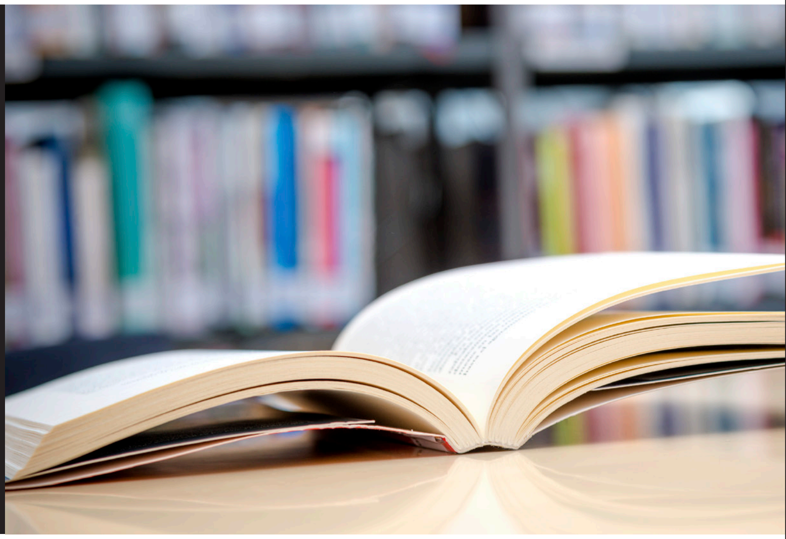
The global forum for **EAP** professionals

BALEAP

Accreditation Scheme (BAS) Assessors' Handbook



Quality Enhancement for English for Academic Purposes Courses and Programmes

www.baleap.org

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1. FOREWORD

BALEAP: the global forum for EAP professionals is a registered company and a charity. BALEAP aims to enhance the quality of learning and teaching of English for Academic Purposes (EAP) in further and higher education by supporting the professional development of those involved in learning, teaching, scholarship and research in EAP and by providing an accreditation scheme for EAP provision.

The BALEAP Accreditation Scheme is a peer-review quality assurance and quality enhancement scheme. The aims of the Scheme are:

- to enhance the quality of learning and teaching of English for Academic Purposes (EAP)
- to ensure that EAP provision prepares students for academic study
- to support the professional development of those involved in teaching, scholarship and research in EAP
- to assure standards in EAP provision across the sector.

The Scheme is thus established in the interests of:

- students enrolled in EAP programmes
- Sponsors of students who study EAP
- EAP teachers and programme managers
- institutions where EAP programmes are delivered
- BALEAP itself, since the Scheme seeks to provide a means of self-regulated and peer reviewed quality assurance and quality enhancement in EAP in accordance with the Articles of Association of BALEAP http://www.baleap.org/about-baleap/articles-of-association

2. THE ACCREDITATION PROCESS AND THE ROLE OF THE ASSESSORS

This handbook is the 2018 revised edition. It is intended to support BAS Assessors in carrying out an evaluation visit for accreditation purposes. It can also inform preparations for the visit by EAP centres and should be read in conjunction with the BAS handbook, available at https://www.baleap.org/wp-content/uploads/2016/04/BAS-Handbook-as-at-29-Oct-2017.pdf

3. THE ASSESSORS' VISIT

3.1. Before the visit [See BAS Handbook Section 1.3]

3.1.1. The BAS Chair and Administrator are responsible for negotiating with Assessors to allocate accreditation visits and for putting Assessors in contact with the institutions they will visit (refer to Section 1.3 of the BAS Handbook). Lead and Second Assessors should liaise with each other on details of the visit, normally 4-8 weeks beforehand. If the institution has had accreditation previously, subsequent visits should be at different times across the cycle of EAP provision

3.1.2. The number of Assessors required on each visit will vary, depending on student numbers. Generally there will be two Assessors, however, if the institution and the provision warrants a third Assessor, the BAS Chair will make a decision on this.

3.1.3. The lead Assessor should contact the institution, using the template email (Appendix Two) to confirm the dates of the visit and the names and roles of the Assessors. The email suggests a timetable for submitting documentation, including a draft timetable for the visit. Arrangements for a pre-visit (if requested) can also be confirmed, whether the institution has had previous accreditation before or not. Existing accredited institutions would pay for the pre-visit at a cost of £95.00 plus expenses. For new institutions, the fee would be the same and would be deducted from their first year's membership cost. For large centres or those who have requested accreditation for different types of EAP provision, e.g. pre-degree and post-entry, evidence should be provided of a sample of courses which represents EAP provision at the centre. Documentation, preferably in electronic format, should be received at least **two weeks** before the visit (refer to Sections 1.3.2 and 1.3.6 of the BAS Handbook).

3.1.4. Assessors should carry out the following preparations for the visit:

- identify those criteria which (do not) appear to be satisfactorily met
- draw up a schedule for the confirmation (or otherwise) of criteria not apparently met, and the assessment of remaining criteria
- prioritise areas for detailed questioning/consideration (see Section 10 for possible questions)
- note any missing documentation/information, and advise the member institution
- liaise with the member institution about a suitable timetable for the visit.

3.1.5. Assessors should agree who will take responsibility for specific assessment tasks to ensure the smooth running of the visit. It is good practice to allocate who will be writing the specific sections of the final report. This may help in apportioning tasks and deciding who should attend meetings. For those visits which also have a trainee assessor shadowing the visit, the shadow can be asked to draft sections of the report as part of their training.

3.1.6. Assessors should check that centres have ensured that they are able to act within the requirements of the General Data Protection Regulation (2018) for their institution for sharing data with Assessors.

3.2. During the visit

3.2.1. Use of time; Time should be allowed for the following:

- meetings with the Head of Centre/Unit, Course Director or Course Co-ordinator. It is useful to schedule in a minimum of two meetings, one early on and one towards the end, to address questions and to clarify numerical and other information noted during the visit
- meetings with key stakeholders (e.g. admissions, receiving departments)
- observations of around 15 to 20 minutes of most teachers/groups/class types or a sample of these for large centres. Assessors should select teachers for sampling but the centres could organise an observation schedule, which may be subject to changes if the Assessors request these. There would be an understanding that this schedule is not shared beforehand with teachers, and that Assessors may sit in on more than one lesson . Any teachers without BALEAP approved qualifications must be observed where possible. The purpose of these observations is to understand the extent to which the course design and management supports the teachers to deliver EAP lessons. The focus is on performance on a particular day in a particular type of lesson rather than on the individual teacher. Assessors may note any general points in relation to the professional competence of the teachers for later discussion
- discussion with groups of students and with teachers. Assessors should try to meet the teaching staff briefly as soon as possible after arrival to explain the purpose of the assessment visit and specifically the observation of teaching. Staff should also feel able to raise issues appropriate to the parameters of the visit, formally at this meeting or informally by visiting the Assessors at their base room
- consideration of facilities (e.g. independent study centre or library) related to the course
- final summing-up. It is important to leave enough time at the end of the visit for questions and/or points of clarification from the institution staff
- liaison between Assessors (during and at the end of the visit). There should be opportunities for frequent liaison, including provision for liaison outside working hours.

3.2.2. Discussions/Interviews

It is expected that the Course Director will not take part in the Assessors' discussions with students or staff.

3.2.3. Interviews with key course staff are crucial to the success of the assessment. These should focus on aspects of the course which cannot be evidenced through documentation/observation and where:

- the documentation is unclear, or
- the Assessors are concerned because the criteria do not appear to be met.

3.2.4. Expression of a neutral and professional view

Assessors should guard against reference to personal/institutional norms or preferred teaching methods/styles. Comments made during feedback should not refer to practice elsewhere, other than generally accepted good practice.

Assessors should not be expected or asked to comment on terms and conditions determined by the institution. The role is a listening not a commenting one. It is advisable to make this clear when meeting teaching staff, to avoid being drawn into discussion about pay and condition policies.

