Cervantes Institute Accreditation System of Centres

Documentation for Candidate Centres

Accreditation Process
General Information

V 20.1

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Accreditation Process

General Information

Purpose and contents

This document contains a description of the accreditation process for centres teaching Spanish as a Foreign Language (hereinafter SFL), within the regulatory framework of the Cervantes Institute Accreditation System of Centres (hereinafter SACIC).

The Cervantes Institute is the owner of the SACIC and is responsible for the accreditation process of the applicant centres. The assessment process required for this accreditation can be carried out by the Cervantes Institute assessment entity or by another of the assessment entities recognised by the Institute. Assessment entities are institutions that have the capacity to verify the requirements and criteria demanded from the SFL centres and have experience in the administration and management of activities related to the teaching of Spanish.

This document presents a comprehensive description of the different stages of the accreditation process. It also includes information on the different activities involved in the assessment and issue of a *Technical-Academic Report* and details the responsibility of the agents involved in each of them.

Recipients

This document is intended for centres that are considering obtaining a SACIC accreditation so that they can have detailed information on the general accreditation and assessment procedure.

Confidentiality

The accreditation scheme, assessment methodology and assessment instruments provided by the Cervantes Institute for the accreditation of SLF centres within the SACIC framework are the exclusive property of the Cervantes Institute.

The recipients of this document undertake not to use either the assessment methodology or the tools provided for any purpose other than to become familiar with the SACIC accreditation scheme and process.

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Chapter 1

1.1. The concept of quality in teaching

The concept of "quality" has generally become commonplace in the teaching area and, since the last decade, also in language teaching. However, a prior contextualization is required in order to address quality in the field of Spanish language teaching services and it is important to take into account the historical evolution of the concept.

Quality is a multi-dimensional, complex concept for which there are multiple approaches that are complementary. Quality can be understood as something that can be observed, measured, controlled, inspected, managed, assured, achieved, improved and lost. In general terms, "quality" means reducing variability, standardizing, generating reliability, ensuring the absence of errors ("zero defects") and consistency with the specifications. It could be said that quality can be summed up in the maxim of "doing things right," which is an idea that has been regulating socio-economic relations and which, in recent decades, has had a significant impact on the development of organizations.

The evolution of the concept in the field of organizations, in general, has materialized in different senses of "quality" that have followed one another and amongst which four fundamental ones can be identified:

1. Quality linked to the idea of inspection.
2. Quality linked to the idea of control.
3. Quality linked to the idea of quality assurance and the implementation of quality management systems.
4. Quality linked to the idea of excellence and continuous improvement.

At present, the idea of quality affects an organization's achievements in terms of meeting the needs and expectations of all its stakeholders, including society as a whole. Quality is understood today as a decisive element for any business or institutional project and any organization to achieve sustained success.

In education, quality must be understood, as in all other areas, as a multi-dimensional concept that requires the analysis of different components. For entities and organizations dedicated to SFL teaching services, this analysis can be carried out based on determining quality factors that have been identified in the higher education context:[1]

1. **Quality as excellence of the organization.** An educational institution that considers itself to be of "quality" must stand out due to its specific characteristics (teachers, facilities, history, recognition, etc.). In this sense, quality is linked to the reputation of the educational institution.

2. **Quality as content of the training programme.** This idea of quality stresses the factor of what is typical of a training programme (curriculum, course programme, teaching system, teacher profile, etc.).

3. **Quality as a set of regulations to which the educational centre must conform.** This idea is related to the fulfilment of legal regulations that determine the initial requirements to set up a centre and to fulfil conditions for the authorisation of its educational programmes.

4. **Quality as compliance with academic content standards.** In this sense, quality is understood as adapting the standards established by the academic community and the speciality to the content.

5. **Quality as an adaptation to complying with the organization's strategic objectives.** This idea of quality is related to the effectiveness of an educational institution or organization in meeting its strategic or institutional objectives.

6. **Quality as availability of resources of the organization to carry out its educational project.** This approach stresses the availability of resources (human, technical, economic and infrastructure resources), but especially on the use made of them.

7. **Quality as an added value in terms of learning results** This concept focuses on the contribution of the educational institution to the learning results of its students and to their comprehensive education.

1 Adapted from P. ARRANZ VAL (2007). *Los sistemas de garantía de calidad en la educación superior en España. Propuesta de un modelo de acreditación para las titulaciones de grado en empresa*. Burgos: University of Burgos (doctoral thesis).

8. **Quality as satisfaction of users of the organization.** This idea of quality involves the analysis of how the centre or institution meets the needs and expectations of all its users (students, academic community, parents or guardians, businesses and employers, and society in general).

9. **Quality as a capacity for transformation and change in the organization.** This concept emphasizes the institution's capacity to respond to the new demands of society, in its ability to manage change, implement improvement processes and commit to educational innovation.

1.2. Promoting quality in language teaching

The future scenarios of organizations involved in foreign and second language teaching necessarily converge on policies promoting quality that help the organizations involved to offer innovative and excellent services for language and cultural education, capable of responding to the changing expectations and needs of citizens in relation to the learning and use of languages.

In the case of institutions and organizations dedicated to language teaching, this need to promote quality implies the decisive promotion of lines of action that lead language teaching centres to share common principles of action. These common bases of action will be those that guarantee innovative and quality language and cultural education and those which facilitate the mutual recognition of linguistic training paths undertaken in different centres, the mobility of students and the configuration of flexible educational itineraries that citizens can outline throughout their lives, depending on their needs for learning and use of languages. In short, it is a question of providing institutions and organizations devoted to language teaching with business and organizational management frameworks, which will make it possible to align the language programmes they carry out to the common bases (in the case of Europe, promoted by the *Common European Reference Framework for Languages: Learning, Teaching and Assessment*).

This growing interest in quality in educational organizations can be understood as an effect on the field of language teaching and learning of what has happened in higher education in Europe. The process of European convergence and the setting up of a European Higher Education Area generated the need to guarantee the quality of academic qualifications, regulated in the different national spheres, as a tool to respond to the principle of equality of European citizens to work and live in any of the Member States. The first Council of Europe recommendations on European cooperation in quality assurance in higher education appeared at the end of the 1990s, and with them came the need to provide higher education with transparent quality assessment systems. Since then, and with the experience accumulated during more than a decade in different projects and initiatives, the European university has assessment processes for the quality of higher education through formulas of standardization, assessment and accreditation of their teaching and degrees.

On the other hand, the interest in quality in business management is the result of the emergence, in recent decades, of quality management in the field of organizations in general, which has led to the development of systems and international organizational standards (ISO 9001: 2015 *Quality management systems. Requirements,* among others) and quality awards (amongst which we can mention the European EFQM award or the Malcolm Braldridge Award), which have found their place in the business world as key elements to improve the effectiveness and efficiency of organizations; the optimization of their processes, resources and results; the commitment to innovation; the improvement of their users' satisfaction; the commitment to the people who are part of the organization and to society; and, in short, the commitment to a sustained and maintained success over time of the project carried out by the organization and of the organization itself.

In the case of foreign and second language teaching, the promotion of and commitment to quality education is therefore also an attempt to develop the very organizations involved in providing language teaching services to society. For many organizations, quality has become a tool that facilitates the improvement of the competitiveness of their training offer and their international positioning, as well as one of the ways for the consolidation and even the sustainability of their teaching and educational project.

Among the policies to encourage, boost and promote quality in language teaching in Europe, it is worth highlighting the role played by various institutions, including the Language Policy Division of the Council of Europe and the *European Centre for Modern Languages* in Graz (hereinafter, ECML), which was created with the aim of boosting and revitalising excellence and innovation in language teaching and learning in Europe. These institutions have launched various projects that have provided frameworks and content references to the academic community dedicated to language teaching and learning. In this sense, the projects and works promoted in the ECML deserve a specific mention, as they have contributed to disseminate the results of projects developed with the aim of providing tools to ensure quality, improve management and planning and for the self-assessment of language teaching programmes. Through the papers *A Guide to Project Management, Quality Assurance and Self-Assessment for Schools and Teachers and QualiTraining*, the ECML has sought to promote the culture of quality management in language teaching in Europe, encouraging collaboration between national institutions and bodies, and has sought to lay down the foundations for the creation, in the longer term, of a network of institution and organization networks dedicated to quality assessment in language teaching in Europe.

In line with this manifest interest in improving the quality of language teaching from the perspective of the organizations involved in its provision, two other milestones in recent years should be highlighted. These concern the publication of the first specific quality standards related to language teaching services:

1. In 2005 the European service standard EN 14804: 2005 was published (it became a UNE standard in 2006 with its Spanish version UNE-EN 14804: 2006 *Providers of travel or stays for language study. Requirements*), which specifies the requirements for providers of travel or stays for language study and which determines the quality levels of the language teaching service abroad, in its face-to-face mode, and any of the related services (accommodation, extracurricular activities and travel arrangements) that may form part of a language study programme.

2. In 2010 another service standard appeared, in this case international: the ISO 29.990 standard: 2010 *Learning services for non-formal education and training,* through which it was intended to provide a general model for the quality professional practice of providers of those learning services that are undertaken outside the official degree curricula. This standard has led to the publication of standard ISO 29.991, specifically for centres involved in language teaching: *Language Learning services outside formal education. Requirements*. As this standard refers to the competence of linguistic service providers that are undertaken outside the official degree curricula, it will help organizations and individuals to select linguistic service providers that meet their requirements and expectations.

In this context and as an institutional commitment to the universal promotion of quality in Spanish language teaching, the Cervantes Institute created SACIC in 2001. After almost twenty years of experience in the assessment of organizations dedicated to the teaching of Spanish and in the promotion of improvement and innovation in their teaching, SACIC is presented to teaching centres that offer services for SLF teaching and services for the dissemination of Spanish culture as a key tool to guarantee their commitment to the improvement of their activity.

Chapter 2

2.1. Description of the Cervantes Institute Accreditation System of Centres

2.1.1. General framework

One of the aims entrusted to the Cervantes Institute is the universal promotion of the teaching, study and use of Spanish, and the encouragement of as many measures and actions that contribute to the dissemination and improvement of the quality of these activities (article 3.1.a of Law 7/1991, of 21 March, which created this institution).

At a time when there is an extraordinary expansion of the use of Spanish in the world, the Cervantes Institute undertook a series of measures, both to promote its teaching and to meet the growing demand for Spanish studies with guarantees of good practice and efficiency, and to disseminate Spanish-speaking culture.

One of these measures is the creation of the SACIC, the only international accreditation of Spanish language teaching centres, which is aimed at public and private centres, both in Spain and abroad, which wish to obtain recognition as centres accredited by the Cervantes Institute and share the work of promoting and disseminating the teaching of Spanish throughout the world.

SACIC's objectives are:

1. To promote the teaching of Spanish associated with good practices among those centres whose activities include the SFL teaching, whether this is a sole, priority or complementary language.

2. To advance in the development of a homogeneous Spanish teaching system in terms of standards for academic services and other services of an SFL teaching centre, promoting, for example, the establishment of equivalences between the teaching levels of the curriculum of the accredited centres and the reference levels of Spanish included in the *Plan curricular del Instituto Cervantes. Niveles de Referencia para el español* (2006)

3. To inform students of Spanish and the international community of the characteristics of the academic offer and services provided by the centres accredited by the Cervantes Institute and their commitment to improving their activities.

The SACIC, through its Assessment Framework, describes the set of descriptors that the Cervantes Institute associates with good practice in the development and management of learning and supplementary services in an SFL centre and establishes the procedure for obtaining accreditation from the Cervantes Institute. It also provides a homogeneous, transparent and reliable common basis to assess the different educational offers in the field of SFL teaching, both in Spain and in the rest of the world.

The SACIC starts with complying with current legislation and includes the description of five areas of project development for an SFL centre: organization and operation of the centre, with special attention to the teams and people who are part of it, teaching-learning services, supplementary services to teaching, facilities and resources, and information and dissemination of the centre and its services. The fact of giving formal recognition to each of the described areas that affect the development of the activity of an SFL centre contributes to objectively detecting its strengths and its possible areas of improvement and provides those in charge of the centres with the adequate means to reflect on their own practice, in order to identify and coordinate their efforts and ensure that they meet the needs and expectations of all the agents involved in their activity.

By offering objective criteria to describe the characteristics that a centre must have in order to achieve accreditation, the SACIC favours the transparency of the educational offer in SFL teaching and facilitates the international recognition of its sector of activity. In this way, the accreditation of the Cervantes Institute provides organizations with an added value that translates into a higher degree of competitiveness and contributes to the international dissemination of the teaching of Spanish and of the products and services offered by the Cervantes Institute as key elements and references in SFL teaching.

2.1.2. General characteristics for accreditation and recognition as a "Cervantes Institute Accredited Centre"

SACIC's assessment model is characterized by the following:

1. **It basically adheres to the audit model.** It is aimed at the systematic collection of information on all the key processes that affect an SFL centre. It combines the external audit model (Model 1 assessments) and internal audit (Model 2 assessments).

2. As with other models for quality management and promotion of activity improvement, **this comes from the self-assessment carried out by the centres themselves.** It therefore aims to make the centre aware of its reality based on the analysis proposed by the requirements, assessment criteria and SACIC descriptors.

3. **It uses both qualitative and quantitative techniques.** It uses instruments based on the self-assessment of the centre (*Assessment Forms*); direct observation (comparing the information provided by the centre itself with the observation of the assessor in the centre); analysis of the documentation provided; interviews (with the centre's management team, teaching and non-teaching staff) and instruments for the collection of information in the centre itself (questionnaires to students, to people who make up the different teams of the centre, observation of classes, etc.).

4. **It encourages collaborative participation.** This is carried out with the participation of the different agents involved in the assessment (assessors, centre's management team, people who make up the teaching teams and those for the administration, running and management of the centre, students, etc.).

5. **It aims for consensus.** It seeks to combine the internal diagnosis of the centre itself with the external diagnosis carried out by the assessor, which leads to the identification of strengths and areas for improvement of the centre being assessed.

6. **It offers a rigorous, validated and standardized proposal for assessment.** It starts from a precise definition of the objectives of the assessment, uses valid and reliable descriptors and instruments for data collection and uses precise guidelines for accurate data processing.

7. **It seeks an educational purpose.** The assessment aims to diagnose the reality of the SFL centre and leads to the taking of decisions which serve to maintain and reinforce the aspects that have been positively assessed, as well as to improve the areas and elements which need to be modified or intensified.

The SACIC proposes a valid, reliable assessment system for the SFL centres, which is based on:

1. **Its content validity.** The opinion of assessors and users of accredited centres has been obtained in order to base the representativeness of the variables contained in the scales on the reality of the SFL centres; the general regulations established by the Cervantes Institute and the academic works and projects undertaken by the Institute, the UNE-EN 14804:2006 standard, as well as accreditation or quality assessment schemes in the field of organizations in general and in the field of educational organizations in particular, have been taken into account for the preparation of the criteria and descriptors used in the assessment.

2. **Its teaching validity.** Care has been taken to ensure that the assessment descriptors are not excessively complex, both in terms of their presentation and wording and in terms of the requirements for their application and comparison.

3. **Its predictive validity.** The assessment descriptors have been established on the basis of the experience of assessing more than 300 SFL centres that carry out their activity both in Spain and abroad; the Cervantes Institute carries out a process of experimentation and continuous improvement of the assessment instruments and tools.

4. The reliability of the various assessment instruments. This is based on comparing different sources: questionnaires, direct observation, documentary evidence, analysis of different documents, etc.

Accreditation by the Cervantes Institute is made public by authorising the use of the name "Cervantes Institute Accredited Centre."To do so, it is essential that the centre has met all the requirements and passed the assessment process established by the SACIC with regard to both technical and legal aspects, and that it has received the proposal from the Cervantes Institute to sign the accreditation agreement.

All those public or private centres, in Spain and in the rest of the world, which meet the following general requirements can be accredited centres:

1. Have face-to-face SFL teaching among its activities.

2. Meet the minimum SACIC requirements detailed in Annex 1.

3. Comply with the legal requirements, detailed in Annex 3.

4. Request accreditation from the Cervantes Institute using the official application form, a declaration of compliance with minimum requirements, payment of the stipulated fee to initiate the file and other additional documentation.

5. Obtain approval of their application. The latter is obtained on the basis of the information gathered on the applicant centres, the information provided by the different areas of the Cervantes Institute and by the Cervantes Institute centres around the world, and in accordance with the annual strategic planning of the Cervantes Institute.

6. Obtain a **Favourable *Technical-Academic Report*** in the assessment established by the SACIC and obtained after the preparation of an exhaustive self-assessment, the visit of an assessor to the centre and the analysis of the centre's practices based on evidence.

   In the process of this assessment, which is described in detail in this document, the centre must obtain a favourable result that shows that its practices are in line with the criteria set out in the SACIC Assessment Framework, detailed in Annex 3.

7. To have obtained a favourable legal report (given that the favourable *Technical-Academic Report* is not binding) and the formal proposal to sign an accreditation agreement.

The *Technical-Academic Report* can be issued by the Cervantes Institute assessment entity or by another of the recognised assessment entities (Autonomous University of Madrid, University of Alcalá, University of Nebrija, University of Rovira i Virgili, and, in Argentina, the Asociación de Centros de Idiomas SEA).

An assessment is carried out using a qualitative and quantitative, integral and comprehensive methodology to prepare the *Technical-Academic Report,* which takes into account numerous variables to determine compliance with the requirements and criteria of the activity established in the assessment and accreditation procedure of the SACIC.

The *Technical-Academic Report* includes the result of the assessment obtained by the centre in the different areas of activity covered by the SACIC Assessment Framework, which are organized in the following sections:

1. Organization and operation of the centre
1.1. Organization and administration operations
1.2. Teams and individual staff

2. Teaching and learning services
2.1. Planning of teaching and learning
2.2. Courses and classes
2.3. Assessment of students
2.4. Student guidance and monitoring
2.5. Coordination of academic activities

3. Supplementary services to teaching

4. Teaching and learning facilities and resources

5. Information and publicity about the centre and its services

SACIC aims to be a constructive contribution that uses the assessment to detect strengths and areas for improvement and to promote the implementation of centre improvement plans. In fact, this is its main objective and not that of obtaining a particular score, whose main value is to serve as a reference for analysing the evolution of the organization over time. For this reason, the *Technical-Academic Report* issued **in the Model 1 assessment** is completed with:

- Assignation, if appropriate, of a **training module,** in the case of detecting that there are teachers on the staff (permanently employed) with less than 60 hours of specific training in SFL teaching. Exceptionally, the module may have a different nature and purpose. In any case, the compulsory training module, which is paid for by the budget of the accredited centre, must be carried out so that, after three years, the centre can meet the requirements for requesting the renewal of the accreditation and preparing for a new assessment.

- An **Assessment Report** which includes:
  - Explanatory introduction.
  - Draft of the *Technical-Academic Report.*
  - Assessment of the minimum requirements.
  - Self-assessment of the centre's activity.
  - *Graphic Report* of the results of the assessment of the centre's activity.
  - Assessment of compliance with the *Improvement Plan* drawn up in the previous assessment, in the Model 1 assessments for the renewal of accreditation.
  - A training appendix with guidelines for the implementation of a centre improvement plan and documents relating to the accreditation.

- The *Assessment Forms* with comments by the assessor concerning:
  - Differences between the centre's self-assessment and the assessor's assessment.
  - Outstanding issues of the centre identified by the assessor.
  - Areas for improvement of the centre identified by the assessor.

- In the accreditation renewal dossiers corresponding to a Model 1 assessment, the *Self-Assessment Sheet of the Improvement Plan* with comments from the assessor regarding the assessment of the degree of compliance with the improvement actions.

Model 2 Assessment

This is the assessment that the accredited centres have to pass between two Model 1 assessments, for the signing of the first and third renewals of the accreditation agreement. This responds to an internal, reflexive, participative and collaborative assessment model. Based on a self-assessment in accordance with SACIC criteria, the centres reflect on the strengths of their activity and on other issues that can be improved, which serves as the basis for drawing up an *Improvement Plan* for the centre, whose compliance is reviewed in the following assessment.

The Model 2 assessment proposes that accredited centres conduct a **partial self-assessment** of their activity. This means that, unlike Model 1 assessments, in which the assessment requires a comprehensive analysis of the activity and of the centre as a whole, in Model 2 assessments, centres focus their analysis on 50% of the sections envisaged in the SACIC Assessment Framework and design improvement plans relating only to the aspects assessed

The results of this assessment model are reflected in the *Ratification Report* of the previous report, a report that is necessary for the first and third renewals. This report is completed with:

- Exceptionally, a compulsory training module will be assigned from the budget of the accredited centre.

- An **Assessment Report** that contains:
    - Explanatory introduction.
    - Summary of the self-assessment of the centre's activity
    - Self-assessment of minimum requirements.
    - *Graphic report* of the results of the self-assessment of the centre's activities.

- The *Assessment Forms* with comments by the assessor concerning:
    - Adjustments of the centre's self-assessment by the assessor.
    - Outstanding issues of the centre identified by the assessor.
    - Areas for improvement of the centre identified by the assessor.

- The *Improvement Plan* with the compliance and comments of the assessor.

2.2. General accreditation procedure

2.2.1. Initial accreditation

The procedure to accredit an SFL centre has several stages within the SACIC framework:

1. Creation of an accreditation dossier and verification of the legal documents required.
2. Obtaining a favourable *Technical-Academic Report.*
3. Signing of an accreditation agreement.

STAGE 1a. Creation of the accreditation dossier

The centre wishing to apply for accreditation must:

1. Submit an application form to the Cervantes Institute, together with a statement attesting to their compliance with the minimum requirements, the academic report and supporting documentation, and proof of payment of the fee to initiate the accreditation process.

2. Receive notice from the Cervantes Institute accepting the application to initiate the proceedings.

Stage 1b. Favourable legal report

This stage involves the following steps:

1. Once the dossier has been accepted for processing, the centre must send the legal documentation requested to the Cervantes Institute within one month.

2. Receive from the Cervantes Institute, by e-mail, the conformity of the start of stage 2, i.e. the assessment.

3. Contract the services of an assessment entity, which may be the Cervantes Institute's own assessment entity or one of the recognised assessment entities to carry out the assessment.

Stage 2. Obtaining a favourable *Technical-Academic Report.*

This stage involves obtaining a favourable *Technical-Academic Report* of the centre's activity and entails carrying out these actions:

1. The centre contacts the chosen assessment entity; is given access to the SACIC assessment platform, where a manual and working tools for self-assessment are available for downloading; and prepares the documents that must be sent to the assessor.

2. The centre carries out a self-assessment of its activities following the procedure established by the SACIC and set out in the assessment guides.

3. The centre undertakes to provide the assessor with the completed *Assessment Forms*, together with the rest of the documents required (Documentation 1, see Annex 4), and thereafter both parties agree on an assessment date. Documentation 1 must be provided to the assessor at least **21 days before** the date set for the assessment visit.

4. The assessor visits the centre, in order to verify the result of the self-assessment carried out by its teams. During this meeting, the assessor meets with those responsible for the centre, to verify the documentation and observe its operation *on site.* The assessor observes classes, visits the facilities and accommodation offered (in the case that the centre offers this service) and collects questionnaires from students, teachers and people who work in the academic coordination, management and administration of the centre.

5. The assessment entity issues a provisional *Technical-Academic Report* in which it specifies the centre's assessment results. This report is accompanied by an *Assessment Report (see page* 14).

6. The assessment entity then sends the provisional report and the *Assessment Report* to the Cervantes Institute for validation by its Accredited Centres Unit, which confirms that the assessment was carried out in compliance with its procedure and, if appropriate, certifies the dossier.

7. The assessment entity sends its final *Technical-Academic Report* to the centre, along with its *Assessment Report*.

In the event of an unfavourable report, there are two options:

1. If the centre's score is close to favourable (i.e., the centre has obtained a level-A assessment for seven out of the ten sections), it may request a *Review of the Unfavourable Report.*
2. If the centre has not obtained a level-A assessment for seven out of the ten sections, and would like to begin the accreditation process again, it must ask for a new report and undergo another assessment when it considers that the necessary changes have been made to obtain a favourable score.

Stage 3. Signing of an accreditation agreement.

This final stage, which entails signing an accreditation agreement, comprises the following steps:

1. As appropriate, the Cervantes Institute invites the centre to sign an accreditation agreement (see annex 5) whereby it is awarded “Cervantes Institute-accredited” status.

2. Further to the conditions laid down by the Cervantes Institute’s Board of Directors, accreditation is valid for an initial period of three years, which can be renewed every three years by means of a new assessment. After 12 years, the centre signs a new accreditation agreement with the Cervantes Institute.

