching approaches, and assessment arrangements?			✔
	F.4.4 Is documentation evident validating course/programme approval in place?		✔	✔
	F.4.5 Is there any evidence of external validation, involving external advisors or examiners from internationally recognised entities?			✔

	F.4.6 Do staff members actively participate in curriculum development/course design?			✔
	F.4.7 Is there any evidence to support that the level of OEP courses are consistent with equivalent courses in internationally recognised entities?			✔
F.5 Administration and Record Keeping	F.5.1 Does the OEP have procedures in place to ensure the students are suitably qualified for their chosen course?			✔
	F.5.2 Is there a documented procedure for student recruitment and application processing?			✔
	F.5.3 Is there a documented procedure for checking visa status of international students?			✔
	F.5.4 Does the OEP verify student qualification and language ability?			✔
	F.5.5 Does the OEP offer scholarships for students?			✔
	F.5.6 Does the OEP have documented procedures for student admissions?			✔

	F.5.7 Does the OEP have documented policies for the payment of deposits, fees and refunds?			✔
	F.5.8 Are there procedures for creating and maintaining student files?		✔	✔
	F.5.9 Are student files secured, and are students aware of the system for updating personal details?		✔	✔
	F.5.13 Is student attendance/participation recorded and monitored?			✔
	F.5.14 Is there a responsible person for handling student absences/non-participation, and warnings are issued before de-registration?			✔
	F.5.15 Is there is a person responsible for monitoring academic progress?			✔
	F.5.16 Is academic progress monitored, and are students informed of their progress?		✔	✔
	F.5.17 Is there is a responsible person designated for handling voluntary withdrawals and deferrals?			✔
	F.5.18 Is there is a responsible member of staff delegated to monitor appointment procedures and verification of qualifications?			✔

	F.5.19 Does the OEP verify staff qualifications, and do all staff members have contracts?		✔	✔
	F.5.20 Is there a designated member of staff responsible for creating and maintaining staff files?			✔
	F.5.21 Are staff files secured, and are all staff aware of the system for updating personal details?		✔	✔
	F.5.22 Is there a review process for the OEP's administrative policies?		✔	✔

SECTION G – MARKETING & RECRUITMENT OF STUDENTS

G.1 Ethical Approach to Marketing and Recruitment	G.1.1 Does the OEP have an ethics policy covering the marketing, student recruitment, and ethical conduct of staff and agents?		✔	✔
	G.1.2 Is there a designated person responsible for monitoring the ethics policy?			✔
	G.1.3 Do staff (and agents if applicable) receive training on the ethics policy?			✔
	G.1.4 What are students' views on the accuracy of information received and how the OEP handled their inquiries?			✔

G.2 Agents (If applicable)	G.2.1 Is there a written criterion for appointing agents?			✔
	G.2.2 Are there written briefing documents for agents?			✔
	G.2.3 Is there a copy of the agent agreement?			✔
	G.2.4 Do they record and monitor active agents are there, and where are they located?			✔
	G.2.5 Is there evidence of monitoring agent performance, including student recruitment data and satisfaction questionnaires?		✔	✔
	G.2.6 Is there a procedure to deal with unprofessional and unethical agents?		✔	✔
	G.2.7 Evidence that the OEP's agents undergone recognised external training or registered with an appropriate agent organisation?			✔

G.3 Website/ Social Media	G.3.1 Is the information on the OEP's website, social media and prospectus accurate?			✔
	G.3.2 What are students' views on the accuracy of information provided?			✔
	G.3.3 Is their social media presence monitored?			✔
	G.3.4 Is there a person responsible for their Web site and social media?			✔
	G.3.5 Are these reviewed regularly?			✔

We understand that document requirements can vary across regions and countries. If you're unable to provide a specific document, or if it's known by a different name, please reach out to your IEAC Liaison for assistance. We're here to help!

A list of commonly requested documents is available from our web site.

If a document is a subsection of a larger one (e.g., the Staff Induction Policy within the Staff Handbook), there's no need to duplicate it—just reference its location in your submission:

Example

   Staff Induction Policy (part of the Staff Handbook)
· [Insert next document]

If you have any questions or need clarification on document requirements, don't hesitate to contact us!