3.2.5. Final summing-up

At the end of the visit, Assessors should offer the staff (precise attendance to be decided by the institution being visited) some indication of the likely content of their report. This might include, for example, a summary of the strengths and weaknesses of the course, and will serve the dual purpose of providing general feedback on the visit, without indicating whether accreditation is to be recommended, and confirming/clarifying key points. It may be helpful to structure the feedback following the sections of the report.

A draft report will be sent to the centre/unit two weeks after the visit to check the factual accuracy (refer to Section 1.3.8 of the BAS Handbook).

3.2.6. Preparing the report

Assessors are able to share the preparation of the report in the online reporting system. The Administrator will set up the template report and provide editing access to it for the Assessors.

3.2.7. Referral or provisional assessment visits

Centres which received provisional accreditation or referral have to be revisited within one year. These visits have to take place over one day but ideally the visit should start at a lunchtime and finish the following day at lunchtime also. This is to allow the Assessors to confer during the evening. Assessors should note that only those criteria evaluated as partially met or not met during the first visit need be attended to.

3.3. After the visit

3.3.1. Collation of information

During the visit, Assessors should check that they have to hand all the necessary information for the writing of the report, including material for Appendices. Communication afterwards may prove time consuming and affect reporting deadlines.

3.3.2. Communications

Any communication with or by the institution concerning the outcome of the visit should go through the BAS Chair and the Administrator.

3.3.3. Writing the Report

A draft report should be prepared in the online reporting system **within two weeks**. The Assessors should indicate to the Administrator that the report is ready to send to the institution for a fact check, at the same time contacting their Sponsor to check internal consistency, clear relation of comments to criteria, layout and style. The Sponsor has the same two-week period as the institution to check the draft report. The BAS Chair and Administrator guarantee to communicate the accreditation decision to the institution within two months of a visit (refer to section 1.3.10 of the BAS Handbook). Late submission of the report may result in a delay in notifying the institution of the accreditation decision.

3.3.4. Sponsoring the report

An active Assessor is also allocated to Sponsor each report. It is the responsibility of the Sponsor to review the report for internal consistency, clear relation of comments to criteria, layout and style. The Sponsor will have access to the draft report in the online reporting system at the same time as it is sent to the institution for fact checking. The Sponsor will email comments to the Assessors no later than two weeks after gaining access to the draft report. The Lead Assessor is responsible for a final read through, editing and checking before an interim decision is made on accreditation (refer to section 1.3.10 of the BAS Handbook)

The Sponsor should make sure that:

- the report contains enough relevant information to provide a clear and representative picture of the course
- there are sufficient comments to support section summaries and recommendations, giving an overall sense of the programme
- the executive summary and section summaries reflect the subsequent content and the overall recommendation
- the report writing guidelines and style sheet are followed, e.g., the wording of the comments need not reflect the original criteria but the wording of the recommendations should relate clearly to the criteria (the style guide below identifies evaluative language and shows the difference between recommendations and suggestions).

4. GUIDELINES FOR REPORT WRITING ONLINE

4.1. Purpose of the report

The purpose of the report is to help the meeting of BAS Assessors to decide to what extent the institution’s EAP provision meets the Criteria for Assessment and whether it should be accredited, referred or failed. Once the decision has been reached, a copy of the report is sent by the BAS Administrator, on behalf of the BAS Chair, to the institution together with the accreditation logo, which can be displayed on institution websites and other marketing materials.

If the timing of the visit is more than two months away from a BAS Ratification meeting – normally held in October and March – an interim decision to accredit can be taken online by the Chair of BAS, the Assessors and the Sponsor and communicated to the centre by the Administrator. The centre can receive and display the accreditation logo at this time. The decision is then ratified at the next BAS Assessors’ meeting.

At the institution, the report is likely to be read not only by the English language staff of the centre/unit but also by members of the broader management structure within the university. Consequently, the report needs to be written with this range of readership in mind: for example, abbreviations/acronyms should be explained in full the first time they are used. An Introduction to the Scheme is provided, to contextualise it for senior managers. The Executive Summary should outline the strengths and weaknesses of the course and the outcome of the visit, for those who might not read the full report.

4.1.1. Another purpose of the report is to guide the institution in its development, by means of the comments and recommendations in each section.

4.2. General Content

4.2.1. The report should achieve complete coverage of the Criteria for Assessment (see Section 5, pages 12 - 20 of the Revised Handbook 2018).

4.2.2. Reference to points of discussion covered during the visit should be included, and any comments / suggestions made by either party (e.g. planned changes to the course).

4.2.3. A distinction should be made between fact and evaluative comment and value judgements, which should be avoided

4.2.4. Evaluative comment should be substantiated or exemplified, including reference to how it was reached. Appropriate reference would be: 'This was a concern expressed by a number of the students we spoke to'; 'From our discussions with tutors….'

4.2.5. All reports and all parts of reports should be sufficiently detailed, irrespective of whether or not recommendations are made or accreditation is recommended.

4.2.6. For data protection reasons, the timetable of the visit and the Organogram should show only job titles, rather the names of staff. Similarly, names of Assessors should not feature in the report.

4.2.7. Reports should be clear, concise and precise. Avoid ambiguities and vague language (e.g. *'possibly', 'appeared to', 'supposed to'* etc.). The BAS should be left in no doubt as to whether an activity does or does not happen.

4.2.8. The report is written online in a template set up for each visit by the Administrator. Separate training is provided for new Assessors to complete the report with guidance from the Lead Assessor for the visit. Each section of the online template has instructions underneath the editing interface indicating the content for that section. A default font is set for the final report but the authors have some formatting options at the top of each editing interface.

4.2.9. A Contents list is generated by the online reporting system.

4.2.10. There is a **'General'** page to input the name of the centre within the institution and the dates of the visit. The '**Scheme'** page is a general introduction taken from the BAS handbook (page 3) and can be edited only by the Administrator.

4.2.11. **Executive Summary and Summary of Recommendations** .

The aim of the Executive Summary is to contextualise the Scheme for senior managers and provide essential detail regarding the visit. It should make reference to the schedule for the visit (Appendix 1 of the report) and outline the strengths and weaknesses of the course, making reference to one or more positively outstanding areas, where these exist. The Executive Summary should be about 500 words.

Paragraph 2 of the executive summary is specified as standard text in the editing interface. A pre-populated standards count can be specified in the paragraph by typing the following anywhere in the editing interface: [criteria_total] This will output a sentence similar to the following: Of the 46 criteria, X were met, Y were partially met and Z were not met. The numbers will be automatically calculated based on the selections in subsequent sections of the Edit Report page. The summary of recommendations for the final report is generated automatically from the recommendations in subsequent sections.

4.2.12. The **Introduction** normally contains three paragraphs to include:

- a brief summary of the background and development of the centre/unit, outlining its role within the university
- location of the Centre/Unit within the institution
- year in which the EAP provision submitted for assessment first ran
- the Range of Activity, including a brief outline of the management structure (also shown in the organogram in Appendix 2 of the report)
- the name and type of course(s) submitted for accreditation and the level of study (pre-degree or post-entry)
- course dates and structure
- a brief summary of the student profile, including student numbers and the top three disciplines, to be presented in table form in paragraph 0.2 or 0.3
- a statement outlining staff qualifications and experience
- where an assessment visit covers more than one type of EAP provision delivered at the centre, comments or recommendations for the different types can be distinguished by using italic of bold typeface. This should be specified in the introduction.

4.2.13. Report Sections

The sections are numbered in accordance with the 5 sets of criteria in Section 5 of the Revised Handbook 2018.

Each section contains an editing interface for the section summary followed by bulleted lists for each of the criteria in that section. Each bullet has a short title for the criterion, which is then listed in full beneath for reference. This list is followed by an editing interface for the comments and another for the recommendations. Guidance on completing each of these parts is given below:

4.2.14. Section Summary

- Normally 100 – 200 words
- Includes suitable detail for a non-specialist reader, outlining strengths and weaknesses for the section as a whole. Any weaknesses should relate to the relevant criterion/a
- The reporting system automatically calculates how many recommendations were met, partially met or not met and presents these in a list after the section summary.