2.2.2. Renewal of the accreditation

The accreditation agreement giving rise to recognition as a Cervantes Institute Accredited Centre can be renewed every three years. The renewal system established by the SACIC is as follows:

1. **First renewal (after three years):** First-time renewal of the accreditation agreement is subject to ratification of the previous *Technical-Academic Report.* Issuance of the *Ratification Report* requires the centre to engage in a new self-assessment process, to provide self-assessment documents, and to prepare an *Improvement Plan*, all of which are reviewed by the assessor designated by the assessment entity engaged by the centre. This assessment by the SACIC is referred to as Model 2 (described on the following pages).

2. **Second renewal (after six years)**: Second-time renewal of the accreditation agreement requires the centre to obtain a new, favourable *Technical-Academic Report*. Issuance of this report entails a new external assessment with a visit to the centre by the assessor designated by the assessment entity contracted for this. This assessment, which follows the same procedure as the initial assessment for recognition as a Cervantes Institute Accredited Centre, is referred to as Model 1 (this is described on the following pages).

3. **Third renewal (after nine years):** Third-time renewal of the accreditation agreement is subject to ratification of the previous *Technical-Academic Report*, and centres must once again pass the Model 2 assessment for this.

After 12 years, the accreditation is renewed through a new accreditation agreement, for which the centre must pass a new Model 1 assessment and obtain a new, favourable *Technical-Academic Report*. The following image may be helpful to help understand the accreditation and assessment scheme.

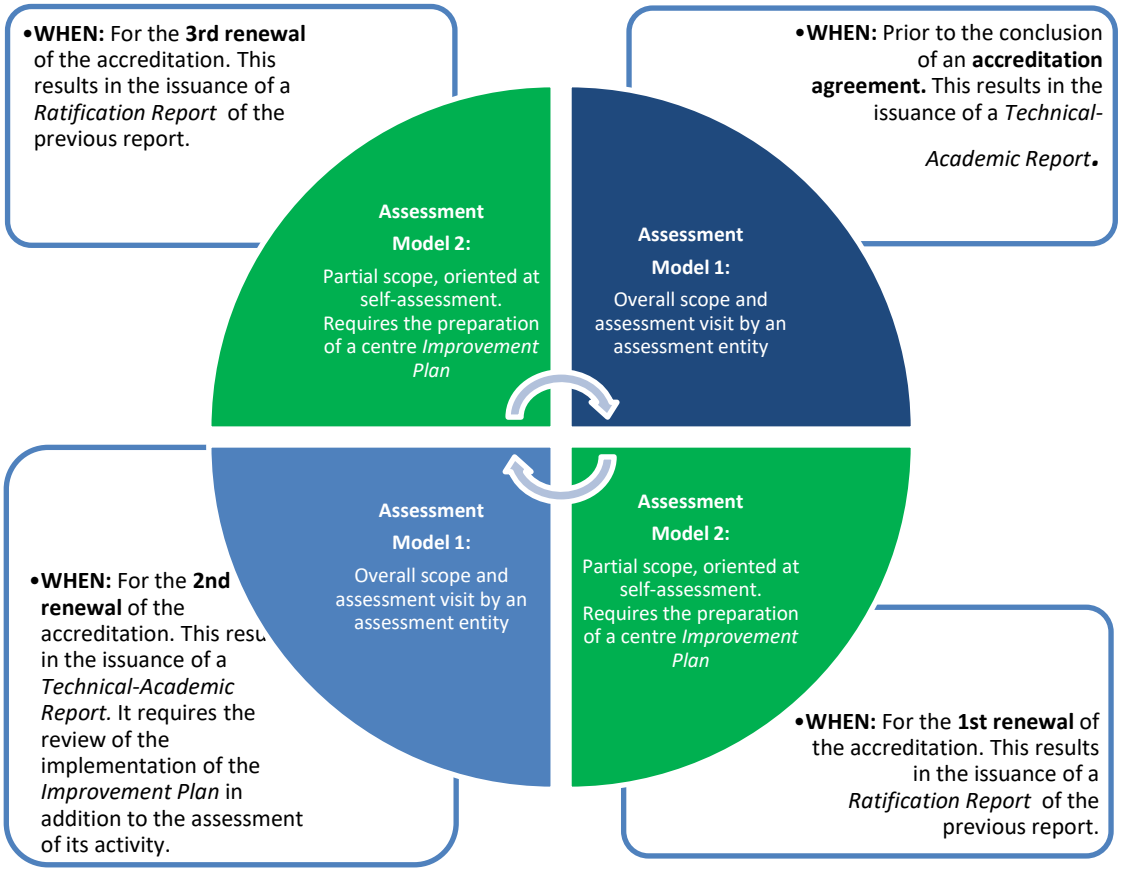


Image 1. SACIC Diagram for accreditation and renewal of accreditation and assessment required in each case

In order to be entitled to renew the accreditation agreement, it is an essential requirement that—at least **eight months before expiry of the prevailing agreement**—the centre formally notifies the Cervantes Institute of its intention to do so. The centre must then receive the Cervantes Institute's approval of the request.

Renewal of the accreditation is formalized under terms established by the Cervantes Institute, pursuant to the decisions of its Board of Directors.

2.2.3. Commitments assumed by the Cervantes Institute and the accredited centre while the accreditation is in effect

The main commitments assumed by the accredited centres and the Cervantes Institute in the context of the SACIC accreditation are described below.

Cervantes Institute obligations

1. The Institute provides a certificate specifying the duration of accreditation.

2. The Institute authorises the non-exclusive use by the institution of the name "Cervantes Institute Accredited Centre" and the respective logo subject to the Institute's graphic rules on its usage.

3. Publicize the centre's accreditation, during the period in which it is in force, on the websites through which the Cervantes Institute disseminates information on accredited centres (http://acreditacion.cervantes.es/) and any other media it deems appropriate.

Accredited centre obligations

With respect to the content of accreditation

1. Accredited centres must ensure that the technical-academic and legal conditions are maintained throughout the duration of the accreditation agreement.

2. While accreditation is in effect, the accredited centres must inform the Cervantes Institute of any material variation in the conditions assessed (such as change in premises, ownership or management).

3. Accredited centres must endeavour to adapt the centres' course design to the *Cervantes Institute's Curriculum* to ensure that the level of Spanish taught in each course is uniform across all Cervantes Institute accredited centres.

4. Provide information to the centres' students regarding the possibility of attaining Diplomas in Spanish as a Foreign Language (DELE), issued by Cervantes Institute on behalf of the Ministry of Education of Spain, and promote their participation in the different annual DELE examination processes.

With respect to the use of accreditation:

1. Accredited centres must further the value and prestige of accreditation.

2. Not make public the score obtained in the *Technical-Academic Report.*

3. Accredited centres must pay the Cervantes Institute the annual accreditation fee.

4. Where stipulated in the *Technical-Academic Report,* they must provide for in-house teacher training at their own expense.

5. Accredited centres must inform the Cervantes Institute of their intention to renew the accreditation agreement at least 8 months prior to expiry.

2.2.4. Termination of the accreditation

The accreditation expires at the end of the accreditation agreement if the centre does not request its renewal. It can also be terminated, by mutual agreement of the parties, at any time whilst the accreditation agreement is in effect.

Likewise, the accreditation may be terminated at any time, automatically, by means of the corresponding communication from the Cervantes Institute to the centre's owner and without the need for a prior report, for any of the following reasons:

1. Due to the failure by the centre's owner of complying with the obligations they undertake by signing the accreditation agreement.

2. Due to substantial amendment of the conditions verified for the preparation and issue of the *Technical-Academic Report.*

3. Due to not obtaining a favourable result in the Model 1 or Model 2 assessment required for the renewal of the accreditation.

4. Due to the inappropriate use of the "Cervantes Institute Accredited Centre" name and the corresponding logo.

5. Due to damaging the image or institutional aims of the Cervantes Institute.

It may also be automatically terminated if the commitments made by both parties in the accreditation agreement cannot be fulfilled.

The procedure to become an examination centre (DELE, SIELE, CCSE) is different from the procedure to become a "Cervantes Institute Accredited Centre".

To find out the requirements so as to become an examination centre, please consult the following link: https://examenes.cervantes.es

Chapter 3

3.1. List of minimum requirements, assessment criteria and legal requirements established by the SACIC for accredited centres

To be eligible to apply for Cervantes Institute accreditation, centres must meet the following general requirements:

1. Deliver face-to-face SFL courses.

2. Be located in cities where the Cervantes Institute has no centre of its own (except under exceptional circumstances).

3. Comply with the minimum SACIC requirements detailed below.

The SACIC's assessment covers the following areas and sections of activity of an SFL centre. A set of minimum requirements is established for each of them, which the centres applying for this accreditation must meet and the list of assessment criteria is set out, which SACIC takes as a reference when assessing their operation and activity.

SACIC. MINIMUM REQUIREMENTS AND ASSESSMENT CRITERIA ORGANIZED BY AREAS AND SECTIONS

AREA 1 ORGANIZATION AND OPERATION OF THE CENTRE

SECTION 1.1. ORGANIZATION AND ADMINISTRATION OPERATIONS

Minimum requirements
1. Meet the country's safety standards.
2. Have a minimum of two years' experience in teaching Spanish as a Foreign Language (SFL), as an organization or as a centre.
3. Have a student data management system.
4. Have a system for assessing the satisfaction of external users of the centre.
5. Have a system for dealing with suggestions, claims, and complaints.

Assessment criteria
1.1.1. Mission and vision
1.1.2. Centre's leadership
1.1.3. Management system
1.1.4. User services
1.1.5. Enrolment and invoicing
1.1.6. Attendance and issuance of certificates
1.1.7. Suggestions, claims, and complaints

The **management system** that the organization creates and implements to make possible its SFL teaching project and its offer of complementary services is assessed.

For the assessment of this section, attention is paid to the organization's **mission and vision**, to the processes and procedures that have been identified for **its management system** and to the **administrative dimension of the provision of services** to the user. The latter takes into account information and attention, contracting and registration, issuance of certificates for courses taken at the centre and invoicing of services. This section also analyses aspects related to the attention and guidance given to students to ensure that, at any time, they have sufficient support and advice to optimise their learning experience at the centre. The importance of having procedures in place to **assess user satisfaction**, and to receive their **feedback** in the form of thanks, suggestions, claims or complaints, is stressed.

SECTION 1.2. TEAMS AND INDIVIDUAL STAFF

Minimum requirements
1. Have appropriate teams and individual staff to carry out the centre's administrative and academic activities.
2. Have at least one person working exclusively on administrative tasks, with special training for their position, knowledge of languages, and at least one year's experience in administrative management.
3. Have a person responsible for academic coordination, and who has office hours exclusively dedicated to these tasks, enabling them to deal with students and teachers and the academic management of the centre.

4. Have at least two Spanish-language teachers, who meet the following requirements:
4.1. Have completed a university degree.

4.2. Have completed accredited specialized SFL training (minimum of 60 hours).
4.3. Have at least 600 hours of SFL teaching experience.
4.4. Have a consolidated employment or professional relationship with the centre, formalized through a contract.

Assessment criteria
1.2.1. Selection of teams and individual staff
1.2.2. Management and administration team
1.2.3. Teaching team
1.2.4. Consolidation of teams
1.2.5. Continuous training
1.2.6. Active participation

The **professional profile** of the people who make up the different teams is analysed: management, administration and the teaching team. In the case of the teaching team, which assumes and fully participates in the development of the activities and tasks directly related to the teaching-learning process, the following aspects are especially valued: level of proficiency in the Spanish language, university degree, specific training in SFL methodology and teaching, SFL experience and experience in different educational contexts.

The promotion of **continuous training** is one of the main areas that is emphasized, highlighting aspects such as the implementation of training programmes adapted to the needs of the centre; the use of the experience and training of the centre's experts for tutoring and accompanying people who join and who have less experience and/or training.

The importance of having **stable and consolidated teams** is also stressed, as well as the importance of promoting conditions that favour these aspects. Emphasis is placed on the need to encourage initiatives that promote communication, involvement and participation of all the people in the centre, and that generate a working environment that is conducive both to the development of the teams' professional skills and to the development of the centre's project.

AREA 2 TEACHING AND LEARNING SERVICES

SECTION 2.1. Planning of teaching and learning

Minimum requirements
1. The centre must be dedicated to teaching as a professional activity, and offer face-to-face SFL teaching, whether as its sole activity or as a priority or secondary activity.
2. Offer at least three levels of Spanish courses, on a permanent basis.
3. Have a *Teaching Plan* that includes: definition of levels, description of objectives and content, methodological guidance, criteria for assessment, monitoring and guidance of student learning.
4. Have programmes for the different courses, at least for those corresponding to the three levels established in the centre's curriculum.

Assessment criteria
2.1.1. Teaching plan
2.1.2. Course programmes
2.1.3. Academic activities

SACIC understands that the **planning of teaching and learning** in an SFL centre refers to academic activity as a whole. Therefore, it analyses whether the design of the centre's curriculum creates a range of courses which, in addition to serving the organization's mission, is in line with the methodological approach of its *Teaching Plan* and is based on and linked to the guidelines provided by the reference documents in SFL teaching (among others, the *Common European Framework of Reference* and the *Plan curricular del Instituto Cervantes. Niveles de referencia para el español*, among others).

Special attention is given to the **coherence** between the school's **curriculum**, especially the description of its levels, and the design of its course **programmes**, and it is analysed whether these detail the learning objectives and content, teaching resources, and assessment and grading criteria and procedures.

This section also takes into account the **planning of the learning processes** that take place at the centre, both those referring to the student's learning and those concerning the organization itself, that is, the planning of the **monitoring** of the academic activity as a whole and the **design** of academic projects aimed at improving the teaching and learning activity.

SECTION 2.2. Courses and classes

Minimum requirements
1. Teach at least three levels of face-to-face SFL courses, whether as its sole activity or as a priority or secondary activity.
2. Have lesson-planning documents for the Spanish courses taught at the centre.
3. Have a system for class registration, including student attendance, content covered in class, and materials used.

Assessment criteria
2.2.1. Lesson planning
2.2.2. Classroom management
2.2.3. Development of language skills
2.2.4. Development of intercultural skills
2.2.5. Involvement of the students in monitoring their own learning

The SACIC understands that the courses and classes in an SFL centre concern both the issues that serve to ensure the **coherent and systematic deployment** of the centre's pedagogical project, its *Teaching Plan* and its course programmes, as well as the way in which the work with the learning objectives of the centre's students is approached in the classroom and the development of their skills as students of Spanish.

With regard to classroom management, the focus is on the need **to align what is planned with what happens in the classroom**, advocating the necessary flexibility to find a balance between what is planned and attention to the specific needs or circumstances that may arise in carrying out the course sessions. In addition, it seeks to make the teaching staff aware that any decisions they make (regarding the teaching sequence, the use of materials and resources, or time management for each activity, for example) should be aimed at promoting optimal learning situations for the students.

Priority is given to the student's learning and the characteristics of the work that takes place in the classroom are analysed according to the three profiles that the SFL student has to develop and which are included in the *Plan curricular del Instituto Cervantes. Niveles de referencia para el español*, social agent, intercultural speaker and autonomous student. In all three cases, the SACIC focuses on the characteristics that the classroom activities and tasks proposed to the students should have.

SECTION 2.3. Assessment of students

Minimum requirements
1. Have a *Teaching Plan* that includes student assessment criteria.

Assessment criteria
2.3.1. Assessment for the assignment of the courses
2.3.2. Assessment for learning
2.3.3. Assessment of learning
2.3.4. Promotion of official certificate-based assessment

In this section, the SACIC focuses on the different types of assessment that are carried out at the centre, depending on their purpose and the time at which they take place within the teaching and learning process. First of all, the **assessment for the assignment of the courses** is carried out, before classes are started and this is necessary to identify the course that bests adapts to the student's level of proficiency in Spanish and to their learning needs and expectation.

Special attention should be paid to the assessment that takes place during the development of the courses, both **the assessment that contributes to learning** (also known as **training assessment**), and the **final assessment of the learning.** The first is aimed at providing continuous feedback to the student and the teacher, which serves to recognize achievements and improve learning deficiencies, as well as to have timely information on the outcome of the tasks performed by the student in the classroom and on their progress in developing their skills. On the other hand, learning assessment, also known as final assessment, is characterized by the use of assessment tools that allow for the adequate measurement of the degree of achievement of the learning objectives of the course by the student, and can take place at the end of a course, a module or a level.

Attention is also paid to the way in which the courses promote the **official certification assessment**, students are familiarized with this type of tests and they are helped to develop strategies to optimize their performance in certification tests.

SECTION 2.4. Student guidance and monitoring

Minimum requirements
1. Have a *Teaching Plan* that includes criteria for monitoring and guiding students' progress.

Assessment criteria
2.4.1. Learning guidance

2.4.2. Training and professional itinerary guidance
2.4.3. Personal and social guidance

Attention is paid to the different guidance and monitoring services for students that can be set up in an SFL centre (welcome and reception, tutorials, advice on the use of the centre's resources, language exchanges, workshops and activities that complement the academic offer, etc.) and to the different areas of guidance to which these activities can be directed: **learning guidance, training or professional guidance and personal and social guidance**.

Learning guidance is concerned both with addressing the concerns of students regarding the development of the courses in which they participate, and with offering possibilities for effective use of the resources offered by the centre and its environment, promoting awareness of their role as managers of their own learning, and helping them to design and monitor their personal learning plans and projects.

Training and professional guidance, on the other hand, refers to the accompanying actions that are set in motion at the centres to help the students to continue their training, beyond the curriculum of the centre itself.

Finally, **personal and social guidance** is related to that dimension of the student that is closely related to the psycho-affective factors involved in foreign language learning and to those actions that facilitate social interaction in the centre and in the learning environment.

SECTION 2.5. Coordination of academic activities

Minimum requirements
1. Have a person responsible for academic coordination, and who has office hours exclusively dedicated to these tasks, enabling them to deal with students and teachers and the academic management of the centre.

Assessment criteria
2.5.1. Academic activities and student services
2.5.2. Coordination of the teaching team
2.5.3. Implementation of the centre's project

The SACIC understands that the coordination of a centre's academic activity must pay attention to the **management of its activity** and ensure that all its components (setting up courses, definition of timetables, assignment of teachers, course programmes, lesson plans, classroom materials, student assessment and guidance, etc.) are consistent with the curriculum and the methodological and organizational principles assumed by the centre and set out in its *Teaching Plan*.

Attention is paid in this section to the tasks linked to the **organization of the teaching team** so that the centre can respond to the requirements derived from the teaching and learning process and the projects linked to its academic activity.

It also deals with issues related to the **improvement of the teaching practice** with the implementation of instruments and actions that contribute, within the framework of the centre's objectives, to **the professional development of the teaching team**.

The SACIC considers the participation of the academic coordinator in projects for the operation and development of the centre to be of particular value. It is emphasized that these projects also serve to encourage reflection on the importance of attending to the impact that any process that is set in motion in the organization can have on the centre's academic activity.

AREA 3 SUPPLEMENTARY SERVICES TO TEACHING

SECTION 3. Supplementary services to teaching

Minimum requirements
1. Have a programme of sports and social activities that promote the Spanish-language culture.
2. (Once the centre is already accredited.) Promote among the centre's students the value of official language proficiency certification, with particular emphasis on the Spanish-language diplomas issued by the Ministry of Education of Spain.

Assessment criteria
3.1. External certification service
3.2. Cultural, sports and social activities service
3.3. Library and continuous learning support service
3.4. Support services and processing of documentation
3.5. Accommodation service
3.6. Service to place students with host families
3.7. Service to place students in apartments and halls of residence

The services that usually complement the academic offer of the SFL centres have a high impact, not only because of their value as a supplementary offer, but also because they are essential services to facilitate the stay and the **trips** of students to the centre, to guarantee their contact with Hispanic culture and contribute to **generating opportunities of learning and use of the Spanish language outside the classroom**, taking advantage of the possibilities of interaction in Spanish that the community and the environment of the centre offer.

Emphasis is therefore placed on services directly related to student learning, both guidance and continuous support which are usually centralized in the **resource centre or library, such as the organization of cultural, sports and social activities.** A specific space is dedicated to the **promotion of the official certification of language proficiency,** which is essential to respond to the need of many SFL students to accredit their level of Spanish in order to access studies, improve their possibilities of access to the labour market, facilitate their professional mobility, etc. This is precisely one of the aspects that SFL centres operating within the framework of non-regulated education can explore in order to promote the value of education and learning that students carry out in their teaching contexts.

The SACIC also devotes attention to services linked to language stays, and especially to the **accommodation** service. The latter is dealt with in detail, taking into account the impact that it may have on a student's well-being and the number of variables that may come into play depending on the type of accommodation contracted (families, apartments, residences, etc.).

AREA 4 TEACHING AND LEARNING FACILITIES AND RESOURCES

SECTION 4. Teaching and learning facilities and resources

Minimum requirements

1. Have premises with a valid activity license[2] in the name of the centre's owner, with a total surface area of at least 150 m². This surface area may be less if the centre's only activity is teaching Spanish.
2. Have a space for the centre's teachers to use, in which computers connected to the internet and a printer are available.
3. Have at least two classrooms that are preferentially assigned for teaching Spanish.
4. Have a common space for breaks between classes.
5. Have sufficient toilets for the centre's volume of activity.
6. Have a library or, failing that, a multi-purpose space that includes a library area.
7. Have sufficient technical means for SFL teaching, based on the volume of activity (number of students and courses). The centre must have at least two classrooms in which audiovisual equipment can be used.

Assessment criteria

4.1. Suitability of the facilities
4.2. Health and safety
4.3. Spaces and equipment
4.4. Classrooms
4.5. Teachers' room
4.6. Other spaces for student learning and social interaction

In this section, the SACIC takes into account the characteristics related to the habitability of the centre's facilities, the health and safety protection conditions, the distribution of spaces (administration and user service, classrooms, teachers' room, library, learning resources room, etc.) and their equipment.

The SACIC pays special attention to the equipment of the **classrooms** and the **teachers' room** as these are spaces directly related to the teaching and learning process. Their general characteristics are included and the resources that the centre makes available to students and teachers are also taken into account. Other common spaces are also taken into account, including areas of the centre that can be used by users for activities complementary to teaching: the library, learning resources centre, conference room, rest areas, etc.

AREA 5 INFORMATION AND PUBLICITY ABOUT THE CENTRE AND ITS SERVICES.

SECTION 5. Information and publicity about the centre and its services

Minimum requirements

1. Have a website and advertising brochures in at least two languages.
2. Include in its advertising information those regarding: the centre, its courses and their content, prices, conditions of the services purchased, and charges or conditions for reimbursement or cancellation of these services.

2For centres located outside of Spain, legal requirements equivalent to those for carrying out teaching activities, and pursuant to the country's legislation in force.

Assessment criteria
5.1. Information and publicity about the organization and the centre
5.2. Information and publicity about the range of courses available
5.3. Information and publicity about the supplementary services
5.4. Information and publicity about prices of the services
5.5. Information and publicity about the terms of enrolment and registration
5.6. Clarity, accuracy and correction of the information

In this section, the SACIC pays attention to the **characteristics of the publicity** that the SFL teaching centre makes both of the organization itself and of its facilities, as well as of its offer of services (education and learning and complementary services).

The conditions affecting the contracting of the services provided by the centre are analysed, as well as the fact that the information provided is clear, detailed and true, i.e. that it does not leave room for ambiguity or misinterpretation by users or the community.

LEGAL REQUIREMENTS FOR ACCREDITATION AND RECOGNITION AS A "CERVANTES INSTITUTE ACCREDITED CENTRE"

TEACHING CENTRES IN SPAIN

1. Individual business: National Id card (DNI), or similar document.
2. Legal entity business: deed of incorporation of the company (and/or its amendment) stating that its corporate purpose is related to education and duly registered in the Mercantile Registry, when this requirement is demanded by mercantile legislation. If it is not, it will be accredited by means of the deed or document of incorporation, articles of association or founding act, containing the rules governing its activity, registered, where appropriate, in the corresponding Official Register.
3. Where the applicant is a representative: the power of attorney duly registered with the Mercantile Registry as appropriate and DNI (National Id) and NIF (Tax Id) (or similar documents) of the centre's legal representative.
4. Their municipal business or opening licence.
5. Proof of the most recent payment of the Business Tax (unless exempt).
6. If the centre has a trade name other than the company's or the owner's name: proof of ownership (Trademark and Trade Names Registry) or equivalent.
7. A 'responsible statement' signed by the centre's owners, specifying: 1) not to be involved in any of the cases of incompatibility or incapacity referred to in Article 71 of Law 9/2017, of 8 November, on Public Sector Contracts, which transposes into Spanish law the Directives of the European Parliament and Council 2014/23/EU and 2014/24/EU, of 26 February 2014; 2) to be up to date with Social Security obligations; 3) to be up to date with tax obligations for the previous twelve months; 4) to have a turnover lower than that established in Article 82.1.c of Royal Legislative Decree 2/2004, of 5 March, approving the revised text of the Law regulating local tax offices, and is therefore exempt from payment of IAE (Business Activities Tax).