4.2.15. Bulleted lists of criteria

The reporting system automatically handles the tick box format for indicating whether criteria have been met, partially met or not met. It presents these as a list after the comment in each section and calculates the total for presentation in the executive summary. The guidance below indicates how an assessment for each criterion is reached:

Met:

- no recommendation required
- any comment will refer to instances of good practice or instances where aspects of provision might have the potential for improvement but where no sensible recommendation can be made.

Partially met:

- most parts of the criterion met but significant aspects are lacking
- comment required
- recommendation necessary to bring provision fully in line with the criterion.

Not met:

- most or all parts of the criterion fall below the required standard
- comment required
- recommendation(s) necessary.

4.2.16. Comments

Comments in the reports should be in the writers’ own words and;

- must always address the detail in the relevant criterion and be linked to recommendations

- should distinguish between fact and evaluative comment (value judgement should be avoided)
- evaluative comment should be substantiated, should be full and sufficiently detailed for a non-specialist and not include vague wording such as 'it seems that'
- should include positive comment on noteworthy practice
- should *not* repeat the wording of the criterion
- should reflect clearly in the choice of words the difference between "Not met" and 'Partially met"
- should not make reference to other sections of the report
- where necessary reference is made to a previous report, sufficient detail should be provided for a non-specialist audience to understand the point being made
- where a criterion is met and there is nothing noteworthy about the provision/practice (i.e. it is what you would expect of an accredited course), no comment is necessary.

4.2.16.1. Examples of comments on noteworthy practice/provision:

> *1.6 Professional development opportunities both within* [institution] *and also in the wider EAP field are offered. Of particular note is the opportunity to take the subject specialist modules that* [institution[*offers as part of its TEAP Masters.*
> *2.4 The one-week teacher induction is comprehensive and followed up with additional standardisation sessions and professional development opportunities, for example bite-sized CPD, provided throughout the course.*
> *5.1 The constructive alignment of course content and assessment ensure that students are fully and appropriately prepared in class work and coursework for the summative assessment. For example, lessons on reading skills not only highlight relevant skills but are clearly linked to task and sections in the final exam. This is the same for all components of the final assessed tasks.*

4.2.16.2. Examples of comments, which may be helpful to BASC/future Assessors. e.g. new initiatives/work in progress:

> 1.7 At the time of the visit, [Centre] had recruited a slightly smaller number of students than expected and was operating at capacity from the point of view of space both for lesson preparation and for course delivery […]. Meetings with senior management confirmed that there are plans under way to increase the space available (mirroring planned increases in international student numbers) and it is essential that careful attention is paid to this to ensure that the quality of the student academic experience is not compromised.

4.3. Suggestions for Institutions

In some cases, Assessors may wish to include suggestions, which have arisen out of their assessment of the course in terms of the BAS criteria, but which are not themselves criterial. These should be included with the comments not as a separate listing.

> *PSE Course Leaders produce a comprehensive end-of-course report that includes actions to be taken forward. To ensure agreed actions are followed up, it is suggested that an 'action tracker' is kept to record when these have been completed.*

Where a criterion is met in full but the Assessors would like to indicate possible improvements to aspects of the area, this can be included as a suggestion. Wording should indicate this is what is being done. An example is:

• *3.1 While the Course is undoubtedly well designed and of benefit to the students, as evidenced by the enthusiasm of Admissions Officers, there is scope to develop a more focused Course, in liaison with receiving departments, to cater more specifically for the future needs of the students.*

4.4. Recommendations

- must be criterial: i.e. the course does not meet, or only partially meets the criterion
- should always be concise, clear and directly address the wording of ONE criterion
- should not be conflated
- should *not* be numbered but should have the number of the relevant criterion at the end of the recommendation, in brackets. The full stop should be *outside* the bracket, e.g. (6.1)
- should not contain cross-references to other sections or criteria.

4.4.1. Examples of comments and related recommendations:

Partially met + recommendations

3.1 There is logical progression and internal coherence within both courses put forward for accreditation and the Course Directors who developed the syllabi and materials spoke knowledgeably and in detail about the rationale behind the various course elements. However, there is scope for principles to be articulated more fully (with reference to relevant literature) and used as a starting point in conversations about course enhancement and in new tutor orientation. *REC: EAP course design principles should be more clearly articulated (3.1).*

Not met + recommendations

1.2 There is some liaison between the EADP Unit and academic departments to inform the transferable skills and the project which underpin the Course, but this does not result in an understanding of academic culture and work in receiving departments and further development is needed to achieve this. *REC: The Course management team should actively try to develop relationships with receiving departments for the specific outcome of further developing and tailoring the Course to meet student needs (1.2).*

4.5. Assessors' Recommendation regarding Accreditation

The Assessors' recommended decision may take one of three forms, available in a drop down box after the executive summary:

1. Accreditation
2. Referral

3. Failure

The conditions for provisional accreditation (for first time applicants), referral and failure are set out in sections 1.5 and 1.6 on pages 6-7 of the BAS Handbook. EAP provision is recommended for referral (or provisional accreditation) where

- the course fails to meet or only partially meets required standards for 18 criteria and, of these, fails to meet 5
- the weaknesses do not seriously undermine the quality of teaching, learning and assessment of the course and can be remedied within one year.

EAP provision is not accredited where it fails to meet or only partially meets required standards for more than 18 criteria and, of these, fails to meet more than 5.

4.6. Appendices

The report will include two appendices:

- Assessors' Schedule for the visit
- Organogram of management and position of unit/centre within the institution

Before the visit the Assessors will request the following information to help them to plan the visit. This information will not be included in the final report.

- course and Student Profile as in Appendix 3 of BAS Handbook staffing Profile as in Appendix 4 of BAS Handbook overview timetable(s).

4.7. Re-Assessments

Where a course has been **referred** (usually for up to one year) or awarded provisional accreditation (for first time applicants), a partial re-assessment will take place, if requested, based upon the main recommendations of the first report. One of the original Assessors will normally conduct the partial re-assessment and may be accompanied by a second Assessor if necessary. The visit is likely to last up to one day.

The Assessors will make a copy of the original report and redraft this, concentrating on the areas for re-assessment and showing how recommendations have been implemented. This can be done by showing new comments and recommendations in italics in the editing interfaces, prefaced by the date of the partial reassessment. Examples are shown below:

2.10 Meetings with staff are held fortnightly but minutes are brief and follow up actions are not clear. It is also not clear whether issues from student forums are made known to temporary staff. *August 2016, minutes of the teachers' meetings were made available and students commented on the forums where they were able to raise any issues, which were addressed by course directors.*

3.8 The syllabus components specified in the course book do not link sufficiently clearly to elements listed in the timetable.

August 2016, syllabus components are now more consistent and reflect the more detailed syllabus outlines and specific briefs more consistently. These components are reflected in the timetable.

Where a course has been **failed**, another full-scale assessment visit may follow (if requested, after a suitable interval). In this case, one of the original Assessors will normally be appointed, together with a different Assessor. Assessors will refer to the original assessment recommendations but their report will treat the course as a new applicant for accreditation.

5. STYLE SHEET FOR REPORT WRITING

5.1. Standardisation

- standardise 'BALEAP Accreditation Scheme'
- use italics only where convention requires e.g. in references
- standardise ‘Pre-sessional’, with the P capitalised
- capitalise 'Course' where the Course being accredited is referred to.
- capitalization should be consistent
- use Initial capitals for all job titles
- write numbers in full where they begin a sentence
- use the past tense for the narrative of the visit
- spell out acronyms and abbreviations the first time they are used
- do not include unnecessary details, e.g. room numbers
- use ‘International’, rather than ‘overseas’ to describe students.