TEACHING CENTRES IN EU MEMBER STATES AND STATES SIGNATORIES TO THE AGREEMENT ON THE EUROPEAN ECONOMIC AREA

1. A certificate attesting to their registration in a professional or commercial registry where required by the national legislation or, failing that, a 'responsible statement' attesting to the non-existence of such a registry or to the effect that registration is not mandatory. In the latter case, the constituent documents of the centre must be provided.
2. Document that accredits the capacity to act as a legal representative of the centre and ID card or similar document of the centre's legal representative.
3. A 'responsible statement' specifying: 1) that the centre and its premises meet all legal formalities required to conduct its business, for which it is duly authorised under the existing national legislation; 2) where the company uses a trade name other than its own name, that it is entitled to do so; 3) that the company accepts the jurisdiction of Spanish courts of whatsoever category in connection with any incidents directly or indirectly relating to the agreement to be concluded, as appropriate, with the Cervantes Institute.

TEACHING CENTRES IN THE REST OF THE WORLD

1. Report of the Permanent Diplomatic Mission of Spain in the State concerned or the Consular Office in whose territorial scope the domicile of the centre is in. The report shall state that they are registered in the local professional, commercial or similar Register or that, failing that, they are regularly engaged in local business in the field of language teaching activities. Failing this, a responsible statement by the centre that the register does not exist or that the registration and constituent documents of the company are not compulsory.
2. Document that accredits the capacity to act as a legal representative of the centre and National Id (DNI) card or similar document of the legal representative of the applicant centre.
3. A 'responsible statement' specifying: 1) that the centre and its premises meet all legal formalities required to conduct its business, for which it is duly authorised under the existing national legislation; 2) where the company uses a trade name other than its own name, that it is entitled to do so; 3) that the company accepts the jurisdiction of Spanish courts of whatsoever category in connection with any incidents directly or indirectly relating to the agreement to be concluded, as appropriate, with the Cervantes Institute.

3.2. SACIC Assessment models

The SACIC has an assessment scheme that combines two models with different approaches:

1. **Comprehensive external assessment**, which in the SACIC is called **Model 1.**
2. **Partial internal assessment, focused on the *Improvement Plan*** and is referred to by the SACIC as **Model 2.**

3.2.1. Model 1 Assessment

The SACIC Model 1 assessment is the one that centres have to pass before being recognised as an accredited centre, and every six years thereafter.

It is an **external** or third-party **assessment**, undergone by centres on the basis of their self-assessment of their activity. In it, they must prove that they comply with the minimum requirements and with the accreditation criteria (and with the improvement requirements, in the case of renewal of the accreditation; in these cases, the centres must prove the implementation of their *Improvement Plan* prepared in the previous assessment).

In these assessments, **all of the criteria** in the SACIC Assessment Framework are assessed. Centres carry out the comprehensive self-assessment of their activity, following SACIC's criteria, and the assessors, during the assessment visit, analyse a selection of the criteria determined by statistical sampling (80% of the criteria in initial assessments for accreditation; 50% in subsequent assessments).

Once the assessment is completed, the centres receive a report with the result of the assessment and the *Assessment Forms* commented on by the assessor with the strengths and areas for improvement that have been identified in the analysis of the centre's activity.

This assessment model gives rise to the *Technical-Academic Report*.

3.2.2. Model 2 Assessment

The SACIC Model 2 assessment is the one that accredited centres must pass between two Model 1 assessments, i.e. for the signing of the first and third renewals to the accreditation agreement.

This responds to a model of internal, reflexive, participative and collaborative assessment. Based on a self-assessment in accordance with SACIC criteria, the centres reflect on the strengths of their activity and on other aspects that can be improved, which serves as the starting point for drawing up an *Improvement Plan* for the centre, whose compliance is reviewed in the following assessment.

The Model 2 assessment proposes that accredited centres conduct a **partial self-assessment** of their activity. This means that, unlike Model 1 assessments, in which the assessment requires a comprehensive analysis of the activity and of the centre as a whole, in Model 2 assessments, centres focus their analysis on 50% of the sections envisaged in the SACIC Assessment Framework and design improvement plans relating only to the aspects assessed

Once the assessment has been carried out, the centres receive a report on the result of the self-assessment and the *Assessment Forms* commented on by the assessor with observations on strengths and suggestions for areas of improvement. Based on this analysis, the centre draws up its *Improvement Plan*, which it sends to the assessment entity, which in turn responds by sending the centre a *Report with comments on the Improvement Plan*

This assessment model leads to the *Ratification Report* of the previous report.

3.3. SACIC Assessment System

3.3.1. SACIC Assessment Framework

The SACIC has an Assessment Framework for the two assessment models described above. This has been designed to provide a complete, simple and up-to-date description of the characteristics of the offer and activity of the SFL centres that carry the "Cervantes Institute Accredited Centre" emblem.

Through SACIC's Assessment Framework, the Cervantes Institute aims to provide centres that apply for this recognition and those that wish to renew this accreditation, with a reflection on key aspects of their activity and the operations of their services. To this end, the SACIC's Assessment Framework presents an internal organization that has been structured around the question **"What is a "Cervantes Institute Accredited Centre"?**

This question has generated, in turn, five others, which are the ones used for internal organization and identification of the areas, sections and criteria of the SACIC's Assessment Framework:

- Who are we as an organization and as an SFL teaching centre?
- What SFL teaching and learning services do we offer to our users?
- What other services complement the teaching and learning offer at our centre?
- Where are we and what are our facilities like?
- How do we make ourselves known and how do we publicise our range of courses and complementary services?

The SACIC's Assessment Framework has five **areas** of analysis which are organised, in turn, into **ten sections.** For each of these sections, the SACIC has established the **criteria** and defined the **descriptors** for the assessment.

As can be seen in the table below, the SACIC's Assessment Framework:

- pays attention to five **areas** of an SFL centre;
- organizes in **ten sections** all the aspects of an SFL centre to which it pays attention;
- has **50 criteria for the assessment** of the centres (47 for the centres that do not offer accommodation as a supplementary offer);
- establishes **300 descriptors to analyse the activity of the centres** (342 for the centres that offer accommodation services as a supplementary offer).

SACIC Assessment Framework Internal organization		Assessment criteria and descriptors of the Accredited Centres	
Areas	**Sections**	**Criteria**	**No. of descriptors**
1. Organization and operation of the centre	1.1. Organization and administration operations	1.1.1. Mission and vision 1.1.2. Centre's leadership 1.1.3. Management system 1.1.4. User services 1.1.5. Enrolment and invoicing 1.1.6. Attendance and issuance of certificates 1.1.7. Suggestions, claims, and complaints	**41**
	1.2. Teams and individual staff	1.2.1. Selection of teams and individual staff 1.2.2. Management and administration team 1.2.3. Teaching team 1.2.4. Consolidation of teams 1.2.5. Continuous training 1.2.6. Active participation	**41**
2. Teaching and learning services	2.1. Planning of teaching and learning	2.1.1. Teaching plan 2.1.2. Course programmes 2.1.3. Academic activities	**20**
	2.2. Courses and classes	2.2.1. Lesson planning 2.2.2. Classroom management 2.2.3. Development of language skills 2.2.4. Development of intercultural skills 2.2.5. Involvement of the students in monitoring their own learning	**39**
	2.3. Assessment of students	2.3.1. Assessment for the assignment of the courses 2.3.2. Assessment for learning 2.3.3. Assessment of learning 2.3.4. Promotion of official certificate-based assessment	**18**
	2.4. Student guidance and monitoring	2.4.1. Learning guidance 2.4.2. Training and professional itinerary guidance 2.4.3. Personal and social guidance	**14**
	2.5. Coordination of academic activities	2.5.1. Academic activities and student services 2.5.2. Coordination of the teaching team 2.5.3. Implementation of the centre's project	**17**
3. Supplementary services to teaching	3. Supplementary services to teaching	3.1. External certification service 3.2. Cultural, sports and social activities service 3.3. Library and continuous learning support service 3.4. Support services and processing of documentation 3.5. Accommodation service 3.6. Service to place students with host families 3.7. Service to place students in apartments and halls of residence	**16** (for centres without accommodation service) / **52** (for centres with accommodation service)
4. Teaching and learning facilities and resources	4. Teaching and learning facilities and resources	4.1. Suitability of the facilities 4.2. Health and safety 4.3. Spaces and equipment 4.4. Classrooms 4.5. Teachers' room 4.6. Other spaces for student learning and social interaction	**55**
5. Information and publicity about the centre and its services	5. Information and publicity about the centre and its services	5.1. Information and publicity about the organization and the centre 5.2. Information and publicity about the range of courses available 5.3. Information and publicity about the supplementary services 5.4. Information and publicity about prices of the services 5.5. Information and publicity about the terms of enrolment and registration 5.6. Clarity, accuracy and correction of the information	**39** (for centres without accommodation service) / **45** (for centres with accommodation service)

Table 1. SACIC Assessment Framework. Internal organization in areas, sections and criteria for assessment

The assessment tools available to the SACIC Assessment Framework have been designed to fulfil a dual function:

- To serve as a guideline for analysis and reflection on the activity of the centre.
- To serve as a self-assessment tool for the centre and an assessment tool for the assessors.

The tools will incorporate **ten Assessment Forms**, one for each section of the SACIC Assessment Framework and include the assessment grids, which can be of two types.

- **ASSESSMENT GRID FOR CRITERION 0**
  This contains the **Minimum Requirements** descriptors that accredited centres must comply with on a mandatory basis.

  The result of the assessment of this criterion only takes into account two options: compliance or non-compliance. Compliance requires that the reality of the centre is in line with all the descriptors in this grid.

  Failure to comply with any of the descriptors associated with the Minimum Requirements results in an unfavourable assessment.

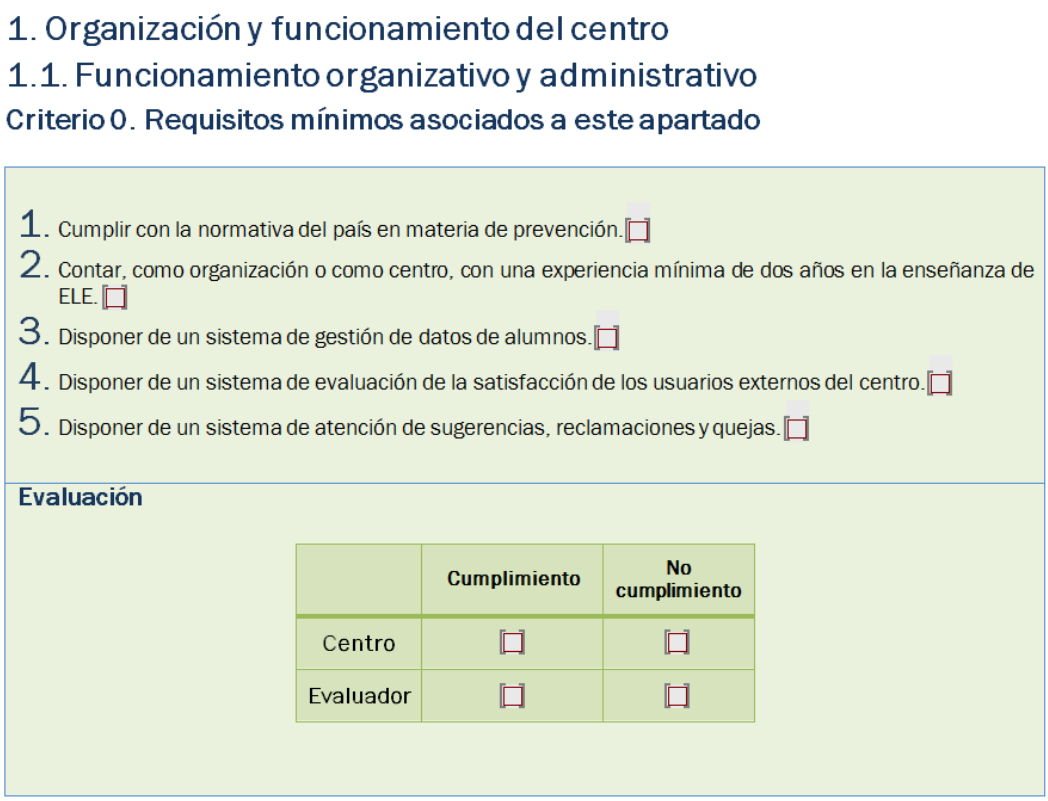
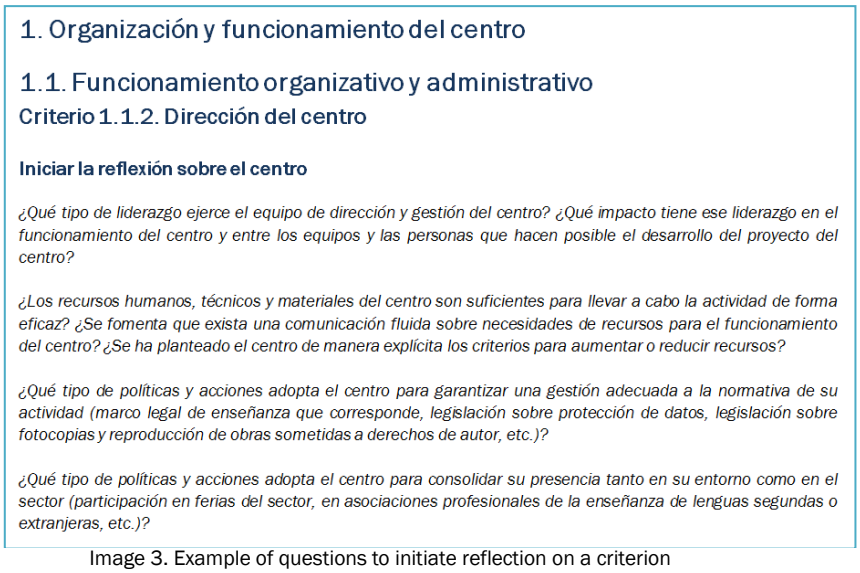


Image 2. Example of an assessment grid for a criterion 0

- **ASSESSMENT GRID FOR THE SPECIFIC CRITERIA OF THE SECTION**
  The assessment grid for the specific criteria of each section is organized in the following sections:

  - **Initiate reflection on the centre.** This gathers a set of **questions** that aim to facilitate the reflection of the centre's team on the analysed criterion.



1. Organización y funcionamiento del centro

1.1. Funcionamiento organizativo y administrativo

Criterio 1.1.2. Dirección del centro

Iniciar la reflexión sobre el centro

¿Qué tipo de liderazgo ejerce el equipo de dirección y gestión del centro? ¿Qué impacto tiene ese liderazgo en el funcionamiento del centro y entre los equipos y las personas que hacen posible el desarrollo del proyecto del centro?

¿Los recursos humanos, técnicos y materiales del centro son suficientes para llevar a cabo la actividad de forma eficaz? ¿Se fomenta que exista una comunicación fluida sobre necesidades de recursos para el funcionamiento del centro? ¿Se ha planteado el centro de manera explícita los criterios para aumentar o reducir recursos?

¿Qué tipo de políticas y acciones adopta el centro para garantizar una gestión adecuada a la normativa de su actividad (marco legal de enseñanza que corresponde, legislación sobre protección de datos, legislación sobre fotocopias y reproducción de obras sometidas a derechos de autor, etc.)?

¿Qué tipo de políticas y acciones adopta el centro para consolidar su presencia tanto en su entorno como en el sector (participación en ferias del sector, en asociaciones profesionales de la enseñanza de lenguas segundas o extranjeras, etc.)?

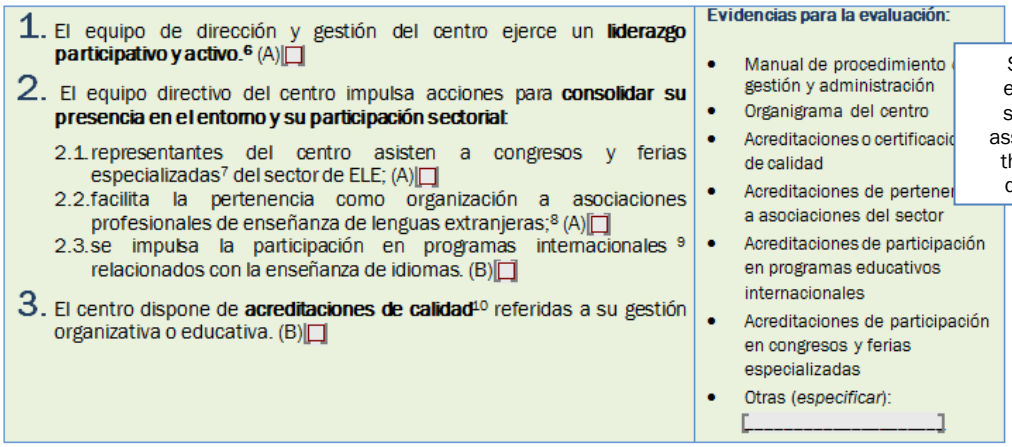
Image 3. Example of questions to initiate reflection on a criterion

- **Assess this issue of the centre.** This section contains the **descriptors** that the centres must review to determine whether they have them incorporated into their centre and into their Spanish project.

  The descriptors always appear written in positive terms and refer to procedures, characteristics or results arising from the provision of the centre's services. They are of two types (A/B), depending on whether they are linked to basic or advanced compliance with the accreditation criteria. These are used when establishing the assessment result for each criterion.

  This section also includes the set of evidence suggested to the centres to support their self-assessment. Some of them, the most important ones, will be requested in the assessment processes.

Descriptors for the assessment of the criterion



1. El equipo de dirección y gestión del centro ejerce un **liderazgo participativo y activo.**[6] (A)☐
2. El equipo directivo del centro impulsa acciones para **consolidar su presencia en el entorno y su participación sectorial**:
   - 2.1. representantes del centro asisten a congresos y ferias especializadas[7] del sector de ELE; (A)☐
   - 2.2. facilita la pertenencia como organización a asociaciones profesionales de enseñanza de lenguas extranjeras;[8] (A)☐
   - 2.3. se impulsa la participación en programas internacionales [9] relacionados con la enseñanza de idiomas. (B)☐
3. El centro dispone de **acreditaciones de calidad**[10] referidas a su gestión organizativa o educativa. (B)☐

Evidencias para la evaluación:

- Manual de procedimiento gestión y administración
- Organigrama del centro
- Acreditaciones o certificaci de calidad
- Acreditaciones de pertene a asociaciones del sector
- Acreditaciones de participación en programas educativos internacionales
- Acreditaciones de participación en congresos y ferias especializadas
- Otras (*especificar*): [_____]

Suggested evidence to support the assessment of the criterion descriptors

Image 4. Example of an assessment grid for Criterion 1.1.2 Centre's leadership

1. **RESULT OF THE ASSESSMENT**

   This section contains the specifications that allow the centres and the assessors to decide on the degree of compliance with the criterion analysed.

Resultado de la evaluación
Elija el nivel de cumplimiento

	Sin cumplimiento	Nivel A - Básico	Nivel B - Avanzado	Nivel C - Fundamentado
	No hay evidencia del cumplimiento de los descriptores A en la proporción indicada para el nivel básico.	- Se cumple el criterio en los descriptores A en la siguiente proporción: 2/3.	- Se cumple el criterio en todos los descriptores A. - Se cumple en los descriptores B en la siguiente proporción: 1/2.	- Se cumple el criterio en todos los descriptores A. - Se cumple en los descriptores B en la siguiente proporción: 1/2. - Hay evidencias de coherencia, sistematización y fundamentación.
CENTRO	☐	☐	☐	☐
EVALUADOR	☐	☐	☐	☐

Image 5. Example of the grid for the result of the assessment of Criterion 1.1.2 Centre's leadership

2. **Comments of the centre**
The centre must include comments geared towards various issues related to the criterion. These comments provide key information for the assessor to make their own assessment. They serve as support and justification for the assessment carried out by the centre. Therefore, the assessor may return the form to the centre if it has not been sufficiently completed and require it to be done again.

Comentarios del centro

[Incluir comentarios sobre el tipo de liderazgo ejercido y sobre la presencia del equipo de dirección y gestión en las instalaciones del centro]

[Incluir comentarios sobre la adecuación de los recursos del centro (humanos, técnicos y materiales) a su volumen de actividad]

[Incluir comentarios sobre el marco de regulación al que se adscribe la actividad del centro]

[Detallar las acciones concretas que se llevan a cabo en el centro para garantizar su participación sectorial: asociaciones o federaciones del sector a las que pertenece el centro, encuentros profesionales en los que participa, acuerdos de colaboración con organizaciones o asociaciones nacionales o internacionales (por ejemplo, programas Erasmus, Leonardo, etc.)]

[Incluir la relación de acreditaciones/certificaciones de calidad de que el centro, si se da el caso]

[Incluir comentarios adicionales, si se considera oportuno]

Image 6. Example of the centre's comments section of Criterion 1.1.2 Centre's leadership

3. **Outstanding issues and areas for improvement identified by the centre**
This section aims to get the centre to reflect on the strengths and weaknesses of its activity. Therefore, they are requested to briefly mention three outstanding issues and three areas for improvement related to the criterion.

Aspectos destacables identificados por el centro
[Incluir al menos tres]

Aspectos mejorables identificados por el centro
[Incluir al menos tres]

Image 7. Example of the outstanding issues and areas for improvements section of the *Assessment Forms*

3.3.2. Scoring system

The SACIC's Assessment Framework includes four possible outcome options for centres in the assessment for the specific assessment criteria of each section:

Non-compliance.	**Level A**	**Level B**	**Level C**
	Basic compliance with the accreditation criteria	**Advanced** compliance with the accreditation criteria	Coherent, **substantiated and systematic compliance** with the accreditation criteria

Table 2. SACIC Assessment Framework. Levels of compliance with accreditation criteria.

The process to determine compliance with each criterion enables the centre to provide evidence relevant to its particular circumstances, for the descriptors associated with each level.

The proportion of A and B descriptors that are associated with the different score levels is specified in the assessment grid accompanying each criterion. In addition to complying with all or almost all of the criterion descriptors, to obtain a level C assessment, centres must be able to provide evidence of the substantiation and systematization of the practices analysed in each case.

The centre's score for each section is the average score received in the assessment of each criterion. To obtain a level-A score for each section, in addition to meeting the minimum requirements, the system requires that the centres obtain **level-A scores on at least 60% of the section criteria**, or that they can offset an unfavourable result ("Non-compliance") for one or more criteria with others on which they have obtained a level-B or level-C score. Moreover, in the "teams and individual staff" section, the centres must obtain **a level-A score on criterion "1.2.4. Consolidation of teams."**

1. Organización y funcionamiento del centro	
1.1. Funcionamiento organizativo y administrativo	
Resultado de la evaluación del apartado	**Nivel A**
Criterio 1.1.1. Misión y visión	**Sin cumplimiento**
Criterio 1.1.2. Dirección del centro	**Nivel A**
Criterio 1.1.3. Sistema de gestión	**Nivel A**
Criterio 1.1.4. Información y atención al usuario	**Nivel C**
Criterio 1.1.5. Matriculación y facturación	**Nivel A**
Criterio 1.1.6. Asistencia y emisión de certificados de cursos	**Nivel A**
Criterio 1.1.7. Sugerencias, reclamaciones y quejas	**Sin cumplimiento**

Image 8. Example of a Level-A Score for the Organizational and Administrative Functioning section. Sample with five criteria passed and two non-compliance

To obtain a favourable *Technical-Academic Report* in the SACIC Model 1 assessment, it is necessary to:

1. Comply with all of the descriptors associated with the **Minimum Requirements** (referred to as Criterion 0) and only takes into account the possibility of compliance/non-compliance in the assessment).
2. **A minimum assessment of level-A in each of the ten sections** of the Assessment Framework. One exception is allowed: one of the five sections of the "teaching and learning services" area may receive a "non-compliance" assessment. In this case, the negative assessment must be offset by an assessment higher than level A (level B or C) in one of the other four sections of the area.
3. For renewals entailing a Model 1 assessment, **proof must be provided of the total or partial implementation of 60 % of the actions set forth in the *Improvement Plan*** presented during the previous assessment.

Once these requirements have been met, the centre's final assessment score shall be the average score of the assessment of each section.

Resultado de la evaluación. Actividad del centro	
1. Organización y funcionamiento del centro	
1.1. Funcionamiento organizativo y administrativo	**Nivel A**
1.2. Equipos y personas	**Nivel B**
2. Servicios de enseñanza-aprendizaje	
2.1. Planificación de la enseñanza-aprendizaje	**Nivel B**
2.2. Desarrollo de cursos y clases	**Nivel B**
2.3. Evaluación de los alumnos	**Nivel A**
2.4. Orientación y seguimiento del aprendizaje del alumno	**Nivel B**
2.5. Coordinación académica	**Nivel B**
3. Servicios complementarios	**Nivel B**
4. Instalaciones y recursos del centro	**Nivel B**
5. Información y difusión de la actividad y los servicios del centro	**Nivel B**
Resultado final de la actividad del centro	**Nivel B**

Image 9. Example of a favourable Score in the Technical-Academic Report.