5.2. Sections

- TONE / RELEVANCE / CLARITY: be concise and clear and use unequivocal language
- numerical data, e.g. for provision and student numbers should be tabulated, where possible
- never use ‘Consider’ in a recommendation
- avoid hedging words such as, ‘we feel’, ‘felt’, ‘could have’, ‘perhaps’, ‘might’, ‘it seems’
- avoid judgemental wording such as ‘regrettably’, ‘unfortunately’, ‘it was surprising’
- Assessors’ advice should *not* be included in a recommendation, e.g., ‘… should be encouraged’, or ‘we advise that.’ Suggestions may be given in the comments section (see 2.6.8)
- the tone of the text in the section summary and the comments should match the recommendation made at the end of the section.

6. GUIDELINES FOR NEW ASSESSORS

4.1 APPOINTMENT TO THE PANEL OF ASSESSORS*

4.1.1 A call for nominations to join the panel of Assessors will be made as required through the BALEAP discussion list. Individuals may put themselves forward or may be nominated by member institutions. Appointments will be made at a meeting of the BAS Assessors on the basis of appropriate qualifications and experience.

4.1.2 Assessors will normally be lecturers/tutors in EAP/ESP from a BALEAP member institution. All Assessors will have a minimum of five years’ EAP experience in Higher Education in the UK and three years of EAP course direction.

4.1.3 Assessors will be expected to carry out at least one assessment visit every two years and to attend all Assessors’ meetings.

4.1.4 New Assessors will have to ‘shadow’ a visit before they can be appointed to carry out an assessment visit, normally the following year.

***Extract from Page 10 of The BALEAP Accreditation Scheme Handbook Revised Edition 2018.**

7. THE ROLE OF THE SHADOW ASSESSOR

7.1. Before the Assessment Visit

Shadow Assessors will have access to the same documentation as the Assessors from the institution undergoing an assessment. They will be included in all pre-visit communications.

Shadow Assessors will liaise with the Assessors over the schedule of the visit and the timing of their arrival at the institution. This may be an opportunity for the Shadow Assessors to raise any queries or make observations about the documentation received.

7.2. During the Assessment Visit

The Shadow Assessor’s role is essentially that of an observer.

Shadow Assessors should:

- Attend all meetings with the Assessors, staff and students and sit in on classes. They should, however, not observe classes on their own.
- Remain silent during formal sessions and not make comments or ask questions of the staff of the institution being assessed. (It is helpful for Assessors to explain the shadow role to staff at the beginning of meetings during the assessment).
- Contribute if asked to peripheral sections of the report, such as the introduction or appendices, and will also be asked to check it for consistency in addition to the report being sent to the Sponsor.

When the Assessors meet to confer during the visit, Shadow Assessors can be asked to contribute any observations on the assessment visit.

Assessors are not expected to take on a training role but may draw attention to areas of difficulty for the shadow’s future benefit as an assessor.

During the visit, the intervening evenings present an opportunity for the Assessors and Shadow Assessors to review the day’s visit informally and discuss the schedule for the following day.

7.3. After the Visit

Shadow Assessors should complete a short report (not more than a page of A4) on their experience as a shadow assessor, to be submitted to the BAS Chair in much the same way as institutions are invited to comment on their experience of the assessment visit.

Shadow Assessors will have access to the report in the online reporting system and may be involved in writing a small part of the draft report.

8. CRITERIA, QUESTIONS AND EVIDENCE FOR ASSESSMENT VISITS

8.1. Checklist of questions and sources of evidence.

5.1 INSTITUTIONAL CONTEXT	QUESTIONS	POSSIBLE EVIDENCE
5.1.1 Effective lines of communication and support	5.1.1 How are the interests of the Centre formally and informally represented in the institution? What is the nature and frequency of the communication with other key parts of the university? (e.g. representation on key committees/working groups, frequency of less formal contact)?	Organogram presenting the role and position of the member unit/centre in the broader university context together with the management structure of the unit/centre and named key roles Information on the current position of the member unit/centre including the following: • provision • any recent/planned developments • any particular difficulties overcome or currently faced • any outstanding achievements • an account of any reasoned departure (if any) from the Criteria. Publicity material for the university which include information relating to the member unit/centre. Website urls can be included in the advance documentation.
5.1.2 relationships with receiving departments	5.1.2 What is the nature of any departmental contribution to the programme, whether in terms	Evidence of contact with other departments, e.g. minutes of meetings or emails to staff.

5.1 INSTITUTIONAL CONTEXT	QUESTIONS	POSSIBLE EVIDENCE
	of overall design, lecture input, materials, assessment etc.?	
5.1.3 relationship with university services	5.1.3 How far does the current relationship with service departments contribute to the running of the programme?	Evidence of contact with relevant services including the international office, admissions, accommodation, library, computing services and student union.
5.1.4 Staff recruitment procedures	5.1.4 How do the job advert, job description and selection process (interview tasks etc.) reflect the TEAP Competency framework?	Information on staff recruitment procedures including interview questions and/or tasks.
5.1.5 Terms and conditions of service	5.1.5 What terms and conditions are the managers and the tutors employed under?	Statement of University pay scales and terms & conditions of employment. Employment documentation, e.g. job specification and samples of contracts for full-time and part-time academic and non-academic staff.
5.1.6 Professional development opportunities	5.1.6 What is the nature and frequency of the professional development opportunities for established and for temporary staff?	Evidence of staff development sessions, year-round and in the summer; support for staff members to attend professional conferences and/or courses and a record of attendance of recent years.
5.1.7 Adequate office space for staff	5.1.7 What space is available for staff to work, including working with colleagues? What catering and other facilities are at hand?	Evidenced on site, staff room or office for preparation and marking and facilities for relaxation and refreshment.
5.1.8 Sufficient number of support staff	5.1.8 What levels of support staffing are there? Is staffing adequate to deal with peaks of activity, starts and ends of provision etc.?	Evidenced via job descriptions or contained in staff or student handbooks showing number of support staff and their roles. Evidenced on site via talks with administrative staff.

5.2 COURSE MANAGEMENT	**QUESTIONS**	**POSSIBLE EVIDENCE**
5.2.1 Course Director/s' experience and position	5.2.1 What is the course directors' EAP-relevant experience in management, course design and teaching?	Course Director/Co-ordinator CV and contract of employment. Evidenced on site via talks with Course Director/Co-ordinator.
5.2.2 Clear management structure and responsibilities	5.2.2 & 5.2.3 What place do the course directors have in the overall management of the centre? How are the principle responsibilities for managing the programme allocated between different staff members? How far does any account of their work by staff members match the official priorities/responsibilities (e.g. given in the job description)? Where is the management structure and division of responsibilities laid out and is it clear to staff & students; e.g. can they answer questions such as 'What do you do / Who do you go to if...?' What evidence is there that CDs exercise an active responsibility in relation to these things; e.g. correspondence, minutes of review meetings etc.?	Job descriptions of relevant staff (teaching and administrative) with information about positions of responsibility, allocations of administrative duties e.g. • staff recruitment • course planning • timetabling • provision of materials • provision and administration of assessment • resources (including staff and student access to these) • allocation of classrooms • student recruitment • student allocation to classes • social events • student welfare.
5.2.3 Course design and Logistics management		**Statement or job description outlining the duties of the Course Director.** **Timetables for the course showing teachers' names, group, class**

5.2 COURSE MANAGEMENT	QUESTIONS	POSSIBLE EVIDENCE
		and room numbers **Information on number of teachers per group/class and Course Director's contact with students.** **Class lists for each component with student names, nationalities, gender, future course, proficiency level and number of teachers. Attendance records.**
5.2.4 Teacher induction to the course	5.2.4 How is the induction process managed? What are the priorities in inducting new and established tutors? How are these addressed? What is the tutors' perception of the induction process? Are there any elements which are not sufficiently covered which should be?	Teacher induction timetable and materials
5.2.5 Monitoring the effectiveness of teaching	5.2.5 – 5.2.6 How are tutors educated in the kinds of teaching expected appropriate to the course? How are observations organised for all the teaching staff on the programme? What specifically is done to help tutors identified as performing less effectively?	Staff handbook with teaching observation policy document and procedures for carrying out observations with follow up support if needed.
5.2.6 Frequency of teacher observation		Teaching observation records available for observation on site