The advantages of this scoring system are as follows:

4. **It is flexible.** Not all descriptors are mandatory. The centres have a certain margin when it comes to establishing the level of compliance with the criterion that fits with the reality of their activity. They can also decide if, to carry out their project, they consider that it is not necessary to comply with some of the criteria of the SACIC's Assessment Framework.

5. **This facilitates a possible itinerary of development of the centre.** The score of the assessment of each criterion and each section is information that is not made public. The SACIC offers it to the centres only in order to promote the progressive development of their activity and the provision of their services.

   The improvement plans that the centres carry out within the framework of the Model 2 assessment must comply with the requirement that the centre progresses in the level of compliance with at least 60% of the criteria analysed. In this way, SACIC promotes the continuous improvement of the accredited centres.

3.4. Description of the assessment procedure for the dossiers to start the accreditation

Once the centre has contracted the services of an assessment entity and has accepted the conditions for the issuance of the *Technical-Academic Report*, it is necessary to meet the steps described below.

Stage 1. Before the assessment visit

- The Accredited Centres Unit provides the centre with access to the platform sacic.cervantes.es where the assessment guides, *Assessment Forms* and all the documentation can be downloaded, which the centre needs to carry out the SACIC Model 1 assessment. There is an area to communicate with your assessor on that platform.

- Once registered on this platform, the assessing entity communicates to the centre, the name and contact details of the assessor appointed to follow up their dossier.

- The designated assessor and the people in charge of the centre, by mutual agreement, must:

  - Establish a date for the visit to ensure the availability of those responsible for the centre and the possibility of observing classes.

  - Confirm which documents the centre must send to the assessor before the visit (Documentation 1) and which documents it must have at the assessment visit for comparison (Documentation 2).

  - Plan the assessment visit (work schedule during the visit, plus the logistics required for the assessor's transfer to the centre: travel, accommodation and per diem expenses).

- The centre must send the assessor, respecting the deadlines, Documentation 1 through the sacic.cervantes.es platform or by post if agreed with the assessor, and at least 21 days before the assessment visit.

  It is especially important to ensure that the *Assessment Forms* are sent properly completed.

- The designated assessor:

  - As soon as the assessor receives Documentation 1 from the centre, should begin to analyse and review it, and depending on this, the centre's self-assessment included in the *Assessment Forms*.

    - The assessor must indicate in the *Assessment Forms* the descriptors that, after analysis of the documentation, the assessor considers necessary to compare during the visit to the centre.

    - The *Assessment Forms* should be printed out (with their notes), the rest of the documentation that the assessor should have during the visit must be prepared and a schedule for class observation planned.

Stage 2. During the assessment visit

During the assessment visits, the assessor works for two days at the centre, meeting with the team leaders and observing the activity of the centre as a whole. The assessor's visit opens and closes with a meeting with the centre's management team.

Initial meeting

At the initial meeting the assessor:

- Informs those responsible for the centre that the aim of the visit is to check that the centre complies with the requirements, criteria and descriptors of SACIC's activity, as well as to detect possible areas for improvement so that recommendations can be made to the centre that are useful and can provide value.

- Briefly explains the main parts of the assessment visit (visit to the facilities, observation of classes, interviews with the persons responsible for each area, collection of questionnaires from the persons who make up the centre's teams, visits to accommodation units if the centre offers this service, etc.), confirms and reviews the visit plan (especially with regard to the observation of classes schedule).

- Stresses that the staff of the centre involved in the assessment should feel as comfortable as possible, since their task consists of observing the assessed centre and that the assessor will try to prevent any changes to the operations of the centre (classes, student rest times, end of teaching activity timetable, etc.), especially in relation to the activities planned for the students.

During the visit

At this stage the assessor carries out the following actions:

- Meets with the various people in charge of the centre.

- Takes notes to confirm the self-assessment of the centre as set out in the *Assessment Forms* and collects the observations deemed appropriate.

- Compares Documentation 2. Checks that the centre has all the documentation required in this section.

- Observes class sessions. Before the class sessions, explains to the teachers the objective of this observation: to compare the coherence between the academic project of the centre stated in the documentation presented for the assessment and the development of the class sessions. The assessor observes the greatest possible variety of classes (different levels, teachers, sequence of the class (start, development and end of the session) and different types of courses: general, specific, preparation for the DELE, etc., taking into account that the duration of each observation can vary between 20 and 60 minutes.

- Collects the questionnaires from the people who make up the centre's teams. At the various meetings, the assessor invites the people who make up the centre's teams to complete these questionnaires. Also takes advantage of this meeting to have these people reflect on their practice at the centre and, if they so wish, to pass on to their questions or suggestions about the SACIC.

- Collect student questionnaires. The assessor gives the student questionnaires to the school's academic head. In the assessment it is necessary to collect questionnaires from a sample of students present at the centre. The questionnaires are given to the students and collected by the teachers of the centre. They are sent to the assessor by the academic coordinator before the end of the assessment visit.

- Meets with students from the centre, if considered relevant, to gather specific or complementary information to that contained in the documentation provided by the centre. To this end, the assessor informs the students that they are at the students' disposal during their visit to the centre, and that can attend to the students if they, voluntarily and always outside class hours, consider it appropriate to meet with the assessor to hold an oral interview and thus complete the collection of information on the issues included in the student questionnaire.

- Visits the facilities. Makes a general visit to the facilities and makes sure to take note of their condition, paying special attention to some areas (classrooms, teachers' room, administration area, rest area, toilets, library, learning room, etc.). If possible, takes photographs of the main rooms of the centre's facilities (teachers' room, library, classrooms, reception area, notice boards and entrance to the centre). If the centre offers an accommodation service, also visits the accommodation and takes as a sample one or two for each type offered by the centre (family, apartment, halls of residence, etc.), and from the list submitted by the centre.

- **Final meeting**

The assessor meets with those responsible for the centre being assessed. During that final meeting:

- Reveals a first general assessment of the visit and the assessment.

- Explains the steps to be taken from that point in the accreditation process:

1. Issuance of the *Technical-Academic Report* by the person responsible of the assessing entity.
2. Submission of the *Technical-Academic Report* and the *Assessment Forms* to the Cervantes Institute for validation, with comments by the assessor and all the documentation provided by the centre before the visit (Documentation 1).
3. In the event that the *Technical-Academic Report* is favourable, the Cervantes Institute Academic Management will propose that the accreditation agreement be signed.
4. Sending of a questionnaire to the centre to collect its assessment of the SACIC assessment and accreditation procedure.
5. Preparation of the accreditation agreement by the Cervantes Institute.
6. Signing of the accreditation agreement by the Cervantes Institute in the first place and then by the centre.
7. Accreditation of the centre, displayed by the delivery of the logo to the accredited centre and the publication of the centre's details on the Cervantes Institute website: https://acreditacion.cervantes.es.
8. Payment by the centre of the annual accreditation fee, prorated if applicable.
9. The assessor thanks the centre for its availability and the attention provided during the visit and collects suggestions about the SACIC.
10. Finally, please remember that for any queries regarding the assessment procedure or the SACIC, the centre can contact the Cervantes Institute at the following e-mail address centros.acreditados@cervantes.es.

Stage 3. Receipt of the *Assessment Report* and implementation of an improvement plan

After the assessment, the centre receives an ***Assessment Report*** consisting of:

- Explanatory introduction.
- Draft of the *Technical-Academic Report.*
- Assessment of the minimum requirements.
- Self-assessment of the centre's activity.
- *Graphic Report* of the results of the assessment of the centre's activity.
- Assessment of compliance with the *Improvement Plan* drawn up in the previous assessment, in the Model 1 assessments for the renewal of accreditation.
- A training appendix with guidelines for the implementation of a centre improvement plan and documents relating to the accreditation.

In addition, the centre receives the *Assessment Forms* with comments from the assessor regarding:

- Differences between the centre's self-assessment and the assessor's assessment.
- Outstanding issues of the centre identified by the assessor.
- Areas for improvement of the centre identified by the assessor.

3.5. Ethical principles in the assessment process[3]

In the educational area, any assessment should be guided by three fundamental principles of a general nature:

- Its consideration as a means at the service of an educational project. The assessment is meaningless if it does not serve to improve the centre. The other purposes will only be legitimate as long as they contribute to this aim.
- Respect for the dignity of the people who are part of the centre and for their legitimate interests in relation to their privacy and professional prestige.
- The decision on the dissemination of the process and the outcome of the assessment within the corresponding framework. Only legitimately interested parties should have access to its design, development, scores and decisions.

Pre-assessment stage

Preparation of the assessment by the centre is essential. The assessment work may be affected if the centre has not paid adequate attention to internal communication regarding the purpose and procedure of the assessment, or to the preparation of the documentation it has to provide to the assessing entity as evidence of its activity and the operation of the organization.

- **Dissemination** The management of the centre should establish with the assessor the date of the assessment and make it known to all persons in the organization, as well as to disseminate the purpose and objectives of the assessment.

  Sharing this information facilitates establishing realistic expectations regarding the assessment, helps to reduce or eliminate reservations or prejudices about this type of action and facilitates the participation and involvement of people from the organization both in the preparation stage of the assessment visit and in the visit itself. Similarly, the centre's management must be committed to communicating the results of the assessment internally and insisting that they will serve to help the organization learn from itself and implement specific plans and actions for improvement.

- **Commitment** The management must lead and motivate the people of the centre involved in the assessment, as well as provide them with the necessary resources so that they can actively participate in it.

- **Independence and professionalism of the assessors.** Any form of pressure must be avoided, both in relation to the modification of the process and in relation to the outcome of the assessment.

- **Participation** In order for an assessment to ascertain the real situation of a centre, it is necessary to involve all the parties involved (management, teaching team, administrative staff, etc.).

3 Adapted from ASOCIACIÓN ESPAÑOLA PARA LA CALIDAD (AEC), COMITÉ DE EDUCACIÓN (2005). *Calidad en la educación, calidad de la educación.* Madrid: AEC.

Assessment development stage

The values and ethical principles described below are fundamental in this stage.

- **Availability of** the people in charge of the centre and each of its members to collaborate with a policy of truthfulness and transparency.
- **Independence** The actions of the assessors must be respected without any interference.
- **Confidentiality** The means should be provided for those who wish to transmit relevant information and alternative assessments without the pressure of such data being publicised.

C) Post-assessment stage

C.1. Immediate post-assessment stage

- **Discussion of the report.** Although at the time of contracting the assessment services the centre is inherently accepting the outcome of the assessment, it also has the right to disagree, provided that its arguments are sound and properly documented. It is important to note that, in third party audits (conducted by persons external to the organization and aimed at obtaining certification), it is the assessors' assessment that prevails.
- **Dissemination of the report.** The outcome of the assessment should reach all stakeholders, as the value of the assessment is linked to its consequences to improve the centre. This may be communicated in whole or in part, but in no case may the information be altered or distorted to present the institution in a more favourable or positive way.
- **Commitment to improvement.** Those in charge of the centre must lead and motivate all the staff involved to carry out the improvement actions derived from the assessment carried out. The people of the centre must collaborate and commit themselves to carry out these improvement actions.

C.2. Stage between assessments

- **Commitment** The improvement process needs to be kept alive, through activities, dissemination of reports or self-assessment processes linked to the decisions taken after the assessment.
- **Monitoring** One form of commitment is the active monitoring of the development and implementation of improvement plans. To do this, it is essential to have a person who takes on the role of the owner of the processes to implement improvement actions at the centre.

Annexes and appendices

Annex 1
SACIC's minimum Requirements, mandatory for all centres

SECTION 1.1. Organization and administration operations

1. Meet the country's safety standards.
2. Have a minimum of two years' experience in teaching Spanish as a Foreign Language (SFL), as an organization or as a centre.
3. Have a student data management system.
4. Have a system for assessing the satisfaction of external users of the centre.
5. Have a system for dealing with suggestions, claims, and complaints.

SECTION 1.2. Teams and individual staff

1. Have appropriate teams and individual staff to carry out the centre's administrative and academic activities.
2. Have at least one person working exclusively on administrative tasks, with special training for their position, knowledge of languages, and at least one year's experience in administrative management.
3. Have a person responsible for academic coordination, and who has office hours exclusively dedicated to these tasks, enabling them to deal with students and teachers and the academic management of the centre.
4. Have at least two Spanish-language teachers, who meet the following requirements:
   4.1. Have completed a university degree.
   4.2. Have completed accredited specialized SFL training (minimum of 60 hours).
   4.3. Have at least 600 hours of SFL teaching experience.
   4.4. Have a consolidated employment or professional relationship with the centre, formalized through a contract.

SECTION 2.1. Planning of teaching and learning

1. The centre must be dedicated to teaching as a professional activity, and offer face-to-face SFL teaching, whether as its sole activity or as a priority or secondary activity.
2. Offer at least three levels of Spanish courses, on a permanent basis.
3. Have a *Teaching Plan* that includes: definition of levels, description of objectives and content, methodological guidance, criteria for assessment, monitoring and guidance of student learning.
4. Have programmes for different courses corresponding to at least three different levels in the centre's curriculum.

SECTION 2.2. Courses and classes

1. Teach at least three levels of face-to-face SFL courses, whether as its sole activity or as a priority or secondary activity.
2. Have lesson-planning documents for the Spanish courses taught at the centre.
3. Have a system for class registration, including student attendance, content covered in class, and materials used.

SECTION 2.3. Assessment of students

1. Have a *Teaching Plan* that includes student assessment criteria.[4]

SECTION 2.4. Student guidance and monitoring.

1. Have a *Teaching Plan* that includes criteria for monitoring and guiding students' progress.

SECTION 2.5. Coordination of academic activities

1. Have a person responsible for academic coordination, and who has office hours exclusively dedicated to these tasks, enabling them to deal with students and teachers and the academic management of the centre.

SECTION 3. Supplementary services to teaching

1. Have a programme of sports and social activities that promote the Spanish-language culture.
2. (*For centres that are already accredited)* Promote the value of official language proficiency certification among the centre's students, with particular emphasis on the Spanish-language diplomas issued by the Ministry of Education of Spain.

SECTION 4. Centre facilities and resources

1. Have premises with a valid activity license[5] in the name of the centre's owner, with a total surface area of at least 150 m^2. This surface area may be less if the centre's only activity is teaching Spanish.
2. Have a space for the centre's teachers to use, in which computers connected to the internet and a printer are available.
3. Have at least two classrooms that are preferentially assigned for teaching Spanish.
4. Have a common space for breaks between classes.
5. Have sufficient toilets for the centre's volume of activity.
6. Have a library or, failing that, a multi-purpose space which includes a library area.
7. Have sufficient technical means for SFL teaching, based on the volume of activity (number of students and courses). The centre must have at least two classrooms in which audiovisual equipment can be used.

SECTION 5. Information and publicity about the centre and its services

1. Have a website and advertising brochures in at least two languages.
2. Include in its advertising information those regarding: the centre, its courses and their content, prices, conditions of the services purchased, and charges or conditions for reimbursement or cancellation of these services.

4 The assessment criteria for courses taught at the centre must be available. These criteria may be included in the *Teaching Plan* or in the course programme.
5 For centres located outside of Spain, legal requirements equivalent to those for carrying out teaching activities, and pursuant to the country's legislation in force.

Annex 2

Criteria and descriptors of the SACIC Assessment Framework

SECTION 1.1. Organization and administration operations

Criterion 1.1.1. Mission and vision

1. The centre[6] has defined the **mission**[7] and the **vision**[8] for its SFL teaching project and made it public (internally and externally). (A)
2. The centre **involves** the people of the organization in the fulfilment of its mission and makes them participants in its vision. (A)
3. The centre has defined a **business strategy**[9] to define its target audience and define its service offer, prices and commercial strategy. (A)
4. The centre's business strategy is based on **environmental and market analysis studies**, or other similar mechanisms. (B)
5. The centre makes **strategic plans** where it collects targets and results that it wants to achieve every year[10] (B)

Criterion 1.1.2. Centre's leadership

1. The centre's management team exercises **participative and active leadership** and involves the people of the organization in promoting the rigour and good practices of its activity.[11] (A)
2. The centre's management team promotes actions to **consolidate its presence in the environment and its participation in the sector**:
   2.1. representatives of the centre attend specialist congresses and fairs[12] of the SFL sector, or similar events; (A)
   2.2. facilitates membership as an organization of professional foreign language teaching associations;[13] (A)
   2.3. participation in international programmes[14] related to language teaching is encouraged. (B)
3. The centre has **quality accreditations**[15] referring to its organizational or training management. (B)

Criterion 1.1.3. Management system

1. The centre has identified the existence of the main **processes**[16] **of its activity and its operation** and is aware of the value that each of these has for the organization. (A)
2. The centre has **unwritten routines and procedures**[17] shared and assumed by the entire team for its activity and operation. (A)
3. The centre creates **registers**[18] and has its very basic **own documentation**[19] related to the procedures it puts in place when carrying out its activity and in its operation as a centre. (A)
4. The centre has **documented procedures,**[20] approved by the centre's management, relating to its activity and operation as a centre. (A)
5. The centre has defined **indicators for the assessment**[21] of the main processes of its activity and its operation. (B)

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6 The SACIC differentiates between centre and organization. The organization is understood, in this assessment framework, as the legal-administrative structure in which the project of the SFL centre is framed. The organization can be specialized in SFL and have only the Spanish project in one or in several centres, or it can have different lines of business or activity and one of them can be the Spanish language centre.

7 Mission is the motive, purpose, end or reason for the existence of an organization. Gives an account of what the organization does in its environment and to whom it directs its activity.

8 Vision refers to the goals and purposes that an organization sets itself and hopes to achieve in the future. It is an ideal expectation, which shows the approach to what the organization wants to be and achieve over time.

9 It is not essential that the business strategy is documented, although it must be defined.

10 Defines new services that it wants to offer to the different market niches detected, defines discounts, student loyalty policies, etc.

11That leadership in which the organization's leaders have initiative, innovation and vision and share decision-making with the members of the centre, appeal for the consultation of ideas and respect the capabilities of others.

12 National and/or international.

13 For example, the Federación de Asociaciones de Escuelas de Español para Extranjeros (FEDELE) in Spain or the Asociación de Centros de Idiomas (SEA) in Argentina. The membership must refer to the centre, not to a specific professional in the organization.

14 Erasmus, Leonardo programmes, etc.

15 *Accreditation by the Evaluation and Accreditation of Quality Language Services* (EAQUALS), Standards of the International Organization for Standardization (ISO 9001, ISO 14000, etc.), or quality seals such as that of the European Foundation for Quality Management (EFQM), for example.

16 Process is a set of interrelated activities that transforms input elements (e.g. course information requests) into results for the organization (enrolled students). The process-based approach is the key concept of quality management systems. Processes add value to the management of an organization, insofar as they contribute to generating systematic practices with predictable results and in line with its targets, mission and vision. It is important that these are included in a document of the organization, for example, the *Management and Administration Procedures Manual.*

17 Examples of organizational and administrative procedures: information and user service procedures; enrolment and invoicing; monitoring of attendance; issuing of certificates; dealing with complaints and claims; response to suggestions; review of the organizational and administrative operations of the centre; etc.

18 Register is a printed or electronic file (it can be a database, a physical or electronic file, etc.) where the information generated in the centre and in carrying out a procedure is collected (for example, register of enrolments in the enrolment procedure, register of invoices in the invoicing procedure, register of certificates and grades obtained by students in the certification procedure, etc.).

19 For example, *Management and AdministrationProcedure Manual, Academic Procedure Manual*, *Teaching Plan*, etc.

20 It is not necessary for the centre to have all its procedures documented, although it is advisable that it at least has documented the procedures that the organization and the centre consider essential for its operation and those procedures whose recording has been considered necessary or useful.

6. The centre has people **responsible** for the development, monitoring, assessment and improvement of the processes identified by the centre for its activity and operation. (B)

Criterion 1.1.4. Information and user support

1. The centre has a user **support service, both in person and virtual, with an adequate timetable**[22] to be able to attend to its users. (A)
2. The centre has an **information and user service system**[23] that ensures communication, in Spanish and, at least, in one other language[24] (A)
3. The centre has determined a number of **students in the centre and in the classrooms**[25] that guarantees attention to their learning needs. (B)
4. Before the start of the courses, **face-to-face sessions** are organised on the operation[26] of the centre and its services and the objectives of the training and/or study trip[27] (B)

Criterion 1.1.5. Enrolment and invoicing

1. The procedure for **contracting services, managing enrolments, cancellations and refunds** is clear, detailed and transparent for users of the centre[28] (A)
2. The services contracted and the different items included are detailed in the **invoices** that the centre issues.[29] (A)
3. The centre has a **register of enrolments and invoices** issued for services contracted and provided in the current year.[30] (A)
4. Confirmation of the student's enrolment is accompanied by a document on the **centre's regulations**, and in the case of study trips, **recommendations** for travelling and the stay. (B)
5. The centre offers an **online registration** service from its website. (B)

Criterion 1.1.6. Attendance and issuance of certificates for courses

1. The centre has an **attendance register** for the courses that are underway. (A)
2. The centre has procedures for the prevention and control of **absenteeism**[31] **of students** and their causes. (B)
3. The centre issues **certificates** containing **detailed information about the course taken** to facilitate interpretation and recognition of learning:
   3.1. this specifies whether it is an **attendance**[32] certificate or a **course completion** certificate; (A)
   3.2. the **date it was undertaken** is indicated; (A)
   3.3. the **number of school hours** is indicated;[33] (A)
   3.4. **the level** and/or **sub-level** of the course taken is clearly and explicitly indicated;[34] (A)
   3.5. course completion certificates indicate the grade obtained by the student; (B)
   3.6. the **validity of** the certificate and, where applicable, its equivalence in **academic credits** is expressly clarified; (B)
   3.7. a **reference to the objectives or contents of the course** the student has taken is included.[35] (B)
4. The centre keeps a **register of certificates**[36] issued, for requests for reissue, or all the information necessary for this purpose. (A)

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21 Example of indicators related to organizational and administrative operation: response time to requests for information, number of complaints received during the year, improvements introduced after reviewing the report on complaints and suggestions received, etc.
22 This secretary's office service has people with sufficient training to attend to users and with a thorough knowledge of the characteristics of the centre's different academic services (courses, levels taught, official certification in Spanish, validity of certificates issued by the centre, etc.) and supplementary services. The centre's secretary's office opening times is visible at the facilities and communicated on its website or in other internal documents of the centre. This states opening and closing hours, days of the week when the centre is open to the public, etc.
23 In the case of electronic communication, commitment to respond within 48 hours. The collection of data from users of the centre is carried out in accordance with the personal data protection regulations in force in each country.
24 The language of the country for centres in non-Spanish speaking countries. English or another language used mostly by students in Spanish-speaking countries.
25 The recommended ratio is between 8 and 12 students per class. In no case, more than 20 students per class.
26 They offer information about the programmes, development of the courses, tutorials, certificates issued, official certification of the Spanish language, characteristics of the centre, questions related to health and safety, secretary's office service; collection of opinions about user satisfaction, cultural, sports and social activities, other services contracted by the student, etc.
27 In these sessions, recommendations are given for the optimization of the learning process and the student's stay at the centre, and the programme for the contracted course is provided.
28 This is included in the registration form completed by the students or in another document that the school signs with the students on enrolment. This refers to the breakdown of the services contracted, prices, conditions to which they are subject, and cancellation and refund policy. Cancellation refers expressly to possible situations of cancellation of courses by the centre and the procedure in such a case.
29 The centre ensures that the student understands the content of the invoices, if necessary by translating them into languages that the student understands.
30 The regulations in force for the processing of personal data are always respected.
31 In the event that students which are minors can enrol at the centre, the procedure specifies the monitoring of attendance during the course and the action to be taken in the event of absences, in accordance with the indications previously accepted in writing by the minor's legal representatives.
32 The centre does not issue attendance certificates to students who do not attend at least 75% of the sessions. Or it does, but specifies the percentage of attendance.
33 If the teaching hour does not correspond to 60 minutes, the certificate specifies the minutes in a teaching hour at the centre.
34 It clearly states the part of the school's curriculum level that the student has studied. If a full level or part of it has been completed. In any case, what the centre certifies is that the student has taken a course of a certain level, not that the student has reached a certain level of language proficiency, unless the centre has its own language proficiency certificates referenced to international agreements.
35 The certificate includes a reference to the objectives and contents of the course covered. If not included, certificates are delivered with the course programme followed by the student in which the learning objectives and contents worked on are stated.
36 The register may also refer to the grading system established by the centre (pass, fail, pass, good, outstanding, A, B, C, completed or not completed, etc.). The register must at least contain the list of certificates issued in the last two years and have all the information necessary for their reissue.

5. The centre has an **archive of files and assessment tests** for courses that have the recognition of external training credits. (B)

Criterion 1.1.7. Suggestions, claims, and complaints

1. The centre creates a positive atmosphere of trust for the **communication of student's needs and requests**[37] and these can be resolved during their stay at the centre. (A)
2. The centre asks users to **assess the services provided** [38] (A)
3. The centre clearly communicates the procedures[39] it has available to deal with and process[40] **complaints, claims and suggestions** from its users. (A)
4. The centre establishes **prevention mechanisms** and has people responsible for improving its services and preventing complaints or claims from being repeated[41] in the future. (B)
5. The centre is under an **arbitration system** that guarantees the possibility of using a mediator for the resolution of conflicts.[42] (B)

SECTION 1.2. Teams and individual staff

Criterion 1.2.1. Selection of teams and individual staff

1. Those in charge of the centre have carried out an analysis of the **positions** required for the proper operating of the centre and have established the **skills** profile associated with the performance of each of them. (A)
2. The centre has documents which include the **criteria**[43] **and procedures** that are used in the **selection processes**[44] of the people in the organization. (A)
3. The centre has **listed**[45] **the criteria for the selection of people in documents of competences specific to the sector** and to the teaching of foreign languages. (B)

Criterion 1.2.2. Management and administration team

1. The people in the management and administration team have **experience**[46] in positions similar to those they hold:
   1.1. more than 40% of the team has this experience; (A)
   1.2. over 65% of the team has this experience. (B)
2. The people in the management and administration team have a university **degree** [47]
   2.1. more than 40% of the team has such a qualification; (A)
   2.2. more than 65% of the team has such a degree. (B)
3. The people in the management and administration team have a **training**[48] that enables them to specifically carry out their duties in a teaching centre. (A)
4. The people who attend to users of the centre can communicate with them in at least two **foreign languages and are aware of the need to prevent situations of cultural misunderstanding**[49]
   4.1. more than 40% of the team meets this descriptor; (A)
   4.2. more than 65% of the team meets this descriptor. (B)

37 These are sent through satisfaction questionnaires at the beginning of the course, the suggestion box, informal communication, tutor supervision, etc.
38 By means of an assessment questionnaire of the course (which includes information about the development of the classes, methodology and material used, interaction of the students, opportunity to use Spanish in class, etc.), assessment of the teacher, assessment of the other academic or supplementary services contracted (cultural, sports and social activities, accommodation, etc.), as well as assessment of the information about the centre and services received from it before contracting, and before the trip (in the case of language stays) and about the supervision of minors, if applicable.
39 Complaint forms, suggestion box, participation mechanisms through the centre's website, etc.
40 The processing of users' complaints, claims and suggestions takes into account that the centre issues a written acknowledgement of receipt of these within a maximum period of five days and that it responds within a maximum period of one month.
41 For example, it keeps a register of complaints, claims and suggestions, as well as of the solutions it has offered in each case, and reviews this information periodically to improve its service to users and their satisfaction. The centre follows up annually and keeps a general register of all the measures adopted in the centre throughout its activity as a result of the comments, suggestions, complaints and claims made by the different users.
42 The arbitration service may be a student's ombudsman service, or mediation through a specific association or group.
43 In the case of administrative team members, the years of experience, knowledge and basic handling of certain computer programmes or applications, level of languages, etc. In the case of teaching staff, for example, the minimum number of teaching hours or years of classroom experience required, specific training in Spanish as a foreign language, etc.
44 As a result of the selection processes, the centre has documents which include the complete profile of the people who are integrated in the organization or who collaborate with it in carrying out the centre's activities.
45 In the case of the teaching team, reference documents are considered to be those describing the competences of the foreign language teaching staff. For example, the Cervantes Institute *Key Competences for Teachers of Second and Foreign Languages* or the EAQUALS *European Profiling Grid* project, etc. In the case of the management and administration team, one of the criteria to be taken into account is knowledge of the sector for teaching Spanish as a foreign language.
46 At least two years. This experience has provided them with knowledge about the language teaching sector and how a teaching centre operates.
47 Or training beyond secondary education, with a minimum of 200 hours.
48 Specific training in at least one of these areas: business-economic, business administration and management, team management, computer applications, foreign language teaching sector, etc. Minimum, 50 hours of training and minimum 60% of the team
49 The centre has carried out procedures for this and/or has offered training for the development of the intercultural competence of the people in the management and administration team.

Criterion 1.2.3. Teaching team

1. The people who make up the teaching team have **Spanish** as their mother tongue or can prove a high level of proficiency in the language[50] and have in-depth knowledge of the culture of the school's teaching context. (A)
2. The people on the teaching team accredit **training in SFL teaching**:
   2.1. more than 60% have a minimum of 120 hours of training. (A)
   2.2. more than 60% have been supervised as part of their training.[51] (A)
   2.3. more than 60% have completed a postgraduate course in SLF teaching. (B)
3. The people on the teaching team have experience as SFL teachers:
   3.1. more than 60% have a minimum of 800 hours; (A)
   3.2. more than 60% have experience in SFL teaching at various levels and in various teaching contexts.[52] (B)
4. The person in charge of the **academic coordination** has adequate training and experience to be involved in the development of the centre's SFL teaching project. They have:
   4.1. experience in coordination positions and more than 2400 hours in the classroom; (A)
   4.2. degree and specialist training in SFL teaching; (A)
   4.3. a postgraduate degree in SFL teaching; [53] (B)
   4.4. specialist training in team management. (B)

Criterion 1.2.4. Consolidation of teams

1. The average **length of service of** the centre's team is greater than:
   1.1. 2 years; (A)
   1.2. three years. (B)
2. The centre guarantees a **professional treatment of** the people in the organization[54] (A)
3. The centre regularly promotes specific **benefits** for people in the organization[55] (B)
4. The centre offers **conditions** that generate **labour stability** and allow for the consolidation of the **teaching team and the educational project**:
   4.1. the person in charge of academic coordination has an indefinite contract in which at least 30% of their hours at the centre are devoted to non-teaching;[56] (A)
   4.2. at least 60% of the teachers[57] have an employment contract with at least 20 teaching hours[58] per week and two or more non-teaching hours;[59] (A)
   4.3. at least 60% of teachers have a permanent contract with at least 20 teaching hours per week and three or more non-teaching hours; (B)
   4.4. internships and training grants are regulated by agreements involving at least three months of collaboration. (A)

Criterion 1.2.5. Continuous training

1. The centre carries out **periodic assessments for training purposes**, encouraging people in the organization to take a critical and reflective view of their work in order to improve it.[60] (A)
2. The centre encourages **professional development and** constant **updating**[61] of the people in the organization, and provides different **training opportunities,**[62]depending on the needs detected. (A)
3. The **internal training**[63] aimed at new team members, is given and supervised by people from the organization with sufficient experience and training.[64] (A)

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50 A level of Spanish equivalent or higher than C1.
51 By other more experienced teachers at the centre, as part of a programme for observation of classes at the centre, as part of practices in external training courses, etc.
52 Possible teaching contexts: formal education (primary, secondary, higher education, etc.), non-formal education; schools in different countries, experience with students with different characteristics (immigrants, heritage speakers, children, adolescents, adults, etc.), etc.
53 Or in teaching of other languages, etc.
54 Examples of professional treatment: delivery of a written contract to workers, shared job descriptions for each position, change of duties duly communicated, possibility of negotiating better working conditions, family reconciliation measures, creation of policies that commit to equality and equity, etc.
55 Examples of specific benefits: business cards, e-mail accounts, payment of professional association fees, help in learning foreign languages, discounts in bookstores, etc.
56 Non-teaching hours are devoted to tasks that require academic coordination, such as attending to students, coordinating teachers, and specialist teaching tasks (developing course programmes, designing teaching materials, developing and administering assessment tests, etc.).
57 At least two teachers from the centre.
58 Hours spent in the classroom.
59 Hours related to teaching activities that take place outside the classroom: class preparation, correction of homework, follow-up and improvement meetings, preparation of teaching materials, etc.
60 By means of tools that are consistent with the centre's philosophy, such as observation programmes, self-assessment/peer-assessment questionnaires, etc.
61 In relation to new trends and currents of thought, good practices, the use of technology, research in related fields, cultural and intercultural skills relevant to the context in which work is undertaken, etc. In the case of the teaching team, continuous training focuses on developing the key competences of foreign language teachers identified by the Cervantes Institute: organising learning situations, assessing student learning and performance, involving students in the control of their own learning, facilitating intercultural communication, developing professionally as a teacher in the institution, managing feelings and emotions in the performance of their work, participating actively in the institution and using ICT to carry out their work.
62 Through the promotion of self-training, internal training (the holding of workshops, the creation of joint spaces for reflection, etc.; attendance and participation in courses, conferences, etc. of an external nature (in the classroom or online), partially or totally financed; etc.
63 It includes observations, practices, tutoring sessions, assessment of learning through follow-up or a test to assess the degree of transfer of what has been learned into daily practice, etc.
64 In the case of teachers, this internal training is carried out by teachers with a university degree and a master's degree in language teaching or applied linguistics -or, failing that, a postgraduate degree lasting at least 200 hours and with additional training in a specialised area-; with teaching experience in different teaching contexts; and who have

4. The centre encourages people in the organization to define **personal training plans** that are adapted to their training needs to improve their performance and provides them with opportunities to carry them out.[65] (B)
5. The centre launches **action research** projects to promote the professional development of people and the development of the centre's processes[66] (B)

Criterion 1.2.6. Active participation

1. The centre ensures that the people working in the organization are aware of the **overall aims and objectives**, the planned **annual plan** and the implications it has for their work. (A)
2. The centre promotes awareness among its teams that their work involves **contact** with different **cultures** and requires there to be understanding and communication with users. (A)
3. The centre encourages **transparent relations and communications** and guarantees the **confidential processing of** personal information. (A)
4. The centre promotes **satisfactory interpersonal relations** between its teams and fosters a healthy working environment. (A)
5. The centre encourages the active participation of people in the development of the centre's project[67] and a **positive response to the challenges that arise and the changes** that are made. (A)
6. The organization and the people of the centre recognize the **efforts** and **achievements of** other colleagues[68] (B)
7. The centre has mechanisms to know the **degree of satisfaction**[69] of the people working in the organization and to have their **opinions** when undertaking the educational project. (B)
8. The centre encourages the **exchange of good practices** between areas and with other organizations or professionals in the sector.[70] (B)

SECTION 2.1. Planning of teaching and learning

Criterion 2.1.1. Teaching plan

1. The *Teaching Plan*[71] is **coherent** with the mission of the organization, the characteristics of its SFL project and the profile of its students[72] (A)
2. The *Teaching Plan* describes the **complete range of courses**[73] and the **training itineraries**[74] of the centre. (A)
3. The *Teaching Plan* establishes the **levels of Spanish (and its subdivision in the case that it is done this way)**[75] that a student can take as part of the courses offered. (A)
4. The *Teaching Plan* sets out the number of **hours of classes planned at the centre to complete one level**[76] of **its curriculum**. (A)
5. The *Teaching Plan* is consistent with **principles based on research** into the acquisition and learning of second and foreign languages and with the guidelines set out in **reference documents** for the teaching of Spanish[77] (A)

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experience as tutors of teachers in training. If the training involves the teaching of linguistic aspects, the teachers who train them are also native speakers or have an accredited C2 level in Spanish.

65 These training plans must be documented with paper or electronic registers or through the use of portfolios.

66 These centre research projects must be documented and printed or electronic registers generated during their development must be available.

67 The participation in projects to improve the centre, such as the SACIC assessment; the contribution to the creation of shared and common procedures of the centre, for example, the preparation and permanent updating of reference documents of the centre *(Teaching Plan*, *Student's Handbook*, procedures for student care, publicity of services, etc.); etc.

68 By means of the daily speech; the delivery of certificates when a training activity is carried out or a project is participated in; showing the name of the authors in a project or materials that are created in the centre as recognition of intellectual property; etc.

69 Through satisfaction surveys, for example. It is important for the centre to be able to document these measures.

70 By participating in congresses to exchange practical experiences; publishing the experiences in appropriate articles or virtual spaces; collaborating with other organizations in the sector (especially with Cervantes Institute accredited centres); promoting the membership of people from the organization in professional associations in the sector (for example, in Spain, ASELE), participating in European projects (Erasmus, Leonardo, etc.), etc.

71 The *Teaching Plan* is the document that describes the academic identity of the centre, and that describes the set of curriculum planning decisions assumed by its teaching team to fulfil the aims and objectives of the centre in the area of Spanish language teaching. Since planning decisions respond to a context and reality of the centre, it is important that the *Teaching Plan* includes general information about the centre (location, characteristics, founding purposes, year of foundation, definition of its activity in the language teaching sector, infrastructure, resources needed for the teaching/learning process, (facilities and equipment available to the centre, catalogue of works available to SFL students and teachers, materials bank), user profile, statistics, etc.).

72 This refers to the fact that the curriculum should respond to the learning needs of the students at the centre, both objective (for example, the purpose for which the student learns the language, the contexts in which they will have to use it, the level of linguistic competence expected at the end of the course, the language activities to be carried out, the duration of the course or stay, etc.).) as well as subjective (e.g. age, mother tongue, cultural, educational and professional environment, level of literacy, cognitive and physical skills, personal interests, etc.).

73 The *Teaching Plan* must include the full range of courses, both general (extensive and intensive courses, for adults or young people, etc.) and specific (preparation for the DELE, business, teacher training, etc.).

74 The different possibilities offered to the student to complete the levels of the centre's curriculum through the different modalities of courses offered.

75 The levels must be described including objectives and contents of the level for each communication activity of the language and for each component. The communication activities of the language are oral and written expression, oral and written comprehension, oral and written interaction, and oral and written mediation. The components, according to the distribution made by the *PCIC* are pragmatic-discursive, grammatical, lexical-semantic, cultural and learning. In the case of taking the levels in the *Common European Framework of* Reference (*CEFR*) as a reference, the offer of an accredited centre must cover at least three reference levels (A1, A2, B1, B2, C1 and C2). Each level may involve the student taking one or more courses. For example, level A1 of the *CEFR*, could be specified in a training itinerary of two courses, A1.1. and A1.2 or A1 and A1+.

76 There must be a precise reference, even if it is approximate, of the number of class hours, which the student is expected to undertake in order to complete the different levels of the centre's curriculum.

6. The *Teaching Plan* establishes **methodological guidelines** and the **use of the resources**[78] and the **services**[79] that make up the centre's offer. (B)
7. The *Teaching Plan* establishes criteria and procedures for the assessment and qualification for **access to** courses, and for **learning**. (B)
8. The centre communicates its *Teaching Plan* to the external user, even if this is in a reduced format. (B)

Criterion 2.1.2. Course programmes

1. The centre has **programmes** for all the courses[80] it offers. (A)
2. The programmes of all the courses are **consistent with the centre's *Teaching Plan***[81]and with the planned duration.[82] (A)
3. The centre carries out a **diagnosis of the students' learning needs**[83] and, after assessing the results, makes adjustments to the programmes if necessary[84] (A)
4. The programmes of all courses list:
   4.1. **objectives** and **contents**;[85] (A)
   4.2. **assessment** and **rating criteria** and **procedures** ; (A)
   4.3. **tasks** and **activities** that are planned to be carried out; (B)
   4.4. **materials** and **resources** that are planned to be used in their development. (B)
5. Students receive a **shortened version**[86] of the programme of the course they are participating in, which is consistent with the information they have received in the enrolment process. (B)

Criterion 2.1.3. Academic activities

1. The **classes**[87] are planned based on the course programmes and the general needs of the centre's students. (A)
2. The assessment[88] of the student is planned and decisions are made about the assessment tools to be used in the courses. (A)
3. The **follow-up** and **guidance of** the learning and personal work[89] that the student does in and out of the classroom is planned. (A)
4. The **academic projects** that the centre wants to tackle to improve the teaching and learning activity are planned. (B)

SECTION 2.2. Courses and classes

Criterion 2.2.1. Lesson planning

1. The centre has tools or spaces for **teachers to share** lesson plans and materials among themselves or with the centre's academic coordinator.[90] (A)
2. The centre provides teachers with physical or digital **lesson plans** as an aid to prepare classes and carry out **substitutions**, as well as as a way of guaranteeing a more or less homogeneous development of the courses.[91] (A)
3. The lesson plans available at the centre:
   3.1. **are coherent with the methodological budgets** assumed by its SFL project;[92] (A)

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77 The *CEFR* and the *PCIC*, among others. The organization of the curriculum takes into account the three student profiles (social agent, autonomous learner and intercultural speaker) that are included in the *PCIC*. The accredited centres assume the commitment to establish equivalence between their *Teaching Plan* and the *PCIC* by means of an accreditation agreement.
78 Manuals and teaching resources of the centre or learning support (library, learning room, etc.)
79 Services related to external certification, cultural, sports and social activities, services linked to language stays (e.g. accommodation, transfer, etc.). In the case of non-academic services, the *Teaching Plan* includes information on their contribution to student learning.
80 For both general and specific courses, if the centre offers them.
81 In those cases in which the centre organises programmes of an academic nature for other institutions, the centre agrees on the learning programme, methodology, student assessment procedures, timetable, teachers who teach the programme, number of students per class and cost of the course.
82 Expressed in number of teaching hours and number of weeks the course lasts. In the event that the teaching time is different from 60 minutes, this must be recorded and made explicit.
83 Through questionnaires, self-assessments, personal interviews, etc. at the beginning of the course.
84 In those cases where the centre organises programmes for other academic institutions, it ensures that it has a detailed report of the group's needs before the start of the course and of the demands that the institutions have, especially if there is an agreement to obtain credits or benefits established for the studies carried out in the centre.
85 Objectives of the different communication activities of the language (oral and written expression, oral and written comprehension, oral and written interaction, and oral and written mediation) and contents of the different components (pragmatic-discursive, grammatical, lexical-semantic, cultural and learning), organized and sequenced according to pedagogical criteria, in tasks or learning units, class sessions, etc.
86 Despite being a shortened version, it includes objectives, learning contents, teaching materials, criteria and tools for assessment and qualification and suggestions for materials for independent student work.
87 There are plans and/or procedures to facilitate the planning of classes by teachers: bank of planned classes, criteria for planning classes, systems for sharing plans between teachers or for joint planning, class plan templates, etc.
88 Different types of student assessment are planned (assessment for course assignment, diagnostic assessment, assessment for learning, assessment of the teaching), as well as the moments and times to carry it out, the tools used in each case, the people involved, etc.
89 The centre has a guidelines bank or specific reference documents for this work and has established spaces and procedures for this guidance and monitoring of the student's personal work: homework, reinforcement and extension activities, tutorials, etc.
90 The centre has established a procedure to share its own lesson plans and materials, either through course coordination meetings, or through some type of register or archive of lesson plans and materials, or through any other procedure.
91 The lesson plan is always understood as a flexible tool that requires adaptation to the group's circumstances and context, i.e. as a starting point to facilitate lesson preparation. These lesson plans can be entirely self-made, provided by the manuals themselves (teacher's books) or be adaptations of them.

3.2. include **objectives consistent**[93] with the course programme; (A)
3.3. include **relevant content**[94] for learning; (A)
3.4. mention **tasks** and **activities** to be undertaken during the session; (B)
3.5. include reference to **times**[95] for each of the parts planned in the teaching sequence; (B)
3.6. **refer to means, resources, dynamics and groupings** to be used in the tasks and activities; (B)
3.7. include homework. (B)

Criterion 2.2.2. Classroom management

1. A learning environment is created that encourages **attendance**, **interest** and **participation** by all students. (A)
2. A safe learning environment is created[96] in which **mistakes** are addressed from a **pedagogical and constructive viewpoint**. (A)
3. Different **dynamics** and **groupings** are used, to maintain attention and motivation, encourage cooperation[97] and create learning. (A)
4. **Talks** by the teacher in the classroom are fundamentally aimed at making the students the **main characters of the interaction in the session.**[98] (A)
5. The **time management of the session** is balanced both to the anticipated classroom planning and to the students' needs.[99] (B)
6. Various **teaching techniques** and **tools** are used effectively [100] (B)
7. Attention is paid to the students' needs[101] and to the learning opportunities and in the case of incorporating students into courses that are already underway, the centre uses some kind of **personalized curricular adaptation**[102] (B)

Criterion 2.2.3. Development of language skills

1. Suitable **tasks** are proposed to meet objectives[103] of the **level of language proficiency** being worked on. (A)
2. **Tasks and activities** proposed for the development of language skills are appropriate:
   2.1. require the **use of Spanish in a contextualised manner**; (A)
   2.2. focus on students **understanding or producing oral or written texts**[104]; (A)
   2.3. contain **language samples** appropriate to the level;[105] (A)
   2.4. work on **pragmatic-discursive, grammatical and lexical-semantic content**; (A)
   2.5. contain language samples of **different varieties of** Spanish; (B)
   2.6. are aimed at **transferring what has been learned to real communication situations**. (B)
3. Activities are proposed in classes for students to reflect on the language resources used and to make **conscious**, **contextualised** and **strategic use of** the learning procedures used.[106] (B)

Criterion 2.2.4. Development of intercultural skills

1. **Tasks for the development of intercultural competence** are proposed. (A)
2. The tasks and activities proposed for the development of intercultural competence are appropriate:
   2.1. **work explicitly** on the intercultural component; (A)
   2.2. help raise awareness of one's **cultural identity and identify similarities and differences with the target culture**; (A)

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92 The methodological budgets assumed by the centre may be included, as well as in the *Teaching Plan*, in the *Student Handbook*, internal academic planning documents (e.g., *Academic Procedure Manual*), in course programmes, etc.
93 Objectives consistent with those set out in the PCIC.
94 Contents consistent with those contained in the *PCIC*.
95 The lesson plan clearly shows the times and the different parts that constitute it: beginning, middle, closing, transitions, etc.
96 For example, the social image of the learner is taken into account, the affective component is taken into account and emotions that may create blockages or hinder learning are dealt with.
97 Encouraging, for example, activities that guarantee the participation of all students without exception and that demand the activation of positive interdependence skills (for example, assigning different roles to people in the group and promoting active listening, negotiation, sharing of resources, expression of emotions, etc.).
98 During the session, the students' speaking time is longer than the teacher's.
99 The session runs smoothly. The objectives and contents indicated in the lesson plan are fulfilled and worked on; the teaching sequence foreseen in the planning is observed: beginning, transitions, middle part, closing, etc.
100 Teaching tools such as: blackboard, teaching materials, resources; techniques for voice modulation, to encourage participation, address errors, etc.
101 The teacher decides whether to answer the students' questions at that very moment, in the next session, in a tutorial, etc. The queries may refer to an issue that is being dealt with in that session, to contents not foreseen in that session or course, etc.
102 The centre can plan homework for this purpose.
103 It is advised that learning objectives should be formulated in positive terms and in terms of observable behaviour. In addition, the formulation should specify the external conditions and constraints affecting student performance, as well as the level of achievement that they are expected to reach. By way of illustration, see the following objective example: "Understand short and simple texts (observable behaviour) (expected level of achievement) pronounced slowly and clearly (external conditions and restrictions)".
104 According to the discursive genre and level. For example, at level A2, informal, simple and routine face-to-face conversations about everyday activities, leisure, work, tastes and interests.
105 Real or, failing that, credible texts and samples of language, involving a level of difficulty slightly higher than the students' level of comprehensive competence.
106 Activities to identify the relevant linguistic aspects required in carrying out the task, formulate, infer and verify rules of how the language works, identify errors and correct them; assess one's own performance, establish criteria for assessing one's own performance or that of colleagues, reflect on procedures and steps taken when carrying out the task, etc.