5.2 COURSE MANAGEMENT	QUESTIONS	POSSIBLE EVIDENCE
	Is the documentary evidence of observation frequent, sufficiently recent, and is immediate feedback and any follow-up sufficiently full and reflective of TEAP criteria? How far has induction & support addressed lesson planning & delivery?	
5.2.7 On-going and end-of-course evaluation	5.2.7 How is course evaluation carried out and what processes are there to develop the course in response to the findings? Is there evidence that key findings have been/will be acted on, or a rationale for why not?	Examples of evaluation procedures e.g. on-going, midcourse, end of course and post-course interviews or questionnaires. Course reports with summaries of student evaluation and suggested actions for future. Any relevant audit or quality assurance reports from internal or external bodies.
5.2.8 Student-staff and staff-management liaison	5.2.8 What mechanism is there for liaison between students, tutors and overall course management? Do all staff/students have adequate opportunity for regular and sufficient contact?	Minutes of staff, student/staff or student rep meetings.

5.3 COURSE DESIGN	QUESTIONS	POSSIBLE EVIDENCE
5.3.1 Clearly articulated EAP course design principles	5.3.1 – 5.3.3, 5.3.5, 5.3.8 What are the overall principles that underpin the design of the course? How are tutors and students made aware of these? Where are the overall aims/outcomes mapped to the day-by-day course content? How do the aims/outcomes progress over the course, and how is this reflected in the content? Where and how far is the course content set out in terms of lesson plans, materials etc. and how much is left for tutors to develop as necessary?	Statement of principles of course design. Student and staff handbooks with information about the course syllabus, principles, teaching aims and assessment.
5.3.2 Linking of course aims and learning outcomes to teaching with clear progression		An overview timetable with named components to reflect the overall balance and progression of the syllabus
5.3.3 Explicit organising principle for syllabus with coherent components		The syllabus, showing components and outline plans for teachers.
5.3.4 Development of student autonomy and critical engagement integrated and explicit in the syllabus	5.3.4 In what various ways are student autonomy and critical engagement built into the course? How are tutors and students made aware of this?	The syllabus, course materials. Teaching observations.
5.3.5 Explicit aims and learning outcomes for syllabus components with teaching notes	As for 5.3.1	The syllabus, accompanying materials with teacher notes and evidence of production or review pre course e.g. induction. Materials identified and available for each named course component.

5.3 COURSE DESIGN	QUESTIONS	POSSIBLE EVIDENCE
5.3.6 Introduction to the library and on-line learning facilities.	5.3.6 How are students introduced to the library and on-line learning facilities?	Information on the introduction to the use of the library and computers.
5.3.7 Regular timetabled individual consultations	5.3.7 How are individual tutorials organised? What guidance is given to tutors & students in how tutorials should be conducted? How do you ensure that this guidance is being followed? How aware are tutors and students of the intended function of tutorials? Are there adequate records of tutorials and do these appear to reflect the guidance given?	Timetable showing tutorial provision & tutorial documentation.
5.3.8 Clear syllabus components reflected in the timetable.	As for 5.3.1	Component syllabuses/ outline plans for the teachers. Student handbook and timetable indentifying the components of the course.
5.3.9 Learning and teacher reference materials	5.3.9 What learning & reference materials are available to tutors? What actual use do tutors make of any of these, whether for immediate use in the course, or more broadly for teacher development?	Evidenced on site during the visit

5.3 COURSE DESIGN	QUESTIONS	POSSIBLE EVIDENCE
5.3.10 Teacher contribution to course development	5.3.10 & 5.3.11 How are tutors' contributions to course development encouraged (both formally and informally) and how are they followed-up? In what ways do tutors feel they can contribute to the course development? Are they aware of changes that have been made in response to these? Alternatively, if changes have not been made, are they aware of the reasons why? How far has the course changed? What new elements have been added or are envisaged whether in terms of course content or delivery?	Evidence from staff meetings, teacher evaluations, final report
5.3.11 Quality enhancement through active innovation		Statement of research and development policy including, for example, time allowed for individual research and materials preparation or test development related to the provision applying for accreditation, any study leave allowance, or relevant research conducted in the department. Evidence of how innovation and exploration happens: feedback from conferences and PIMs, development projects Evidence of regular revision and adaptation, e.g. course reports, materials, staff meetings

5.4 TEACHING AND LEARNING	QUESTIONS	POSSIBLE EVIDENCE
5.4.1 Adequate teacher qualifications with support mechanisms for less qualified teachers	5.4.1 & 5.4.2 What criteria are used in deciding to employ tutors below the required qualifications & experience? How are such tutors supported? Is there a rationale; has it been consistently applied? What evidence is there of additional support for less qualified/experienced tutors?	Staffing profile and (with permission) an accurate and up-to-date CV for each member of academic staff, giving: • qualifications • relevant experience • endorsed photocopies of certificates degrees. • date the teacher took up present post Rationales for each teacher employed without the stated qualifications.
5.4.2 EAP/ELT teaching experience and support		Observation records. Evidence of support in place for less experienced EAP tutors (e.g. mentoring, pairing with experienced tutors etc).
5.4.3 Teacher understanding of syllabus components in relation to target context	5.4.3 Do tutors have a clear sense of the relationship between the course content and the overall aims? Do tutors have a sense of the relationship between the course and students' future academic studies? Does the understanding of the course, whether as described in the tutors' meeting or as observed in teaching observation, match what is intended?	

5.4 TEACHING AND LEARNING	QUESTIONS	POSSIBLE EVIDENCE
5.4.4 Appropriate lesson preparation and planning 5.4.5 Appropriate lesson delivery for EAP in context 5.4.6 Demonstration of professional teaching competence	5.4.4 – 5.4.6 How sufficient are the plans for the observed lessons in reflecting the rationale for that lesson, the intended course of the lesson, and larger issues such as student autonomy, criticality, elevance to intended academic programmes etc? How far does the teaching in observed lessons match the aims & content envisaged at that point in the course? How much are tutors demonstrating broader EAP competencies not specifically prescribed in the lesson material?	Both from direct observations and from the evidence of previously documented observations and feedback. Evidence of how teaching materials are used, shared and developed by academic staff on the course. Lesson plans for each class observed during the visit.
5.4.7 Access to facilities and resources for independent learning	5.4.7 What additional learning facilities and materials are available? How are students encouraged to use them? What evidence is there that students are both aware of and using these? If there is little use, what are the possible reasons for this?	Information on student access to independent learning facilities and copies of any information sheets given to students on the use of such resources.

5.4 TEACHING AND LEARNING	**QUESTIONS**	**POSSIBLE EVIDENCE**
5.4.8 Access to a social and cultural programme	5.4.8 What kind of social & cultural programme is provided? What uptake is there by the students? If there is little student uptake, is that perceived as a problem?	Information/web pages/handbook detailing trips and social programme with costs.
5.4.9 Access to advice and support for future studies	5.4.9 What support & advice is available and from whom? How are students informed of this? Are students aware of these sources and how useful have they proved to be?	Named advisor listed in student handbook. Evidenced on site via talk to students.