2.3. facilitate familiarity with **cultural references and socio-cultural behaviours** of the target culture. (A)
2.4. contribute to the development of a wide range of **intercultural skills and attitudes**;[107] (B)
2.5. are aimed at **transferring what has been learned to situations of communication and/or intercultural mediation**. (B)

3. The **mutual knowledge** of the different cultures[108] represented in the group is promoted and work is carried out to **solve situations of misunderstanding or intercultural conflicts**. (A)
4. Activities are proposed for students to make a **conscious** and **contextualized use of** strategies and procedures that allow **active** participation **in situations of communication and/or intercultural mediation.**[109] (B)

Criterion 2.2.5. Involvement of the students in monitoring their own learning

1. Tasks are proposed for **the development of the students' autonomy as learners**. (A)
2. The **recognition of different personal ways and approaches to learning** is promoted. (A)
3. Students are encouraged to make effective use of **the resources, means and opportunities** available to them to learn and use Spanish both within the classroom, in the centre, and in the environment. (A)
4. The **tasks and activities** proposed to promote the autonomy of the student are appropriate:
   4.1. work explicitly on **learning procedures**; (A)
   4.2. facilitate **awareness and self-regulation of** issues that impact on learning;[110] (B)
   4.3. contribute to the development of **strategies and skills that optimize the learning process**; (B)
   4.4. allow the **transfer of what has been learned** to new learning situations. (B)

SECTION 2.3. Assessment of students

Criterion 2.3.1. Assessment for the assignment of the courses

1. The centre has **tests** that are consistent with its curriculum and *Teaching Plan* to **place students in the course** that best suits their level of Spanish and their learning needs. (A)
2. The tests for the assignment to the courses are made **before** the beginning of the course and **outside** the teaching hours of the course contracted by the students. (A)
3. The centre has a procedure[111] to collect information on students' **learning needs and expectations** before the start of the courses. (A)
4. The centre has an **online test** so that students can identify their starting point with respect to the centre's curriculum before enrolling. (B)

Criterion 2.3.2. Assessment for learning

1. The assessment for learning promoted by the centre is **consistent** with the **methodological budgets** set out in its Teaching Plan. (A)
2. Work is undertaken throughout the course, with **tools and instruments**[112] that allow us to collect information on the student's learning progress. (A)
3. Throughout the course, and periodically, the teaching team **records information** about how each student learns.[113] (A)
4. Throughout the course, students are encouraged to **assess their progress**[114] and commit to their learning goals. (B)

107 The inventory of *Intercultural Skills and Attitudes* of the PCIC can be taken as a reference.
108 In case there are any. The teacher is also understood as a member of the group. It is also understood that there can be diverse identities within the same cultural environment.
109 Activities to identify the cultural aspects (intercultural attitudes and skills, declarative knowledge of cultural character, etc.) required in carrying out the task, to identify errors due to lack of cultural adaptation and to correct them; to assess one's own performance in situations of intercultural communication and mediation, to reflect on the development of one's own intercultural competence through learning diaries, intercultural biographies, tasks of observation, analysis, introspection and reflection on one's own cultural identity and that of others.
110 Determination and achievement of goals and objectives, linking them to the course programme, knowledge of the learning process, beliefs, affective aspects involved in learning, strategies and group cooperation. The stages of the development of the student's profile as an autonomous learner are included in the *PCIC* and these are initiation, insight and consolidation.
111 The centre must gather information on the student's age, their L1, cultural background, level of studies achieved, the student's academic and/or professional career, previous experience as an SFL learner, as well as information on other skills that may affect their learning. Information about the main reasons they want to study Spanish must also be collected together with the specific context where they need to use it, as well as their learning preferences (methodology, student participation in the programme, etc.), skills they want to work on and the level of competence they want to achieve in them. This questionnaire to collect information is answered by the student in Spanish or in another language, if their level of Spanish is A1/A2. The learning needs questionnaire is signed by the student or, in the case of arranged groups, by the entity or tutor representing them.
112 For example, at the beginning of the course you can start with an initial assessment through questionnaires, specific tests, individual or group interviews, etc. These and other assessment tools can be used during the course: analysis of oral and written performances, portfolios, surveys, student diaries, etc.
113 Check-lists, teacher's class journals, etc.
114 For example, by keeping track of the educational feedback they receive during classes, the results of class assignments, their class work, etc.

5. Throughout the course, and on a regular basis,[115] students are provided with written **constructive feedback**[116], recognizing their achievements and guiding them towards possible steps in their learning. (B)

Criterion 2.3.3. Assessment of learning

1. The assessment tests measure the **achievement of** the **objectives** set out in the course programme for the different **communication activities of the language** and the different **competences**. [117] (A)
2. The design of the assessment tests is in line with the **activities** and **methodology** worked on in class. (A)
3. The school's assessment tests are designed to enable students to show the **best of** themselves. (A)
4. The centre communicates, the **procedures**[118] and the **criteria** well in advance, which will be taken into account to assess the learning undertaken in the courses and establishes channels for the **review of the grades**. (A)
5. The tests and assessment criteria used are **referenced to** internationally recognized conventions.[119] (B)
6. The centre organizes **standardization sessions** to promote the adoption of common criteria for grading among the teaching staff. (B)

Criterion 2.3.4. Promotion of official certificate-based assessment

1. In the courses, value is given to the certifying assessment and students are encouraged to **certify** their level of linguistic proficiency in Spanish through an official diploma.[120] (A)
2. In the courses, some space is dedicated to familiarize students with the format of **official certified tests for Spanish**. (A)
3. In the courses, some sessions are dedicated to students **trying out techniques and strategies** to improve their results in certification tests. (B)

SECTION 2.4. Student guidance and monitoring.

Criterion 2.4.1. Learning guidance

1. The centre provides different **modalities of guidance and creation** of learning **opportunities** for students in parallel to the classes. The centre's programme offers:
   1.1. welcome and reception sessions;[121] (A)
   1.2. individual or group tutoring;[122] (A)
   1.3. tutoring or mentoring among students; (A)
   1.4. tandem or language exchanges; (A)
2. The centre has a ***Tutorial Action Plan***[123] and complies with it in the spaces and times it has established. (B)
3. The centre offers **supplementary workshops** to the courses to optimize and monitor learning and/or provide the student with **supplementary digital tools** for autonomous work. [124] (B)

Criterion 2.4.2. Training and professional itinerary guidance

1. The student is guided to trace the **training itinerary**[125] that can be undertaken at the centre, according to their learning needs. (A)
2. The centre provides guidance to students who want to access **official studies in Spanish**[126] (A)
3. The centre guides the student in relation to **higher education programmes or other studies in Spanish** in which they can continue their learning and facilitates the corresponding procedures. (A)

115 If the course is longer than four weeks, students receive this feedback at least once a month.
116 Such feedback is received, for example, through course completion or student progress reports.
117 If the centre's *Teaching Plan* and the courses include objectives related to the different profiles of the SFL learner present in the *PCIC* (social agent, intercultural speaker and autonomous learner), attention must be paid to the assessment of the objectives associated to these three profiles in the assessment tests of the courses.
118 In the case of recognition of credits or external benefits by national or international institutions that have signed an agreement with the centre, the centre also communicates information related to the minimum hours that the student must study, the possible completion of extra work, deadlines to be taken into account or documentation to be completed, etc.
119 *CEFR, PCIC, ALTE, ACTFL,* etc. In the design of these tests, the team takes into account criteria of validity and reliability.
120 *Diploma of Spanish as a Foreign* Language (DELE), *International Assessment Service of the Spanish Language* (SIELE), *Certificate of Language and Use* (CELU), etc.
121 These sessions provide information on how the centre works and the objectives of the programmes, as well as tourist and cultural information on the surroundings and the possibilities it offers to strengthen contact and the use of Spanish, and on national and local press publications that may be of interest to students.
122 For the review of papers and assessment tests, learning assessment, etc.
123 The *Tutorial Action Plan* refers to all those actions that the centre puts in place to monitor student learning and professional, social and personal guidance of the student.
124 In these workshops the student is guided to decide which activities and tasks they can carry out independently to optimize their learning, reflect on how a foreign language is learned and used; they are helped to define and implement an individual learning project. In these workshops work is specifically carried out on the objectives related to the profile of the student as an autonomous learner. These workshops can be part of the supplementary services offered. The supplementary activities to the teaching and learning services are included in the SACIC assessment framework in section 3.2. These workshops can be virtual and carried out through educational digital platforms.
125 The student draws up their own training itinerary in the centre by selecting different services, for example, general Spanish courses, specific courses, cultural, sports and social activities, workshops and tutorials, etc.
126 Guidance on the value of official language certification in Spanish is provided in section 2.3. of the SACIC.

4. The centre provides guidance to students who want to access **work placements in companies**[127] **and has agreements with organizations** to offer this educational service to students. (B)
5. Once their stay at the centre is over, students are offered the possibility of continuing their learning **through distance learning modalities** [128] (B)

Criterion 2.4.3. Personal and social guidance

1. Through specific activities, students are encouraged to **feel part of their learning community** and to interact with the members of that community from the moment they arrive at the centre.[129] (A)
2. The school ensures that before classes start, students are **informed about possible cultural aspects** they may encounter in the new learning context, in order to prevent situations of cultural stress.[130] (A)
3. The centre attends to and guides students in the **management of psycho-affective factors**[131] that may affect their learning and provides them with specific help and/or advice in situations that require emotional support. (B)

SECTION 2.5. Coordination of academic activities

Criterion 2.5.1. Academic activities and student services

1. The person in charge of academic coordination supervises the **opening of courses**, establishment of **timetables**, creation of **groups,**[132] **assignment of classrooms and teachers** [133] (A)
2. The person in charge of academic coordination supports the teachers in the preparation of the class **plans** and checks that these are coherent with the **centre's course programmes**. (A)
3. The person in charge of academic coordination supervises that the **materials**[134] used in the class sessions are consistent with the centre's Teaching Plan and, together with the teachers, **agrees on criteria for those of their own creation**. (A)
4. The person in charge of academic coordination organizes **meetings** with the **teaching** team in which issues related to the **teaching and learning process** are discussed.[135] (A)
5. The person in charge of academic coordination disseminates **editorial news** and **studies and research** among the teaching team, which are carried out in the SLF field applicable to the centre's project. (B)
6. The person in charge of academic coordination, coordinates and reviews the centre's activities for **guidance, monitoring of student learning and assessment**. (B)

Criterion 2.5.2. Coordination of the teaching team

1. The person responsible for academic coordination **recognizes** the work of the teaching team, **motivates** them and creates a **pleasant working environment** [136] (A)
2. The person in charge of the academic coordination leads the **team work among the teaching team** and promotes the participation and the assignment of some **academic responsibilities to teachers of the centre**. (A)
3. The person responsible for academic coordination designs and implements, **collective and individual continuous training plans**, together with the people in the teaching and management teams. (A)
4. The person responsible for academic coordination encourages the **professional** development of the people on the teaching team.[137] (B)
5. The person responsible for academic coordination has established spaces for individual or joint research and the development of **reflective practice** in the centre.[138] (B)

127 Paid or not.
128 Through virtual tutoring sessions, a learning platform, *webinars*, etc.
129 Through welcome sessions, designation of colleagues who help in the reception of new students, etc. In the peer tutoring sessions, where students of the same level of language proficiency work or solve queries among themselves, through the figure of "companion-tutor", in which the older student is responsible for showing the other student how the centre works, the city; through language exchanges that are organised at the centre; etc.
130 In living together with the family or in social interaction (differences in times, meals, degree of intimacy, etc.). This information can be found in the school's *Student Handbook* and always take into account how these issues are dealt with from an integrative perspective.
131 For example, stress, anxiety, identity protection, fear of error, tolerance of ambiguity, etc. These can be limiting emotions (initial motivation and euphoria caused by arriving in a new country, disappointment generated by the first reactions of a culture shock, stress from having to face learning situations for which one is considered to have insufficient resources, anxiety at the fear of losing one's social image in the group, etc.) as enablers (excitement or enthusiasm for arriving at a new culture that one likes; surprise at how the Hispanic culture resolves certain aspects that are resolved differently in the culture of origin; satisfaction at being able to begin to understand speakers of the host culture; etc.).
132 Supervises and approves the carrying out of the level tests, the changes that take place for level, group, times, etc.
133 They are also responsible for assigning teachers to groups when there are situations of teacher absence. Care is taken to ensure that the classes which students have contracted are taught and that, despite the absence of a teacher, the quality of the teaching processes and coherence with the planned course programme is maintained.
134 SFL manuals, grammar books, audiovisual material, etc.
135 These meetings address academic issues related to course development, programme adjustments, specific learning needs of students, their participation in classes, learning outcomes, etc.
136 Fostering listening, adaptation and consensus.
137 The person responsible encourages them to consider new professional challenges within the work team or the SFL community, to present their work in specialized forums, continue their training, participate in research projects, etc.
138 Workshops, discussion groups on a subject that concerns the teaching team, creation of forums, class observation programmes, preparation of teacher portfolios, etc.

Criterion 2.5.3. Implementation of the centre's project

1. The person in charge of the academic coordination **designs the course offer**[139] and the calendar foreseen for its development. (A)
2. The person in charge of academic coordination participates in the **coordination of the supplementary services**[140] that are related to the learning process. (A)
3. The person responsible for academic coordination collaborates with the management team in tasks of the **different areas.**[141] (A)
4. The person responsible for academic coordination, in collaboration with the other areas, is in charge of making **proposals to improve infrastructures and resources** necessary to carry out the centre's academic activity . (A)
5. The person responsible for academic coordination, in collaboration with the teaching team and other areas, sets up **projects for the organization aimed at improving** the centre's *teaching plan*,[142] as well as the academic services provided and the satisfaction of its users. (B)
6. The person responsible for academic coordination, in collaboration with other areas, participates in studies to analyse the environment and the market, to carry out and update new courses and services in the centre. (B)

SECTION 3. Supplementary services to teaching

Criterion 3.1. External certification service

1. The centre offers, **information**[143] on official Spanish language exams, as supplementary services to the course programme. (A)
2. The centre offers **advice and support** to students in the registration for official Spanish exams as supplementary services to the course programme. (A)
3. The centre organises **information sessions for internal and external users** with the aim of promoting the value of official certification of linguistic proficiency in Spanish in their environment. (A)
4. The centre **manages calls for** official Spanish examinations. (B)

Criterion 3.2. Cultural, sports and social activities service

1. Cultural, sports and social activities are **available throughout the academic year**. (A)
2. The range of cultural, sports and social activities on offer is **varied** and responds to the interests of the centre's different user profiles. (A)
3. The offer of cultural, sports and social activities has been prepared in collaboration with the centre's teaching team; it is oriented at facilitating additional learning opportunities, and it is undertaken by specialist people.[144] (A)
4. The centre has **teaching materials** for the pedagogical use of cultural, sports and social activities. (B)

Criterion 3.3. Library and continuous learning support service

1. The centre offers its students a library and/or learning support service at other **times**[145] to those of the courses. (A)
2. The library service includes the **loan of** books, audiovisual materials, etc. (A)
3. The centre has a **learning support and student guidance service**.[146] (A)
4. In the room where the library and/or learning support service is provided, the centre has people who **advise** the student on the library catalogue and/or on how to optimise their learning. (B)

139 The person responsible designs the courses consensually with other people in charge of the centre.
140 Certification service, cultural, sports and social activities service, library and learning support service, etc.
141 For example, the person responsible collaborates in the definition of the centre's academic objectives taking into account the mission and vision of the centre and the annual planning and strategy, in the collection of academic information for advertising media, in issuing of attendance certificates based on the attendance registers that the teachers give to the coordinator, in issuing of course completion certificates based on the registers that the teachers draw up at the end of each course, etc.
142 In the case of the *Teaching Plan* and the *teaching* materials and resources used by teachers, this review, and updating if necessary, is carried out at least once a year.
143 In posters distributed by the centre, in classes or tutorials, in the *Student's Handbook*, in the general guidelines at beginning of the course, in advertising (brochure or web page), etc.
144 These people must be at least 18 years old, have a level of Spanish higher than C1, and have social and intercultural skills that facilitate interaction with participants in the activities as well as monitoring them. They have been selected by the centre and the centre has documentation resulting from the selection interviews of all of them (up to one year after they provided their service). They have thorough knowledge of what the centre offers and the purpose of the language programmes, they have received sufficient information and training about the purpose of the programme for cultural, sports and social activities, and have procedures and materials to carry them out, they know the rules and responsibilities (of the activities, participants and centre) and have the list of students who participate in the activities they supervise. In the case of minors, the centre has one person for every 15 participants.
145 That is to say, they are available at other times to those when the course activity takes place, so that a student can use these services once the classes are over.
146 This service is intended to help students plan their studies, identify bibliographic references or library collections that supplement their learning, find spaces on the Internet to interact with other Spanish speakers, work independently on specific aspects that are difficult for them, follow a proposed learning plan, assess the learning plan, etc. This service of support and guidance for learning is carried out from the library or other spaces enabled by the centre for this purpose. To understand that the centre has this service, the guidance and support activities offered must be planned and communicated to the students. Tutorial service that has other objectives and another purpose and that is closely linked to carrying out classes and courses is not understood as a support and guidance service for learning.

Criterion 3.4. Support services and processing of documentation

1. The centre offers **supplementary services** to facilitate the student's experience at the centre. These supplementary services offered are:
   1.1. documentation as a student;[147] (A)
   1.2. transfer to the centre or to places of interest;[148] (A)
   1.3. support and guidance in procedures that require their stay and/or transfer to the centre;[149] (A)
   1.4. guidance and procedures for other studies. (B)

Criterion 3.5. Accommodation services

1. The centre has accommodation whose **rooms** are suitable for the well-being of the participant. They have:
   1.1. sufficient space;[150] (A)
   1.2. lighting to allow for comfortable reading; (A)
   1.3. suitable furniture;[151] (A)
   1.4. doors and windows that can be opened and closed; (A)
   1.5. temperature control system.[152] (A)
   1.6. safe or other security systems. (B)
2. The centre has accommodation whose bathrooms are suitable for the well-being of the participant. They have:
   2.1. toilet, sink, shower or bath with hot and cold water; (A)
   2.2. temperature control system. (B)
3. The centre has accommodation whose **furniture** is suitable for the well-being of the participant. They have:
   3.1. **chair** and **table for each student with** enough **light** to study; (A)
   3.2. wireless connection of electronic devices (wifi). (A)
4. The centre makes **visits**[153] to **the accommodation** to ensure that they meet the required conditions. (B)
5. The centre has accommodation that guarantee **weekly changes of sheets and towels** and **washing of clothes** [154] (B)
6. The centre subscribes to a **document of obligations and responsibilities** with **suppliers and students** in the provision and use of the accommodation service[155] (B)
7. The centre undertakes to **change accommodation** for unsatisfied students within a maximum of 24 hours. (B)

Criterion 3.6. Service to place students with host families

1. The centre has a **register with updated information**[156] of the families. This includes:
   1.1. number of people living in the house and relationship; (A)
   1.2. if there are any pets (and breed, if applicable); (A)
   1.3. special situations[157] that may compromise the student's stay; (A)
   1.4. name, year of birth and occupation of family; (B)
2. The centre makes sure[158] that the family accommodation has the necessary **conditions** to guarantee the well-being of the participants. Agreements made with families:
   2.1. a contact telephone number for the urgent location[159] of the student; (A)
   2.2. healthy food and incorporation into the life of the family[160] under the contracted conditions; (B)

147 For example, student card, guides with useful information for the use of the centre's environment for the practice and use of Spanish, student's linguistic passport, etc.
148 In the case that the centre is not a provider of linguistic stays, this item can be considered as "Not applicable" and therefore coded as such. If the centre is a provider of linguistic stays and works with minors, it ensures that students travelling in groups are accompanied by monitors until they arrive at the centre (1 monitor for every 15 students if the trip is by bus, train or boat; and 1 monitor for every 25 students if the trip is by plane). For stays in the locality, the centre has agreed with accommodation providers or group coordinators or monitors to provide support in transferring students from their accommodation to the centre (accompaniment on the first day of the course, facilitation of transport timetables, etc.).
149 Support in processing visas, opening bank accounts, processing transport cards, mobile phones, additional medical insurance, etc.
150 The rooms must have enough space and furniture and are occupied by a maximum of three people (same gender and different L1). Rooms in accommodation with families must be within the host's home. The student must have accepted the conditions for sharing a room before formalising the enrolment. In the case of minors, the difference in age of the students who share a room is no more than three years.
151 A wardrobe, chest of drawers or similar where clothes, etc. can be stored.
152 This can refer to heating or air conditioning depending on the weather conditions.
153 Visits carried out by people from the centre or external staff if the service is subcontracted. These visits are made before the accommodation is added to the supplier register and then every two years to check that the agreed service conditions are maintained. The visit is essential in the case of a change requested by the student and motivated by the condition of the accommodation.
154 Either by the students themselves or by third parties. In the case of minors, the laundry service must be free of charge.
155 In the case of accommodation of minors in families, before signing the contract, the centre must have requested a certificate of criminal records and sexual offences and ensured that the persons responsible for the families assume the roles of persons responsible for the minors they are hosting during their stay.
156The update is carried out at least once a year.
157 If there is any special health condition or the need for medical or home care, criminal record, etc. of any family member. Family habits regarding food and tobacco. In the case of minors, those responsible for the family are aware that, during the student's stay, they are the ones who must act as being person responsible for the minor, for example, accompanying them to the centre if this has been agreed, ensuring that they return home at the established times, looking after their health and safety, etc.
158 The centre ensures that the agreed conditions are met through continuous monitoring and the collection of student feedback on the accommodation service provided.
159 The family is also committed to informing the centre urgently of any health problems of the student.

2.3. a maximum of three hosted students;[161] (B)

Criterion 3.7. Accommodation service in halls of residence and flats

1. The centre makes sure that the accommodation service in **apartments** or **halls of residence** is available:
1.1. with suitable furniture;[162] (A)
1.2. clean facilities on arrival; (A)

(Descriptor 2 only for centres with apartment accommodation service)

2. The centre ensures that the **apartment** accommodation service has the necessary facilities and conditions to guarantee the well-being of the participants. These have:
2.1. space and sufficient bathrooms for up to eight people;[163] (A)
2.2. a kitchen totally equipped with appliances and utensils;[164] (A)
2.3. a common area with appropriate furniture;[165] (A)
2.4. written instructions on how to use electrical appliances and for heating, cold and hot water, in several languages, and located in visible places; (B)
2.5. household linen[166] and cleaning utensils;[167] (B)

(Descriptor 3 only for centres with accommodation service in halls of residence)

3. The centre ensures that the accommodation service in halls of residence has the necessary facilities and conditions to guarantee the well-being of the participants. These have:
3.1. at least one bathroom for every 15 people; (A)
3.2. a telephone number to locate participants;[168] (A)
3.3. food in accordance with the terms of the contract; (A)
3.4. a refrigerator, a microwave and basic kitchenware;[169] (A)
3.5. a kitchen fully equipped with appliances and utensils that can be used by the participants; [170] (B)
3.6. in case of minors, accompaniment by a monitor;[171] (B)
3.7. a leisure area; (B)
3.8. a safe place to store belongings; (B)

SECTION 4. Centre facilities and resources

Criterion 4.1. Suitability of the facilities

1. The centre's facilities have **satisfactory living** conditions. They have:
1.1. spaces that allow users to be properly cared for; (A)
1.2. sufficient lighting to read without difficulty in all the spaces of the centre; (A)
1.3. systems and measures that allow ventilation,[172] air conditioning[173] and an adequate degree of humidity in the environment; (A)
1.4. planned cleaning services in line with the volume of activity; (A)
1.5. planned maintenance services;[174] (B)
1.6. access and facilities adapted[175] for people with special needs; (B)
1.7. sound insulation in classrooms and learning spaces. (B)

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160 The family is committed to generating a climate of respect and linguistic and cultural interaction with the students, sharing family life with them, including meals and social life, and using Spanish as the language of communication in their presence. It also undertakes that, unless the student is informed and accepts it, there will be no other family members, or other students accommodated, who have the same L1.
161 Under no circumstances may there be more than three students in the same room, even if they are studying at different centres. In the event that the room is available for three students, it must have sufficient space and furniture.
162 Either in the kitchen, or in a common area, in a separate dining room, for example, there is a table for eating and a chair for each participant.
163 The rooms in the apartments are double, never occupied by more than two people.
164 Plates, set of knives, spoons, forks, glasses and cups (minimum one of each per participant). Pots, pans, spatulas, ladles, chopping boards, kitchen knives, can openers, corkscrews, etc.
165 A table large enough for all the students to study at once, a chair for each of the participants accommodated, a couch on which at least two people can sit, etc.
166 Sheets, kitchen cloths, towels if established with suppliers, etc.
167 Broom, mop, buckets, cloths, dishcloths and rubbish bin.
168 For emergencies, available 24 hours a day for minors.
169 Plates, glasses and cutlery.
170 Plates, set of knives, spoons, forks, glasses and cups (minimum one of each per participant). Pots, pans, spatulas, ladles, chopping boards, kitchen knives, can openers, corkscrews, etc.
171 There is one monitor for every 15 minors.
172 Doors and windows that can be opened, ventilation system, air conditioning, signalling of smoke-free spaces, etc.
173 The temperature ranges from 17ºC to 27ºC. In hot periods, if the temperature exceeds 27ºC, the centre has air conditioning.
174 Maintenance and updating of furniture and decoration of spaces, maintenance of lifts, air conditioning, heating systems, etc.
175 Wide doors, access ramps, bathrooms and, if necessary, conditioned workstations.