5.5 ASSESSMENT, EVALUATION AND PROGRESSION	QUESTIONS	POSSIBLE EVIDENCE
5.5.1 Course design linked to summative assessments with clear routes of progression	5.5.1 How are staff and students made aware of the link between the summative assessments and the overall course design?	Information on entrance requirements for course(s) to be accredited. Information regarding any external examinations for which students are entered? Information given to teachers and students on assessment (handbooks)
5.5.2 Assessment linked to academic expectations of receiving departments	5.5.2 What is done so that assessments correspond as closely as is feasible to those that students will be required to undertake in their intended subject areas? How valid and reliable is the assessment? How are validity and reliability ensured?	Evidence (emails, minutes of meetings) of discussion of assessment with receiving departments. Evidence of trialling of assessment instruments
5.5.3 Advance information on procedures/ criteria for assessment and resit opportunities	5.5.3 When and how are students informed of the assessment tasks, procedures and re-take opportunities?	Course description outlining course assessment. Information given to students on assessment procedures (including opportunities for resubmitting coursework or re-sitting exams).
5.5.4 Timely and useful feedback on students'	5.5.4 & 5.5.7 In what various ways are students given feedback? How is it ensured that this is in a	Evidence of written or oral feedback on performance given to students.

5.5 ASSESSMENT, EVALUATION AND PROGRESSION	QUESTIONS	POSSIBLE EVIDENCE
progress	form that contributes to their improvement? How are students trained to monitor their own progress and respond to feedback? How do tutors assess how far students are doing this? What samples of assessment and feedback are available? Is responding to feedback an element in tutor/student induction, course material, or even assessment criteria?	
5.5.5 Regular formal assessment of students' progress	5.5.5 What is the overall pattern and timing of formal assessment over the course? How do the different elements contribute to the overall results? Are tutors and students clear as to what contributes to their final grades for the course?	Account of procedures for regular assessments, record keeping, reporting to Sponsors, departments, and sample documents.
5.5.6 Standardisation, fairness and consistency in student assessment procedures	5.5.6 What different methods are used to ensure tutors are assessing fairly and consistently throughout all assessment types? What evidence is there of standardisation processes?	Account of procedures for ensuring fairness and equivalency of assessment procedures (including assessment criteria given to students and standardisation sessions with staff).

5.5 ASSESSMENT, EVALUATION AND PROGRESSION	QUESTIONS	POSSIBLE EVIDENCE
5.5.7 Student responsibility for progress and use of feedback	As for 5.5.4	Tutorial record sheets or other evidence of how students act upon teacher feedback.
5.5.8 Exit assessment procedures and reports	5.5.8 What is done to ensure that grades and wording in final reports are useful both to departments and to the students themselves? Are students, academic departmental and other relevant staff aware of the meaning of grades and comments in final reports?	Sample test reports or certificates given to students and receiving departments.
5.5.9 Support and information for students transitioning to university programmes.	5.5.9 When and how are students assisted in the transition from the Pre-sessional to their future programmes of study?	Information about help students receive with police registration, visa renewal and registration for degrees.
5.5.10 Systems for tracking subsequent academic performance of students	5.5.10 For students who move on to programmes within the same institution, how are their progress and degree outcomes monitored, and how do these findings feed back into design, management and teaching of the course?	Evidence of follow-up exercise on students' progress in consultation with receiving departments.

9. ADDITIONAL GUIDANCE

The guidelines below cover meetings with major stakeholders. In each case, the specific questions relating to the criteria have been abstracted out to help Assessors (particularly less experienced ones) in making their judgements. **However, there is clearly no time to work through all of these, so attention should focus on aspects of the course which do not lend themselves to documentation / observation, or where:**

- **the documentation is unclear, or**
- **the Assessors are unclear whether the criteria are met.**

The questions themselves are written in terms that relate to the criteria; they are not necessarily written to be read off the page. What questions should be asked and how in a given meeting is a matter for the Assessors to judge. Some more general questions are offered but as suggestions only.

In principle, course directors could be asked about any of the criteria, although initial questions will tend to cluster in the Institutional Context, Course Management and Course Design sections. Given this, the following guidance focuses on meetings with other parties apart from the CDs themselves. A number of the same questions can be asked of different parties; this is deliberate and very useful for getting different perspectives on the same area.

10. SAMPLE QUESTIONS

10.1.1. Centre Management (Director, Assistant Director, Director of Studies etc.)

The first meetings with Course Directors and those above them in centre management are a chance to get their sense of the Course, what they want to say about it, as well as about the unit and wider institutional context. They may also volunteer concerns, frustrations, etc.: remember: the final report, especially in its summary, is written with a wider audience in mind, so the meetings are an opportunity to capture points that the unit itself may want to be communicated over their own heads to other parties in the institution.

Example General Questions

What is the overall rationale for the course and how does it prepare students for their following academic studies?

What significant issues are there with the course this year; e.g.

- areas prioritised for course development
- on-going problems that demand attention

Specific Questions

5.1.1 How are the interests of the Centre formally and informally represented in the institution? What is the nature and frequency of the communication with other key parts of the university?

5.1.2 What is the nature of any academic departmental contribution to the programme, whether in terms of overall design, lecture input, materials, assessment etc.?

5.1.3 How far does the current relationship with service departments contribute to the running of the programme?

5.1.4 How does the tutor selection process (interview tasks etc.) reflect the TEAP Competency framework?

5.1.8 What levels of support staffing are there, and how do these adjust to deal with peaks and changes in programme activity? [Is staffing adequate to deal with peaks of activity, starts and ends of courses etc.?]

5.2.2 & 5.2.3 What place do the course directors have in the overall management of the centre? How are the principle responsibilities for managing the programme allocated between different staff members? [Is there a description of the specific roles & responsibilities for key staff on the programme? How far does any account of their work by staff members match the official priorities/responsibilities (e.g. given in the job description)?]

10.1.2. Academic Departmental Representatives

Example General Questions

To what extent have academic departments been able to make contributions to the course (whether in terms of its content, delivery or assessment)?

Do you have a sense of the ‘value added’ by the course to those students who take it?

Specific Questions

5.1.1 What is the nature and frequency of the communication with the Centre? How are the interests of the Centre formally and informally represented in the institution?

5.1.2 What is the nature of any academic departmental contribution to the programme, whether in terms of overall design, lecture input, materials, assessment etc.?

5.5.2 What is done so that assessments correspond as closely as is feasible to those that students will be required to undertake in their intended subject areas?

5.5.8 What is done to ensure that grades and wording in final reports are useful both to departments and to the students themselves? [Are academic departmental and other relevant staff aware of the meaning of grades and comments in final reports?]

5.5.9 When and how are students assisted in the transition from the Pre-sessional to their future programmes of study?

5.5.10 For students who move on to programmes within the same institution, how are their progress and degree outcomes monitored, and how do these findings feed back into design, management and teaching of the course?

10.1.3. Service Departments within the wider institution [incl. Recruitment / International Office, Admissions, Welfare & Student Support etc.]

5.1.1 What is the nature and frequency of their communication with the Centre?

5.1.3 How far does the current relationship with service departments contribute to the running of the programme?

5.4.8 What kind of social & cultural programme is provided? What uptake is there by the students? [If there is little student uptake, is that perceived as a problem?]

5.4.9 What support & advice is available and from whom? How are students informed of this? [Are students aware of these sources and how useful have they proved to be?]

5.5.9 When and how are students assisted in the transition from the Pre-sessional to their future courses of study?

10.1.4. Admin. & Support Staff within the unit

5.1.3 How far does the current relationship with other service departments in the institution contribute to the running of the programme? 5.1.8 What levels of support staffing are there, and how do these adjust to deal with peaks and changes in programme activity? [Is staffing adequate to deal with peaks of activity, starts and ends of courses etc.?]

10.1.5. Self-Access Facilities / Library Staff

5.4.7 What additional learning facilities and materials are available? How are students encouraged to use them? [What evidence is there that students are both aware of and using these? If there is little use, what are the possible reasons for this?]

10.1.6. Welfare & Support Staff at Unit or Institutional Level

5.4.8 What kind of social & cultural programme is provided? What uptake is there by the students? [If there is little student uptake, is that perceived as a problem?] 5.4.9 What support & advice is available and from whom? How are students informed of this? [Are students aware of these sources and how useful have they proved to be?]