2. The centre organises the timetables of the courses and the rest of the activities and services in accordance with the **capacity of** its facilities so as not to exceed them under any circumstances. (A)

Criterion 4.2. Health and safety

1. The centre's facilities have **satisfactory safety conditions.** They have:
   1.1. a system to control the access of people to the facilities[176]; (A)
   1.2. spaces and resources that allow immediate action in case of emergency or evacuation;[177] (A)
   1.3. insurance coverage[178] for facilities, for the provision of services, and for users; (A)
   1.4. location in a safe and easy to find area. (B)
2. The centre has implemented **preventive measures** and communicated them to its users, to ensure attention to their health and safety. It has:
   2.1. first aid service[179] available; (A)
   2.2. established and periodic evacuation drills; (B)
   2.3. procedures for action[180] in case of situations that compromise the health and safety of people in the centre; (B)

Criterion 4.3. Spaces and equipment

1. The centre has **adequate spaces**[181]**, which are signposted**[182] **for administrative management and attention for its users**. (A)
2. The centre has **properly, signposted spaces**[12] for the provision of **basic teaching and learning services** (classrooms,[183] teacher's room[184] and a room to carry out tutoring.[185] (A)
3. The centre has **proper signposted spaces**[12] to provide **supplementary** learning **services** . It has:
   3.1. library;[186] (A)
   3.2. learning resource centre; (B)
   3.3. conference or events room; (B)
   3.4. area of social interaction for students. (B)
4. The centre has a sufficient number of **toilets** [187] for its volume of activity. (A)
5. The centre has **notice boards** where it informs about its programme for academic activities, official exams, social, cultural and sporting activities, etc. (A)
6. The school has a **secure wireless connection** for electronic devices and computers[188] for student use. (A)
7. The centre has functional **furniture**[189] and consistent with the image that has been publicized. (B)

Criterion 4.4. Classrooms

1. The classrooms have basic functional **furniture** in good condition. They have:
   1.1. tables and chairs that can be moved;[190] (A)
   1.2. coat racks and clock;[191] (A)
   1.3. decorative elements related to language learning, cultural exchange or Hispanic culture. (B)
2. The classrooms have **resources** for teaching. They have:
   2.1. blackboard and accessories for its use;[192] (A)

176 This can be done through visual control of people who are located in places in the centre that allow access control, through security cameras, etc.
177 Stairs with a minimum width of one metre, without obstacles in the routes, doors that open outwards, alarms, smoke detectors, fire extinguishers, visible evacuation plans, emergency exits marked and in use, emergency lights, among others.
178 Civil responsibility insurance, insurance for material damage, fire, accidents occurring in the centre or in undertaking cultural, sports and social activities carried out outside the centre, accident insurance for the centre's staff, etc.
179 This includes a first-aid kit at the centre, with a file with control of content and date of replacement, and a responsible person with training in first aid.
180 Procedure for evacuation, action in case of emergency, preventive activity and occupational risks, theft or loss of documentation, first aid.
181 The spaces must be adequate for the volume of centre's activity. The facilities must be located in the same building or in a clearly defined and delimited urban framework. In the case of having facilities in different places in the same town, one of them can only operate as supplementary classrooms; the student assistance services are centralized in the facilities. The centre can group together an area of information, attention and enrolment in the same space and others of internal administrative management. The only condition is that the minimum area for the administration activity must be about 15-20m2. This ensures the movement of personnel, the use of equipment and easy access to documentation and filing cabinets.
182 Signposting of buildings, corridors, emergency exits, classrooms, secretary's office, multimedia classroom, bathrooms, location plans, etc.
183 In this context, "classroom" means a space with independent access that has at least 1.4m2/student. For example, 14 m2 for classrooms with up to ten students. The minimum number of classrooms is two.
184 Within this framework, "sufficient space" for the teachers' room is understood as that which allows SFL teachers to have a work place (shared or not, depending on their timetable with other teachers) where they can prepare classes, teaching materials, exams, attend to students, work on projects to carry out the school's academic processes, etc.
185 Tutoring can be carried out in a physical space that the centre has intentionally delimited for this purpose or they can also be carried out in spaces such as classrooms, head offices, etc. during a specific time specified and communicated to the student.
186 The "library" is understood to be the set of bibliographical collections that the centre has, whether physical and located in a specific space (library, teachers' room, classroom, etc.), or digital. However, the condition for these resources to be considered as a "library" is that the centre offers a lending service.
187 In this context, "sufficient toilets" is understood to mean a ratio of one toilet to 35 people. In the case of student toilets, there must be both male and female toilets, and all must have sufficient space for toilets, as well as for easy entry and exit. They should also have dispensers for paper, soap and hygienic hand dryers to ensure availability throughout the day. Women's toilets must have hygienic containers.
1880r digital tablets.
189 The centre also has furniture adapted to students with special needs.
190 In the case of chairs with writing pads, the centre must have chairs for left-handed people and have them perfectly located.
191 If classrooms have projectors for electronic devices with a built-in clock, no additional clock is needed in the classroom; if the school has coat racks in the common areas outside the classroom, these are not needed in the classrooms either.
192 Traditional or digital.

2.2. electronic devices for the reproduction of audiovisual documents; (A)
2.3. digital player; [193] (B)
2.4. teaching material for consultation or work in the classroom. (B)

Criterion 4.5. Teachers' room

1. The teachers' room has attractive, functional and well-maintained basic **furniture**. It has:
   1.1. tables and chairs;[194] (A)
   1.2. accessory furniture for storing personal objects and work material. (B)
2. The teachers' room has **resources** to carry out teaching duties. It has:
   2.1. stationery and resources for printing and copying materials;[195] (A)
   2.2. computers with access to the internet and other audio-visual media that can be used for class preparation; (A)
   2.3. resources and materials[196] for the teaching and learning of Spanish; (A)
   2.4. access[197] to academic documents of the centre;[198] (A)
   2.5. access to reference works on SFL or foreign language teaching;[199] (B)
   2.6. material banks for class sessions, organized by reference levels or course programmes of the centre; (B)
   2.7. access to a common application or repository for the academic management of the centre. (B)

Criterion 4.6. Other spaces for student learning and social interaction

1. The centre has a **library**[200] suitable for the students' needs. This has:
   1.1. catalogue of bibliographical collections available to students; (A)
   1.2. collection[201] of general bibliography[202] of works in Spanish; (A)
   1.3. bibliographic collection of SFL teaching and learning; (A)
   1.4. bibliographic collection of audiovisual works in Spanish; (A)
   1.5. general bibliographic collection in other languages;[203] (B)
   1.6. reading posts[204] (B)
2. The centre has a learning resource centre[205] adapted to students' needs. This has:
   2.1. tables and chairs for the students; (A)
   2.2. electronic devices[206] for the student's personal work; (A)
   2.3. free access to Spanish learning platforms; (B)
   2.4. guidance documents to optimize learning. (B)
3. The centre has an **area for social interaction**. This has:
   3.1. space and furniture suitable for a group of students to meet;[207] (A)
   3.2. hot and cold beverage service; (A)
   3.3. *snack* service; (B)
   3.4. catering services.[208] (B)

SECTION 5. Information and publicity about the centre and its services

Criterion 5.1. Information and publicity about the organization and the centre

1. The information about the **organization** is complete, available through different media[209] and can be consulted before formalizing the registration/enrolment. On it is:
   1.1. the responsible legal owner and name of the organization; (A)
   1.2. other relevant and distinctive information of the organization relevant to the centre.[210] (B)

193 Projector, digital blackboard or other resources to project digital images.
194 The furniture should be able to be used for class preparation, meetings, etc. and should be proportional to the number of teachers in the school. There should be enough tables and chairs to ensure that teachers that coincide can work in that space.
195 Printers, photocopiers, etc.
196 Manuals, dictionaries, grammar books, encyclopaedias, culture books, etc.
197 Access to printed or digital documents; in the case of digital support, in shared folders or the centre's own digital spaces.
198 *Teaching Plan*, programmes of the centre's courses, *Academic Procedure Manual*, *Student*'s Manual, etc.
199 *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)*; *Plan curricular del Instituto Cervantes. Niveles de referencia para el español (PCIC);* Collections of methodology and didactics of SFL teaching, specialist magazines, ACTFL, *Common Framework of Digital Competence*, etc.
200 Library or space provided for that purpose.
201 This can be made up of physical or digital documents.
202 At least 100 paper or digital copies.
203 Literary works from the Hispanic world translated into different languages so that students with lesser levels can also access them; travel guides in different languages; etc.
204 In this context, "sufficient places" is understood to mean more than 15% of the centre's capacity.
205 May be compatible with library reading stations.
206 Computers, tablets, printers, etc.
207 Chairs, tables, benches, sofas, etc.
208 Cafeteria, dining room, etc.
209 Website, brochures, student guide, etc.

2. The information about the **centre** is complete, available through different media and can be consulted before formalizing the registration/enrolment. On it is:
   2.1. teaching[211] provided at the centre; (A)
   2.2. profile of the centre's team with special attention to the teaching team;[212] (A)
   2.3. centre's student profile;[213] (A)
   2.4. description of the centre's facilities and teaching resources; (A)
   2.5. operation of the centre;[214] (B)
   2.6. user opinions. (B)

Criterion 5.2. Information and publicity about the range of courses available

1. The complete range of courses offered by the centre is available through different media and can be consulted before formalising the registration/enrolment. (A)
2. The specific information on each of the courses is complete, available through different media and can be consulted before formalising the registration/enrolment. It specifies:
   2.1. duration of the course (with clarification of the duration of each session),[215] possible times and dates; (A)
   2.2. maximum number of students on the course; (A)
   2.3. in the case of Spanish courses, level of language proficiency[216] and clarification of whether or not a level test is required for admission and whether or not it is part of the contracted course period. (A)
   2.4. course objectives; (A)
   2.5. contents of the course; (B)
   2.6. methodological guidelines for the development of the course and materials to be used; (B)
   2.7. criteria for obtaining the course certificate and its validity. (B)

Criterion 5.3. Information and publicity about the supplementary services

1. Information on **cultural, sports or social activities** is comprehensive, available through various media and can be consulted before registration/enrolment. This includes reference to:
   1.1. type and characteristics[217] of available activities;[218] (A)
   1.2. dates and times when they are available. (A)
2. Information on **other supplementary services**[219] to the course offer is available through different media and can be consulted before formalizing the registration/enrolment. (B)

(Additional descriptors for centres offering accommodation services)

3. The information about the **accommodation service**[220] is complete, available through different media and can be consulted before formalizing the registration/enrolment. This includes reference to:
   3.1. general characteristics of the accommodation service available;[221] (A)
   3.2. location of accommodation in relation to the centre; (A)
   3.3. conditions for requesting changes in accommodation; (A)
   3.4. maximum number of students allowed in the accommodation and maximum age difference for sharing a room; (B)
   3.5. commitments and obligations for users of the centre's accommodation service; (B)
   3.6. advice to facilitate linguistic and cultural exchange in shared accommodation. (B)

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210 For example, mission and vision, membership of a business group; recognition obtained by the organization or the centre, external accreditation, membership of the centre in the field of education and training, etc. It is particularly important that information is provided about the organization's years of experience in SFL teaching.
211 Teaching in general: related to SFL, other languages, etc.
212 Number of teachers, training and experience they have, contexts in which they have worked, photographs, continuous training courses in SFL in the last three years, publications, etc. In the case of language stays, the linguistic and professional profile and previous experience of the monitors assigned to the groups and to the supplementary activities.
213 Nationality, age, approximate annual number, distribution of the students in different periods of the year, actual photographs of some groups of students, etc.
214 Contact details, public holidays and opening hours, holidays without academic activity, languages provided, school rules, commitments and obligations of students; criteria for admission and expulsion of students and associated costs; special provisions for the first day of class; procedures for students with special needs, procedures for assessing customer satisfaction and for dealing with student complaints and claims, etc.
215 Specification of the teaching hours included in the course and the duration of each one of them in minutes.
216 Specification of the level of language proficiency for Spanish courses The levels must be referenced to some international reference system of foreign language levels: *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR), *American Council on the Teaching of Foreign Language*s (ACTFL), etc.
217 Description of the content of these activities; the presence of an accompanying teacher or monitor or not, etc. Free of charge or price of these activities.
218 Guided tours of the city, excursions to places of interest in the area, organization of sports events among the students, gastronomic outings to try some typical local dishes, book clubs in the school library, regular screenings of films or documentaries in the school's conference room, organization of talks, lectures, debates, etc. In the case that there are restrictions that discourage participation in some of them (level of proficiency in Spanish, age, physical and health conditions, etc.) this information must be included.
219 Official language certifications (DELE, CCSE, etc.), library, language exchange programmes, management of transfers, etc. This does not include the accommodation service, which is assessed in the following descriptor.
220 The centre is considered to provide accommodation services when the student has the possibility of contracting it through the same centre, regardless of whether, in fact, its management has been outsourced to third parties (agencies, halls of residence, etc.). It is considered that the centre only offers an accommodation information service when it informs students of the different possibilities that exist in the area, for example, hostels, hotels, etc., but it is not an intermediary and does not handle the management or booking of these.
221 In families, halls of residence, apartments, etc., full board, half board, bed and breakfast, accommodation only, etc. Furniture available, type of rooms (single or shared, etc.).

Criterion 5.4. Information and publicity about prices of services

1. The information on the **prices of the services offered by the centre** is detailed and clear;[222] it is available through different publicity media, and can be consulted before formalising the registration/enrolment. There is clear reference to the price for:
   1.1. registration/enrolment at the centre; (A)
   1.2. the courses; (A)
   1.3. cultural, sports or social activities; (A)
   1.4. other services (registration for official Spanish exams, accommodation, etc.); (A)
2. The **payment policies** are specified and can be consulted before formalizing the registration/enrolment. There is clear reference to:
   2.1. taxes/fees on prices; (A)
   2.2. forms of payment,[223] terms of payment and tuition-deductible deposits; (B)
   2.3. rebates and discounts, and the conditions for accessing them.[224] (B)
3. Free services offered to the students of the centre are specified. (B)

Criterion 5.5. Information and publicity about the terms of enrolment and registration

1. The **contracting of teaching and/or supplementary services** requires students to accept and subscribe to the conditions of contract before enrolling. These include:
   1.1. the conditions for modification/cancellation by the student;[225] (A)
   1.2. the conditions for modification/cancellation by the centre;[226] (A)
   1.3. the student's special needs statement[227] ; (A)
   1.4. the breakdown of the insurance coverage[228] that implies the contracting of the services. (B)
2. Before the start of the course, the student is sent **confirmation of enrolment** and useful information for their stay at the centre[229] (B)

Criterion 5.6. Clarity, accuracy and correction of the information

1. The information provided in the various advertising media is available in **several languages**. (A)
2. The **overall image** that the centre projects about itself corresponds to **reality**. (A)
3. In the different advertising media of the centre, a justified and correct use is made of the logos[230] and of the **names of accreditations and memberships of associations**, and these are linked to the corresponding entity[231] (A)
4. The information[232] offered in the different advertising media meets the criteria of **linguistic correctness** in all languages. (A)
5. The information offered in the various advertising media meets the criteria of being **clearly set out, well structured** and easily accessible. (B)
6. The **images** of the facilities, students or team of people in the **centre reproduce the centre's activity**, have been taken in its facilities **and respect the identity of the people who appear in them**[233] (B)
7. The information provided in the various advertising media is respectful and promotes **intercultural understanding and tolerance**. (B)

222 It is unambiguous and includes information on items included and not included in the price. For example, in the case of courses, teaching materials, tutorials, issuance of certificates, etc. In the case of extracurricular activities, trips, entrance to museums/shows, meals during outings or excursions, etc. In the case of accommodation, full board/half board/room and breakfast, laundry and cleaning, Internet access, etc.
223 Cash, bank transfer, credit cards, Internet payment platforms, etc.
224 Advance booking, tuition-deductible deposits, specification of the conditions to benefit from these rebates and discounts, etc.
225 Modification of dates, absence in the first days of the course, request for change of course, etc.
226 If the minimum number of students on a course is not reached, if the type of accommodation is not available, etc. In the event of the possibility of cancellation by the centre, the centre specifies the deadline for informing the participant in the event of modification or cancellation of the course or the supplementary services contracted.
227 Related to health or any other situation that may affect their full participation in educational or supplementary activities. In the case of students that are minors, the conditions of supervision are set out in the enrolment procedure.
228 Including repatriation, if applicable, and the procedure established.
229 The confirmation of the enrolment includes: name of the centre, address and telephone number for emergencies and contact person and includes information on the activities planned for the first day of the class. In addition, in the case of language stays, this information is sent 15 days before the start of the course and includes the date and time of the trip (if it has been contracted, including details of the transfer in the country of origin and destination), information on the cultural, sports and social activities available during their stay, rules of the centre and relevant regulations of the destination country (passport, visa and health certificates, need for health cards or health insurance, need for a passport to open a bank account, visa, etc.); details of the accommodation (if contracted), including distance from the centre.
The confirmation also states the specific amount paid by the student and the items outstanding, the form and the terms of payment. In the case of minors, the form of travel of the minor and the guardian who accompanies them until they are transferred to the centre, as well as the procedure for the supervision of the minor in the centre during their stay, are recorded. The confirmation also states the specific amount paid by the student and the items outstanding, the form and the terms of payment. In the case of minors, the form of travel of the minor and the guardian who accompanies them until they are transferred to the centre, as well as the procedure for the supervision of the minor in the centre during their stay, are recorded.
230 Please note that the logos of the Diploma of Spanish as a Foreign Language (DELE) and other Cervantes Institute exams cannot be used unless the centre is an examination centre.
231 If the centre does not have external recognition, or does not belong to associations, it cannot report this. In that case, mark that descriptor as conforming and specify it on the following sheet in additional comments.
232 About the organization, centre, course offerings, cultural, sports and social activities and other services, the registration process and prices.
233 They respect the personal data protection laws in force in each country.

Annex 3
Legal requirements

FOR TEACHING CENTRES IN SPAIN

- Individual business: National Id card (DNI), or similar document.
- Legal entity business: deed of incorporation of the company (and/or its amendment) stating that its corporate purpose is related to education and duly registered in the Mercantile Registry, when this requirement is demanded by mercantile legislation. If it is not, it will be accredited by means of the deed or document of incorporation, articles of association or founding act, containing the rules governing its activity, registered, where appropriate, in the corresponding Official Register.
- Where the applicant is a representative: the power of attorney duly registered with the Mercantile Registry as appropriate and DNI (National Id) and NIF (Tax Id) (or similar documents) of the centre's legal representative.
- Their municipal business or opening licence.
- Proof of the most recent payment of the Business Tax (unless exempt).
- If the centre has a trade name other than the company's or the owner's name: proof of ownership (Trademark and Trade Names Registry) or equivalent.
- A 'responsible statement' signed by the centre's owners, specifying: 1) not to be involved in any of the cases of incompatibility or incapacity referred to in Article 71 of Law 9/2017, of 8 November, on Public Sector Contracts, which transposes into Spanish law the Directives of the European Parliament and Council 2014/23/EU and 2014/24/EU, of 26 February 2014; 2) to be up to date with Social Security obligations; 3) to be up to date with tax obligations for the previous twelve months; 4) to have a turnover lower than that established in Article 82.1.c of Royal Legislative Decree 2/2004, of 5 March, approving the revised text of the Law regulating local tax offices, and is therefore exempt from payment of IAE (Business Activities Tax).

FOR TEACHING CENTRES IN EU MEMBER STATES AND SIGNATORIES TO THE EUROPEAN ECONOMIC AREA AGREEMENT

- A certificate attesting to their registration in a professional or commercial registry where required by the national legislation or, failing that, a 'responsible statement' attesting to the non-existence of such a registry or to the effect that registration is not mandatory. In the latter case, the constituent documents of the centre must be provided.
- Document that accredits the capacity to act as a legal representative of the centre and ID card or similar document of the centre's legal representative.
- A 'responsible statement' specifying: 1) that the centre and its premises meet all legal formalities required to conduct its business, for which it is duly authorised under the existing national legislation; 2) where the company uses a trade name other than its own name, that it is entitled to do so; 3) that the company accepts the jurisdiction of Spanish courts of whatsoever category in connection with any incidents directly or indirectly relating to the agreement to be concluded, as appropriate, with the Cervantes Institute.

FOR TEACHING CENTRES IN THE REST OF THE WORLD

- Report of the Permanent Diplomatic Mission of Spain in the State concerned or the Consular Office in whose territorial scope the domicile of the centre is in. The report shall state that they are registered in the local professional, commercial or similar Register or that, failing that, they are regularly engaged in local business in the field of language teaching activities. Failing this, a responsible statement by the centre that the register does not exist or that the registration and constituent documents of the company are not compulsory.
- Document that accredits the capacity to act as a legal representative of the centre and National Id (DNI) card or similar document of the legal representative of the applicant centre.
- A 'responsible statement' specifying: 1) that the centre and its premises meet all legal formalities required to conduct its business, for which it is duly authorised under the existing national legislation; 2) where the company uses a trade name other than its own name, that it is entitled to do so; 3) that the company accepts the jurisdiction of Spanish courts of whatsoever category in connection with any incidents directly or indirectly relating to the agreement to be concluded, as appropriate, with the Cervantes Institute.

Annex 4

Evidence for the assessment: Documentation 1 and Documentation 2

The purpose of this documentation is to provide objective evidence of the centre's activity, so that the self-assessment carried out can be verified. It is subject to a thorough analysis in the assessment process. It can also be used by the centre itself as evidence for self-assessment.

It is therefore mandatory that the centre makes this documentation available to the assessor. It has been divided into two groups:

- **Documentation 1:** required from the centre prior to the assessment visit. It must be sent to the assessing entity electronically and in a **well-organised** manner, at least **21 days before** the date scheduled for the assessment visit.

- **Documentation 2:** required from the centre during the visit. It must be prepared and easily accessible during the visit, for comparison, at the request of the assessor.