10.1.7. The Tutors’ & Students’ Meetings

These are critical meetings but have to be very focused given the limited time. The aim should therefore be to get an overall sense of the tutors’ or students’ understanding of and reaction to the course, and to address particular areas of interest or concern which can be usefully discussed at a meeting.

The tutors and students should have been informed about the purpose of the BAS visit and the meeting itself. There is a template letter in Appendix Two, to use for this purpose. The meeting can then begin with an introduction to briefly elicit what tutors/students understand and to give clarification as required. This may need to include the following points which can be elicited using the following question: **What do you know about BALEAP / the BAS?**

- this is a peer-review quality assurance process
- we are not here to evaluate individual tutors / students (any report back to the course directors from observations is expressed in general terms)
- we treat tutors’ / students’ contributions as a tutors’ / students’-eye view: we value what they say, but we do not automatically assume any assertions are correct or judgments are valid; our job is to take account of the views of the tutor / student body
- accordingly, anything said here is evaluated and if reported is done so anonymously; however, anything significant should also be fed through the normal course evaluation processes if possible
- if issues need to be raised with us in confidence, we can be contacted privately; confidentiality is guaranteed, but we must evaluate what might be appropriate to pass on or incorporate into the report

10.1.8. Tutors’ Meeting

Example General Questions

Overall (in relation to induction, syllabus, materials, assessment etc.) how is the Course going so far?

What makes this an EAP course? How well do you think it relates to the kinds of things the students will need to know and do in their destination academic programmes?

How might the Course be developed? What elements might be dropped or reduced in weight? Is there anything particular that you think should be added?

Specific Questions

INSTITUTIONAL CONTEXT

5.1.6 What professional development opportunities are there?

5.1.7 What space is available for work, including working with colleagues? What catering and other facilities are at hand?

COURSE MANAGEMENT

5.2.2 & 5.2.3 Where is the management structure and division of responsibilities laid out and is it clear; e.g. can they answer questions such as 'What do you do/ who do you go to if...?'

5.2.4 What is the tutors’ perception of the induction? Are there any elements which are not sufficiently covered which should be?

5.2.8 Do tutors have adequate opportunity for regular and sufficient contact with course management?

COURSE DESIGN

5.3.1 – 5.3.3, 5.3.5, 5.3.8 What are the overall principles that underpin the design of the course? How are tutors made aware of these?

5.3.4 In what various ways are student autonomy and critical thinking built into the course? How are tutors made aware of this?

5.3.7 What guidance is given to tutors in how tutorials should be conducted?

5.3.9 What learning & reference materials are available? What actual use do tutors make of these, whether for immediate use in the course, or for personal development?

5.3.10 & 5.3.11 In what ways do tutors feel they can contribute to the course development? Are they aware of changes that have been made in response to suggestions? Alternatively, if changes have not been made, are they aware of the reasons why?

TEACHING AND LEARNING

5.4.1 & 5.4.2 How are tutors supported who are inexperienced in EAP or new to this programme? Do they feel sufficiently supported?

5.4.3 Do tutors have a clear sense of the relationship between the course content and the overall aims? Do tutors have a sense of the relationship between the course and students’ future academic studies?

ASSESSMENT, EVALUATION AND PROGRESSION

5.5.1 How are tutors made aware of the link between the summative assessments and the overall course design?

5.5.4 & 5.5.7 In what various ways are students given feedback? How do tutors assess how far

students are monitoring their own progress and responding to feedback? 5.5.6 What different methods are used to ensure tutors are assessing fairly and consistently throughout all assessment types?

10.1.9. Students' Meeting

Example general questions

Overall (in relation to content, teaching, assessment etc.) how is the Course going so far?

Do you feel that you are making progress? How do you know?

From what you know about your future studies do you feel that you are being well prepared?

Who do students consult if they need to speak to someone about studies, health, accommodation, visas etc.?

Specific Questions

COURSE MANAGEMENT

5.2.2 & 5.2.3 Where is the management structure and division of responsibilities laid out and is it clear; e.g. can they answer questions such as 'What do you do /who do you go to if...?'

5.2.8 Do students have adequate opportunity for regular and sufficient contact with course management?

COURSE DESIGN

5.3.1 – 5.3.3 Do students understand the overall design of the course and how it relates to their day-by-day lessons, and to their future academic studies?

5.3.4 In what various ways are independent working and critical thinking built into the course? How are students made aware of this?

5.3.7 What guidance is given to students in how tutorials should be conducted? What kinds of things are done in tutorials and do they understand why?

TEACHING AND LEARNING

5.4.7 What additional learning facilities and materials are available? How are students encouraged to use them? How much use do they make of them? If there is little use, what are the possible reasons for this?

5.4.8 What kind of social & cultural programme is provided? What uptake is there by the students? If there is little student uptake, is that perceived as a problem?

5.4.9 What support & advice is available and from whom? How are students informed of this? How useful has it proved to be?

ASSESSMENT, EVALUATION AND PROGRESSION

5.5.1 How are students made aware of the link between the summative assessments and the overall course design?

5.5.3 When and how are students informed of the assessment tasks, procedures and re-sit opportunities?

5.5.4 & 5.5.7 In what various ways are students given feedback? How are students trained to monitor their own progress and respond to feedback?

5.5.9 When and how are students assisted in the transition to their future courses of study?

11. APPENDIX ONE - Template emails for use by the BAS Administrator

11.1. Email to confirm the visit and prepare for it

Dear CONTACT,

I'm now getting in touch formally about your BALEAP Accreditation visit, which has been set for wc DATE. Your lead Assessor for the visit is ASSESSOR . The second Assessor will be ASSESSOR and both Assessor's have been copied in to this email.

A few preliminaries:

1. I'm attaching the final version of the Accreditation Scheme Handbook. Please also note that, for your convenience, individual versions of some of the Appendices are available on our website so that you can download and complete them.

2. For the **pre-visit documentation**, we suggest electronic submission of as much of the documentation as possible. In the light of recent experience, setting up a Drop box folder works the best. But could I ask that careful attention is given to organising the folders and documents so that the Assessors can make sense of them easily? A subfolder for each of the five sections, with each document within that subfolder given the heading of the criterion it relates to works best, along with any supplementary files (e.g. pdf's or brochures or anything else that doesn't easily copy into a Word file). It is helpful if there is one main document which has a narrative to explain and link the supporting documents.

May I also suggest that you have one hard copy of the documentation available for the visit itself?

Your Assessors will be in touch with suggested deadlines for uploading preliminary documentation.

3. **The visit schedule**. Could we ask that you begin thinking about the timetable for the visit? The main reason to do this in advance is that some of your colleagues have very busy schedules and need plenty of notice. In addition to the key people in your Centre, the Assessors will want to meet with:

- colleagues in receiving departments, ideally including an academic in addition to admission administrators
- colleagues outside the language centre. Please decide this based on how your Centre articulates
- with the wider university (e.g. International Office? A Dean/pro-Dean/Director of studies?
- University-wide student support/welfare office?)
- someone in a management position from the department or section directly 'above' your Centre, i.e.
- who you report to directly in structural terms

If you need more guidance on this, please let your Assessors know
It is helpful for the Assessors to have a **Suggested Schedule, 6 to 8 weeks before the visit**, showing who you plan to include.

They would then need a **Working Schedule two weeks before the visit**, together with approximate timings for meetings with colleagues, students, teachers and classroom observations. We expect that this is likely to change because of the nature of the programme itself and the number of students. I have attached a skeleton schedule of a typical accreditation visit for guidance only; this is open to negotiation with your Assessors as it will depend on the availability of individuals and classes.

4 **General Data Protection regulations** The new General Data Protection Regulations apply from May 2018. This may impact on the time required to prepare the documentation for the visit, and the way in which it might be shared. For example, you may be required to redact documents with personal identifiers on them (names etc.) unless permission has been received etc. and may be required to send on encrypted data sticks. This is not insurmountable by any means, but we would strongly advise that you contact your university data protection officer in good time. One possibility to explore is whether Assessors can be set up as external examiners for the visit, and whether this will help ease some of the restrictions.