DOCUMENTATION 1 (required before the visit)

1.	- The **ten completed *Assessment Forms*** - The *Sheet to collect the conclusions of the centre's self-assessment*. - The *Self-assessment sheet of the Improvement Plan* (in assessments for renewal Model 1)**.**	☐

Organization and operation of the centre		
2.	The organization chart of the centre, including all the people on their team, whatever their professional relationship to the centre.	☐
3.	Updated *curricula vitae* of all the members of the management and administration team, according to the model provided.	☐
4.	Updated *curriculum vitae* of the SFL academic coordinator, according to the model provided.	☐
5.	Updated *curricula vitae* of all SFL teachers, according to the model provided.	☐
6.	Written document stating the mission and vision of the centre, or link where it can be found on the website.	☐
7.	Registration form, in all available languages.	☐
8.	*Student Handbook*, in all available languages.	☐
9.	Invoice model for services contracted by the student.	☐
10.	Course certificate models issued by the centre (attendance and/or course completion).	☐
11.	If available, *Management and Administrative Procedures Manual*.	☐
12.	Annex 1 of *Assessment Form* of SACIC section 1.2 completed.	☐

Teaching and learning services		
13.	*Teaching Plan* that includes the complete offer of courses and academic and supplementary services of the centre.	☐
14.	All course programmes, general and special (versions from the centre and some sample versions given to students).	☐
15.	*Academic procedure manual*.	☐
16.	Samples of at least three lesson plans.	☐

17. Test(s) for assignment of courses (level tests, classification levels, location etc.)	☐
18. In the case of offering preparation courses for official Spanish examinations, three class session plans taught at the centre (dedicated to familiarising students with the official Spanish examinations).	☐
19. If available, samples of at least three learning assessment tools used in the courses	☐
20. Catalogue of bibliographic resources and teaching materials available to teachers.	☐
21. Completed information sheet of the class sessions planned for the days of the assessment visit, according to the model provided.	☐

Supplementary services	
22. List of cultural, sports and social activities offered by the centre.	☐
23. Catalogue of resources available at the library and/or student learning resource centre.	☐
24. If this service is offered, a list of accommodation (type of accommodation and address) that the centre offers to students.	☐

Information and publicity	
25. Document containing the links to the different web pages of the centre.	☐
26. Advertising brochures in all available languages,[234] if available.	☐

234 If they are not available in electronic format, they can be scanned or carefully photographed.

DOCUMENTATION 2 (required during the visit)

Compulsory

Organization and operation of the centre	
1. Satisfaction questionnaires completed by students about the services of the centre.	☐
2. Register or application where the enrolment of the students and the invoicing of the courses are recorded.	☐
3. Register or application where the complaints and suggestions of the students and their processing are recorded.	☐
4. Register or application for the reissue of course certificates showing the certificates issued by the centre and the grades (in the case of certificates for course completion)	☐
5. register of assessment tests taken by students for courses that have credit recognition.	☐
6. Register or application where the training activities carried out by the people in the centre are recorded (initial training and continuous training - the register must contain copies of the certificates).	☐
7. Labour or commercial contracts of the people working in the centre.	☐
8. Qualifications, certificates and other documents that accredit the information gathered in the *curricula vitae* of the people who work in the centre.	☐
9. Contracts and collaboration agreements with external suppliers (providers of accommodation, catering, cultural activities, etc.).	☐
10. Electronic communications with students.	☐
11. General documentation given to the student on the first day of the course.	☐
12. Register or application where the attendance of the students to the courses, level relocations, course changes, etc. are recorded.	☐

Teaching and learning services	
13. Register or application where the content of the classes given is recorded to facilitate substitutions.	☐
14. Samples of materials used in class for the development of language skills	☐

Supplementary services	
15. Document of obligations and responsibilities for accommodation providers and users *(if this service is offered)*.	☐
16. Register or application where the changes of accommodation and the visits made by the staff of the centre to the accommodation are recorded *(if this service is offered)*.	☐

Facilities and resources	
17. Maps of the centre's facilities.	☐
18. Insurance (civil responsibility, fire, accidents, etc.) and payment certificates of these.	☐
19. Preventive activity plan of the centre.	☐

If the centre has this

Organization and operation of the centre	
1. Minutes of meetings of the centre's teams.	☐
2. Other quality accreditations or certifications (ISO standard certificates, quality seals, etc.).	☐
3. Accreditations for participation in congresses and specialist fairs	☐
4. Accreditation of participation in international educational programmes (Erasmus, Leonardo, etc.).	☐
5. Accreditations for membership of sector associations.	☐
6. Agreements to adhere to arbitration systems.	☐
7. Strategic plan (or document containing the centre's annual objectives and the main lines of action)	☐
8. Agreements or conventions signed with other centres or companies.	☐
9. Environmental and market analysis studies.	☐
10. Satisfaction surveys completed by the people at the centre.	☐

Teaching and learning services	
11. Minutes of meetings of the teaching team.	☐
12. Samples of needs analysis questionnaires completed by students.	☐
13. Reports on student learning.	☐
14. Samples of materials used in class to promote students' control of learning.	☐
15. Samples of materials used in class for the development of intercultural competence	☐
16. Samples of materials used for student guidance (whether it be learning guidance, in the training and professional itinerary, or in personal and social guidance).	☐
17. *Tutorial Action Plan*	☐
18. Specific training plans for the teaching team.	☐
19. Register of students referred to other centres or companies.	☐
20. Archive of lesson plans for sessions taught.	☐
21. Research projects in action carried out at the centre.	☐

Supplementary services	
22. Sample of teaching materials to carry out cultural, sports and social activities.	☐

Facilities and resources	
23. Password wifi connection.	☐

Annex 5

Summary of the content of the accreditation agreement signed by the Cervantes Institute with the accredited centres

The content of the accreditation agreement signed by the Cervantes Institute with the SFL centres that have fulfilled all the requirements and obtained a favourable *Technical-Academic Report* contains, among other things, the following issues:

a) Identification of the parties

b) Object

The purpose of the agreement is to acknowledge the centre's compliance with the requirements, criteria and descriptors of the activity laid down in the SACIC and to authorise it to use the name "Cervantes Institute Accredited Centre" along with the respective logo.

c) Obligations of the parties

See the content of the parties' commitments set out in section 2.2.3. Commitments of the Cervantes Institute and the accredited centre during the period of validity of the accreditation, which is set out in this document (page 17).

d) The accreditation agreement will necessarily stipulate the following:

- Accredited centres may not, in any way whatsoever, form a structural or functional part of the Cervantes Institute, a Spanish public body, or of any its centres outside Spain. Consequently, recognition as "Cervantes Institute Accredited Centre" entails no change in an centre's legal status, which continues to be subject to the applicable legislation.
- Accredited centres retain full responsibility for and independence in managing their academic, administrative, financial and fiscal affairs, for which the Cervantes Institute assumes no liability whatsoever.
- The staff of the accredited centres (management, teaching, administrative or any other category) will have no employment or other relationship with the Cervantes Institute.
- The Cervantes Institute reserves the carry out visits to accredited centres whenever deemed appropriate to ascertain and assess the activities conducted and services rendered and verify that all the conditions are maintained as initially assessed.
- Similarly, accredited centres must provide the Cervantes Institute with any information it requests regarding the activities they carry out for SFL teaching and to disseminate culture in Spanish.
- Accredited centres must adhere strictly to the graphic standards laid down in the accreditation agreement, rules concerning the use of the logo in advertising material produced by accredited centres on their SFL teaching activities.

e) Renewals

Centres must notify the Cervantes Institute accordingly at least 8 months prior to the expiration date to renew their accreditation. Once the renewal application is accepted by the Cervantes Institute, the applicant centre must contract an assessment entity to issue a *Technical-Academic Report* (in the event of the second renewal) or the *Ratification Report* of the previous report (first and third renewals of the accreditation agreement).

f) Fees

The Cervantes Institute charges an annual accreditation fee for the amount published on its website in January of each year. The Institute will charge the fee for each calendar year and the corresponding pro-rata fee will be applied to each year.

The price of the fee is published annually on the Cervantes Institute website (https://acreditacion.cervantes.es).

g) Validity

The accreditation will be renewed for a period of three years, expressly renewable, after fulfilling the requirements established by the Cervantes Institute, up to a maximum of twelve years.

h) Termination

The accreditation expires at the end of the accreditation agreement and the centre does not request its renewal. It can also be terminated, by mutual agreement of the parties, at any time during the validity of the accreditation agreement.

Likewise, the accreditation may be terminated at any time, automatically, by means of the corresponding communication from the Cervantes Institute to the centre's owner and without the need for a prior report, for any of the following reasons:

- Due to the failure by the centre's owner of complying with the obligations they undertake by signing the accreditation agreement.
- Due to substantial amendment of the conditions verified for the preparation and issue of the *Technical-Academic Report*.
- Due to not obtaining a favourable result in the Model 1 or Model 2 assessment required for the renewal of the accreditation.
- Due to the inappropriate use of the "Cervantes Institute Accredited Centre" name and the corresponding logo.
- Due to damaging the image or institutional aims of the Cervantes Institute.

It may also be automatically terminated if the commitments made by both parties in the accreditation agreement cannot be fulfilled.

i) Jurisdiction

In case of conflict, and for any issues arising from the interpretation or execution of the accreditation, the parties will submit to the jurisdiction of the courts of Madrid.

Annex 6
Accreditation prices

SACIC accreditation and assessment involve a series of costs for the centres, which may be one-off or recurrent. This table lists the different prices and their payment schedules. For more information on these and on the values, please go to https://acreditacion.cervantes.es.

ORDINARY FEES
Accreditation

Concept	Frequency	Description and observations
Opening an accreditation dossier	Once, to apply for accreditation	This service **opens the centre's dossier** and verifies that the applicant centre complies with the minimum Requirements for accreditation. This service is always provided from the Cervantes Institute headquarters and requires the issuance of Technical-Academic Reports. It is paid for **only when applying to begin the accreditation process.**
Annual accreditation fee	Annual.	Accreditation service leading to **benefits associated with accreditation**: recognition as a "Cervantes Institute Accredited Centre", use of the logo associated with that name, access to international promotion as a "Cervantes Institute Accredited Centre," and fostering of good practices and ongoing improvement. This requires payment of an **annual fee** for the duration of accreditation, and is regulated by the accreditation agreement.

Assessment

Concept	Frequency	Description and observations
Assessment for a Technical-Academic Report (Model 1 assessment)	Every six years, as of the initial assessment for accreditation	Assessment service that requires a **visit to the centre** being assessed, and that leads to the issuance of a *Technical-Academic Report* by the assessment entity engaged. This assessment, corresponding to SACIC's Model 1 assessment, is required for the initial accreditation and for the **second renewal** of the accreditation agreement.
		The assessment fee does not include the assessor's travel, accommodation and per diem expenses during the assessment visit.
Assessment for a *Ratification Report* (Model 2 assessment)	Every six years, as of the assessment for the first renewal of accreditation (after three years)	Assessment service that leads to a *Ratification Report* on the previous report, and which does not require a visit to the centre being assessed. This assessment, corresponding to SACIC's Model 2 assessment, is required for the **first and third renewals** of the accreditation agreement.

Please note, therefore, that in the first year of accreditation, the investment will include items for "opening an accreditation dossier," "assessment for a *Technical-Academic Report*", and, if accreditation is obtained, the "annual accreditation fee", which will be prorated. (For example, if the centre is awarded recognition as an "Cervantes Institute Accredited Centre" on 1 September, it will only have to pay the proportional share, i.e. 33% of the annual accreditation fee.) Thereafter, every three years the appropriate assessment fee—Model 1 or Model 2—will be added to the annual fee. Afterwards, every three years the item for the assessment, either of Model 1 or Model 2, must be added to the annual fee.

EXTRAORDINARY EXPENSES

Concept	Description and observations
Review of an unfavourable report	Assessment service for centres requesting the **review of an unfavourable report.** This service is only available to those centres whose score meets the threshold for review. If the review of the report requires a visit to the centre, the fee does not include the assessor's travel, accommodation and per diem expenses during the assessment visit.
Assessment of new facilities	Service for the **assessment of new facilities** to which a centre has moved, and which are not those assessed in the previous technical-academic report and named in the accreditation agreement. This includes a visit to the centre to verify that the new facilities are up to standard, and to analyse the legal and safety documentation. The fee does not include the assessor's travel, accommodation and per diem expenses during the assessment visit.
Pre-assessment of centres (optional service)	Service to **prepare for accreditation assessment**. This includes a visit to the centre by the assessment entity engaged, a meeting with the centre's management, analysis of the documents to be prepared and submitted for assessment, and a brief report with recommendations regarding areas in which the centre must improve to obtain accreditation. This service is **optional**, i.e. a candidate centre for initial accreditation may directly apply for a technical-academic report to be issued by its assessment entity of choice, without requesting the pre-assessment service.

Annex 7
List of assessment entities

The SACIC lays down the requirements, criteria and descriptors to be met by centres applying for a *Technical-Academic Report* so that, in the event that this is favourable and the Cervantes Institute deems it appropriate, to be able to obtain accreditation from the Cervantes Institute, or to renew the accreditation.

The SACIC considers that the Cervantes Institute can carry out the assessment of candidate centres, both in Spain and in the rest of the world, and that it can rely on the collaboration of other institutions to carry out the assessment tasks of centres applying for accreditation for the first time or requesting a renewal.

To this end, the Cervantes Institute signs collaboration agreements which recognise as assessment entities those institutions with experience in the administration and management of activities related to the teaching of Spanish as a foreign language and with the capacity, training and experience to check the requirements, criteria and quality descriptors required of Spanish language centres.

The Cervantes Institute-certified assessment entities qualified to conduct surveys and issue *Technical-Academic Reports* are listed below.

CERVANTES INSTITUTE

Contact person: Margarita Hernando de Larramendi
Email: centros.acreditados@cervantes.es
Postal address:
Unidad de Centros Acreditados - Instituto Cervantes
C/ Alcalá, 49. 28014 Madrid (Spain)
Telephone: + 34 91 436 77 06 / Fax: + 34 91 587 00 98

UNIVERSITY OF ALCALÁ

Contact person: María del Carmen Fernández López
Email: carmen.fernandez@uah.es
Postal address:
Facultad de Filosofía y Letras
Universidad de Alcalá. Colegio de San José de Caracciolos
C/ Trinidad, 5. 28801 Alcalá de Henares, Madrid (Spain)
Telephone: + 34 91 885 53 52

UNIVERSITY OF NEBRIJA

Contact person: Susana Martín Leralta
Email: entidad@nebrija.es
Postal address:
Universidad Nebrija
Campus de Madrid-Princesa
C/ Santa Cruz de Marcenado, 27. 28015 Madrid (Spain)
Telephone: + 34 91 452 11 03 / Fax: + 34 91 452 11 10

AUTONOMOUS UNIVERSITY OF MADRID.

Contact person: Beatriz Méndez Guerrero
Emails: beatriz.mendez@uam.es
Postal address:
Departamento de Filología Española. Facultad de Filosofía y Letras
Despacho 3.01 Módulo IV
Universidad Autónoma de Madrid
Avenida Tomás y Valiente, 1. 28049 Madrid (Spain)
Telephone: + 34 91 497 86 55 / Fax: + 34 91 497 41 84

ROVIRA I VIRGILI UNIVERSITY

Contact person: María Bargalló
Email: maria.bargallo@urv.cat
Postal address:
Servicio Evaluador de Lengua Española (SELE)
Departamento de Filologías Románicas. Facultad de Letras Campus Centre
Universidad Rovira i Virgili
Av. Cataluña, 35. 43002 Tarragona (Spain)
Telephone: + 34 977 55 95 39 / Fax: + 34 977 55 95 97

SEA (ASOCIACIÓN DE CENTROS DE IDIOMAS DE ARGENTINA)

Contact person: Fabio Tavares
Email: institucional@idiomas.org.ar
Postal address:
SEA - Asociación de Centros de Idiomas
Viamonte, 371. 1053 Ciudad de Buenos Aires (Argentina)
Telephone: + 54 11 45 16 04 27 / Fax: + 54 11 45 16 04 27

Appendix 1
Glossary

Accreditation of the centre by the Cervantes Institute: Binding agreement between the organization that owns a centre and the Cervantes Institute, which is initially valid for three years and by which a centre receives recognition as an "Cervantes Institute Accredited Centre" after verification of its compliance with the requirements, criteria and descriptors established by the SACIC.

Position: Owned by an institution or programme that meets the standards previously established by an accreditation agency or body.

Annual accreditation fee. Amount, established annually by the Board of Directors of the Cervantes Institute, that accredited centres must pay to the Cervantes Institute during the period of validity of the accreditation (therefore the total amount is pro-rated between the months in which the accreditation is in force).

"Cervantes Institute Accredited Centre": An SFL teaching centre which has obtained a favourable *Technical-Academic Report* and a favourable legal report and which has signed an accreditation agreement under the terms established by the Cervantes Institute.

Assessment forms: Assessment tools for the centre which contain the SACIC criteria and descriptors for each section assessed and with which the centre must carry out its own assessment diagnosis.

Technical-Academic Report: Official document, approved by the Board of Directors of the Cervantes Institute, in which the assessment entity indicates the result of the assessment obtained by a candidate centre for accreditation by the Cervantes Institute in each section assessed:

1.1. Organization and operation of the centre Organization and administration operations
1.2. Organization and operation of the centre Teams and individual staff
2.1. Teaching and learning services Planning of teaching and learning
2.2. Teaching and learning services Courses and classes
2.3. Teaching and learning services Assessment of students
2.4. Teaching and learning services Student guidance and monitoring
2.5. Teaching and learning services Coordination of academic activities
3. Supplementary services to teaching
4. Centre facilities and resources
5. Information and publicity about the centre and its services

The centre must meet the minimum requirements of the SACIC in the ten sections assessed in order to obtain a favourable *Technical-Academic Report.* In addition, the centre must obtain a minimum level-A assessment for at least nine of the ten sections mentioned above. A favourable assessment result can be achieved by having one criterion (only one) in the area of "Teaching and Learning Services" with an assessment of "Non compliance".

A favourable *Technical-Academic Report* does not automatically lead to the signing of an initial accreditation agreement or its renewal. It is also necessary to obtain a favourable report from the legal services of the Cervantes Institute and the approval of the institution for the final processing of the accreditation agreement.

Documentation 1: List of the documentation that the centre must send to the assessment entity **21 days before** the assessment visit takes place. Documentation 1 constitutes an important part of the evidence on which the assessment is based.

Documentation 2: List of the documentation that the centre must show to the assessor during the visit to the centre. Documentation 1 constitutes an important part of the evidence on which the assessment is based.

Assessment entity: An entity recognized by the Cervantes Institute to assess compliance with the requirements and criteria established by the SACIC on behalf of the centres that apply for this accreditation and to issue technical-academic reports. The assessment entities are responsible for checking compliance with the requirements, criteria and descriptors set out in this document. The assessment entities are the

Cervantes Institute and the entities recognised by the Cervantes Institute through a collaboration agreement.

Assessment: Process for assessing compliance by centres applying for SACIC accreditation with the requirements and criteria established by the Cervantes Institute using the following instruments: analysis of the documentation requested, visit to the centre, interviews with the centre's managers and teams, observation of classes, verification of the characteristics of the facilities and accommodation, if this service is offered.

Accreditation application form: Application form provided by the Cervantes Institute, which includes a declaration of compliance with the minimum requirements for applying for the centre's dossier for SACIC accreditation.

Renewal application form: Form to request accreditation renewal. This form includes a declaration that the centre accepts that the Cervantes Institute will destroy the technical documentation in custody from the previous dossier.

Descriptor: Variable, measure or empirical reference of any aspect of a quality factor that applies to an institution or programme.

Report of the Diplomatic Mission: Document necessary for a centre located outside Spain and which has obtained a favourable report so it can be proposed to sign an accreditation agreement. This is a report in which the diplomatic authorities give evidence of the legal status of the centre in the country concerned. The Cervantes Institute provides a model to facilitate the task of the centres.

Cervantes Institute Accredited Centres Website: Cervantes Institute website providing an updated list of the centres accredited by the Cervantes Institute (https://acreditacion.cervantes.es/).

Renewal of the accreditation: Extension of the validity of the accreditation for the time stipulated by the Cervantes Institute. It always requires the centre to pass a new assessment.

General requirements: General prerequisites (business activity, location, fulfilment of minimum requirements) that a centre must meet in order to apply for accreditation from the Cervantes Institute.

Minimum requirements Conditions established by the Cervantes Institute concerning academic, administrative, information and dissemination aspects of its activity and services, and the facilities, equipment and legal requirements that must be met by SFL centres in order to apply for accreditation by the Cervantes Institute.

Assessment visit: Visit made to a centre by the person designated by the assessment entity to carry out the assessment for the issue of a *Technical-Academic Report*.

The application for accreditation has been approved: Electronic response from the Accredited Centres Unit (to a centre's request, by which it is given the go-ahead to begin the accreditation process by the Cervantes Institute, indications are given on how to proceed and information is provided on the possibility of contracting the services of one of the recognised assessment entities to issue the *Technical-Academic Report*. This approval requires the analysis of the application based on the information gathered on the applicant centres, the information provided by the different areas of the Cervantes Institute and by the Cervantes Institute centres abroad, and the annual strategic planning of the Cervantes Institute. The Cervantes Institute will contact the applicant centre to inform it of its decision as to whether or not to accept the application to begin the accreditation process.

Appendix 2
Frequently Asked Questions

What qualifications must an institution meet to apply for Cervantes Institute

Public or private centres, which meet the following characteristics may apply for accreditation as a SFL centre within the framework of the SACIC:

- Have among their activities the teaching of SFL, either exclusively, preferentially or in a complementary manner.
- Comply with the minimum requirements of the SACIC (Annex 1) and the legal requirements (Annex 2)

In its analysis of the application, the Cervantes Institute takes the following into consideration:

- The information received about the applicant centres: in particular, their experience, measured in years (with a minimum of 2), teaching Spanish as a foreign language.
- The information provided by the Cervantes Institute's divisions and its centres outside Spain.
- The Cervantes Institute's annual strategic plan.

Is being an Cervantes Institute Accredited Centre the same as being an Examination Centre for the Cervantes Institute Diplomas in Spanish as a Foreign Language (DELE)? And is it the same as being a SIELE or CCSE Examination Centre?

The name "Cervantes Institute Accredited Centre" constitutes specific recognition of a centre's compliance with the prerequisites, criteria and descriptors set forth in the SACIC's accreditation and assessment process and entails the signing of an accreditation agreement.

An examination centre is an entity that collaborates with Cervantes Institute for the administration of tests leading to official certification, including the following:

- **DELE:** The DELE Diplomas in Spanish are official diplomas, accrediting the level of competence and proficiency in the Spanish language, granted by Cervantes Institute on behalf of Spain's Ministry of Education.
- **SIELE:** The International Assessment Service of the Spanish Language (SIELE, its Spanish acronym) is an online assessment and certification service of the level of competence of the Spanish language, aimed at students and professionals the world over. It is promoted by Cervantes Institute, the National Autonomous University of Mexico (UNAM), the University of Salamanca (USAL), and the University of Buenos Aires (UBA).
- **CCSE:** This test on constitutional and socio-cultural knowledge of Spain (CCSE, its Spanish acronym), designed by Cervantes Institute, assesses, through different tasks, knowledge of Spain's Constitution, society and culture. It is one of the prerequisites set forth by law for Sephardim originating from Spain to be granted Spanish nationality, and for residents in Spain to acquire Spanish nationality, as the case may be.

Information on the process for centres to be recognized as an Cervantes Institute Examination Centre is available on the following websites.

To become a DELE Examination Centre: http://examenes.cervantes.es/es/dele/ser-centro-de-examen/ventajas

To become a SIELE Examination Centre: http://examenes.cervantes.es/es/siele/ser-centro-de-examen/ventajas

To become a CCSE Examination Centre: http://examenes.cervantes.es/es/ccse/ser-centro-de-examen/ventajas

What are the benefits of Cervantes Institute accreditation?

Recognition of a centre as an Cervantes Institute Accredited Centre entails the right to use the logo and the name proving such recognition. It also means being promoted as an accredited centre on the Cervantes Institute website designed for this purpose. Accredited centres commit to the agreed good practices and ongoing improvement.

Are the institutions listed on the 'Spanish in Spain' website Cervantes Institute accredited?

Not necessarily. 'Spanish in Spain (https://eee.cervantes.es) is a directory of all the centres teaching Spanish as a foreign language in Spain. The details were uploaded by the centres themselves.

The Cervantes Institute does not appraise the centres listed on this website, although it does specify which are accredited.

Who checks the requirements and criteria of the centres applying for accreditation?

Candidate centres are assessed by a Cervantes Institute assessment entity or an assessment entity certified by the Institute as qualified to conduct SACIC assessments.

Does the issuance of a favourable *Technical-Academic Report* by an assessment entity necessarily lead to recognition as an "Cervantes Institute Accredited Centre"?

A favourable *Technical-Academic Report* does not automatically lead to accreditation. The Cervantes Institute must approve the dossier, subject to a favourable report on the legal formalities, before the institution's owner is invited to conclude an accreditation agreement.

Can a centre that has initiated proceedings or been the object of a favourable *Technical-Academic Report* use the 'Cervantes Institute Accredited Centre' logo?

Neither the logo nor the name may be used until an accreditation agreement has been concluded with the Cervantes Institute. The Institute sends the logo to accredited centres upon conclusion of the accreditation agreement to ensure its correct use and compliance with graphic standards.

How long is accreditation in effect? Can it be renewed?

Initial accreditation is valid for 3 years. It may be renewed, subject to notifying the Cervantes Institute accordingly 8 months prior to expiration.

The rules governing renewals are as follows:

- **First and third renewals:** the previous *Technical-Academic Report* must be ratified. The issue of the *Ratification Report* requires a new assessment process of the centre through the contribution of self-assessment documents and the preparation of an improvement plan, which are reviewed by the assessment entity contracted for this purpose by the centre. It does not require an on-site assessment visit.

- **Second renewal:** midway into the maximum term of the agreement, it will be necessary to issue a new favourable *Technical-Academic Report*, which will require an on-site assessment visit, by the technical team of the assessment entity contracted by the centre to issue the report.

What fees must be paid by a centre before and after being accredited by Cervantes Institute?

A centre must pay the following fees during the assessment and accreditation process:

- **Initiation of the accreditation process.** An amount that must be paid by candidates for initial accreditation—both in Spain and abroad—to Cervantes Institute as part of the process, together with the application form and other additional documentation. This is paid only once, upon the opening of the centre's dossier.
- ***Technical-Academic Report:*** An amount that the candidate centre for accreditation pays to their chosen assessment entity for the centre's comprehensive assessment, and for the *Technical-Academic Report* and the corresponding assessment report.
- **Annual accreditation fee.** Annual amount that accredited centres pay to Cervantes Institute and which entitles them to enjoy the benefits of accreditation. This is the only annual fee to be paid by the accredited centre during the term of the accreditation agreement.

Every three years, a centre has to pass an assessment; therefore, it must pay for assessment services, whether it is a **Model 1 assessment** (which leads to a *Technical-Academic Report*) or a **Model 2 assessment** (which leads to a Ratification Report on the previous report).

If the centre fails the assessment, and is eligible for a review of the unfavourable assessment, it may apply for a **Review of the negative report**, which also entails a fee.

If, during the term of the accreditation agreement, the centre moves to new premises, it must inform Cervantes Institute and request the **assessment of new facilities** service, which also entails a fee.

Centres may also request a **pre-assessment** of their activities before formally initiating the assessment process. This pre-assessment service is not mandatory.

Each assessment entity sets the amount charged for the issuance of the *Technical-Academic Report* and the *Ratification Report*; therefore, the amount may vary, but it is subject to the following principles:

- The price must be uniform for each country.
- The fee must not be higher than the fee annually set by Cervantes Institute for the *Technical-Academic Report* and for the *Ratification Report*.
- The assessment entities may apply to these fees a maximum discount of 20% to the fees set by Cervantes Institute.

Moreover, issuance of a *Technical-Academic Report* requires an assessment visit to the centre. In that case, the centre must bear the travel, accommodation and per diem expenses of the staff carrying out the assessment visit.

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