Please feel free to get in touch with any questions or suggestions.

Kind Regards

NAME
BALEAP Administrator

Sent on behalf of BAS Chair

11.2. Email to send draft accreditation report

Dear CONTACT,

Assessor name and Assessor name have completed a draft of our Report of the BAS Accreditation Visit to 'Institution name' on 'Dates' 2017, which I'm now sending you.

Please note that the purpose of seeing the draft before it is considered further is for you to check the document for factual accuracy. We would be grateful if you were able notify us of any inaccuracies within five working days, and **by 'date 5 days on' 2018** at the latest.

The report will be fully proofread and formatted before being finalised. We thank you for overlooking any typographical and formatting errors.

We would also ask you to note that this draft is strictly confidential and must not be shared. Please sign and return the attached form to confirm your agreement.

Best wishes,

NAME
BALEAP Administrator

Sent on behalf of BAS Chair

11.3. Email to send final BAS report and interim decision on accreditation, subject to ratification

Dear [Centre Director],

Thanks for responding to the request to check the factual accuracy of the draft [institution] BALEAP Accreditation visit report.

I am now sending the final version of the report following discussion with the Assessors and the Sponsors.

I am delighted to tell you that we will be recommending that your (Pre-sessional Provision) be accredited for 4 years from [date of final report]. This will be ratified at the BAS meeting in [location and date of October meeting].

Option 1 (for existing scheme members who did not have a pre-accreditation visit): I will now send you an invoice for the 2017-18 [change year as appropriate] membership of the accreditation scheme.

Option 2 (for new members who did receive a pre-accreditation visit): I will now send you an invoice of £595, which is for your first year's membership of the scheme minus the £95 you paid for your pre-accreditation visit.

Membership of the scheme runs from 1st August to 31st July each year.

As a member of BAS, you are entitled to display the Accredited Course logo on your website (attached).

Please could you complete an evaluation report (attached) to indicate whether you were happy with the way your assessment visit was conducted.

Best wishes

NAME
BALEAP Administrator

Sent on behalf of BAS Chair

11.4. Email following ratification meeting

Dear CONTACT,

Following the BAS ratification meeting in X on DATE, I am delighted to advise that your BAS accreditation has been ratified for a four year period from the date of the assessment visit.

Congratulations and thank you to you and your staff for their valuable input and time.

You can now be listed on the BALEAP website as an accredited institution. If you would like to do this, please send a note of the url we should link to from the your institution's page.'

I attach the final version of your report, including any changes made since you received the initial draft.

Best wishes,

NAME
BALEAP Administrator

Sent on behalf of BAS Chair

12. APPENDIX TWO -Template emails and letter to teachers for Assessors' Use

12.1. Template email for first contact between the lead BAS Assessor and institutions

Dear CONTACT,

I'm now getting in touch about your BALEAP Accreditation assessment visit which has been set for DATES. I will be the lead Assessor for the visit with ASSESSOR as second Assessor.

Our Administrator has contacted you with the most recent version of the Accreditation Scheme handbook together with suggestions for the submission of electronic documentation and the schedule for the visit.

Could we ask for a Suggested Schedule by DATE, showing who you plan to include. Could you then send a Working Schedule by DATE, together with approximate timings for meetings with colleagues, students, teachers and classroom observations. We expect that this is likely to change because of the nature of the programme itself and the number of students. I have attached a skeleton schedule of a typical accreditation visit for guidance only; this is open to negotiation as it will depend on the availability of individuals and classes.

I have a note of DATE as a possible pre-accreditation pastoral visit if you feel you need this. To comply with the rules for charitable status we would ask you to pay a fee of £95 plus expenses directly to the Assessor. The fee would then be subtracted from your first accreditation scheme membership payment, thus making the visit free to you.

Please feel free to get in touch with any questions or suggestions.

Best wishes

Assessor Name

12.2. Letter to send to teachers at the centre to be visited for accreditation purposes

Dear Tutors,

My name is [lead assessor] and I will be the Lead Assessor during the BALEAP accreditation visit at your institution. We are aware of the amount of work involved in preparing for an assessment of this nature and realise that it can be a stressful experience for teachers in particular. This letter is therefore designed to give you some further information about what the visit will entail, and hopefully reassure you about your own contribution.

The BALEAP accreditation is a peer review scheme that is designed to rigorously and extensively review EAP provision whilst also being a formative assessment and source of peer support. Accreditation visits are conducted by Assessors who are working in similar departments and similar provision to yourselves. Such accreditation ensures that students are better informed when choosing high quality and effective EAP provision and also provides the opportunity for quality assurance and enhancement for EAP departments. It is hoped that this will also benefit teachers working on accredited provision because it ensures that they are well supported by their EAP departments and will enhance the quality of the EAP provision that they are working on.

We will usually observe each tutor once during the accreditation visit. However, because we need to see a range of activities across the course, you may be observed more than once. You will be observed by one or two Assessors (one of whom may be a Shadow Assessor). Observations usually last around 15 minutes, and Assessors will try to enter and leave the class as quietly as possible. It would be helpful if you could leave two empty chairs in an accessible place for the Assessors to sit, and leave the copy of the lesson plan nearby. The observations enable us to make an overall assessment of the teaching in your department, and comments about individual teachers are not mentioned in the report, nor is individual feedback given to teachers or course directors. The TEAP competency framework will be used to help the Assessors to review the teaching in your department, and this is available on the BALEAP website if you are not already familiar with it.

You will also be invited to attend a focus group during the accreditation. At this session you will be asked a range of questions related to the course, your experience as a teacher at the centre and the facilities and teaching resources available to you. Anything that is mentioned will be anonymised if used in the report. We look forward to meeting you all at the focus group, and should you wish to raise anything with us outside of this scheduled session then you are welcome to come and see us during our visit.

Kind regards

[Lead Assessor]

13. APPENDIX THREE -Initial contact with an institution applying for their first accreditation

Dear CONTACT,

Thanks for your interest in BALEAP Accreditation and initial contact. You've indicated that you would prefer an accreditation visit sometime between June and August in 2018. It is good to aim for the mid-point of courses when you are busy, so the Assessors can see the extent of your activities, but not so busy, e.g. with exams or final assessments, that the accreditation observations are an unwelcome intrusion.

Once you have decided your dates we can allocate two Assessors who are available at the time you specify to visit your institution. This normally takes place over two half days on either side of one full day. A large part of the visit involves short (15-20 minute) observations of as many classrooms as is feasible in the time. So it is good to plan the visit when there are a variety of class types to visit.

The BALEAP Accreditation Scheme handbook is available online at https://www.baleap.org/wp-content/uploads/2017/01/BAS-Handbook-Dec-2016.pdf.

You can arrange a pre-observation visit to discuss the overall process of preparing for accreditation.

This is also an opportunity for some of your staff to meet your Lead Assessor and this does help to reduce anxiety about what the visit will involve. There is a fee of £95 plus expenses payable to the Assessor for the pre-accreditation visit but your initial membership fee to join the accreditation scheme is reduced by £95, thus making the visit free to you.

BALEAP has 26 accredited institutions, shown on our accreditation map https://www.baleap.org/about-baleap/accredited-institutions. You can arrange to visit an institution to discuss with them their experience of preparing for and undergoing an accreditation visit. Please contact the BALEAP Administrator at admin@baleap.org if you are interested in arranging such a visit.

There is also a Self-Evaluation Document (attached) which enables you to reflect on aspects that will be considered by the Assessors.

Let us know in due course what you would prefer in terms of timing for the Assessors' visit and pre-observation visit. And please do keep in touch with me if you have any questions.

Best wishes

BAS Chair

14. APPENDIX FOUR - Self-Evaluation Document (SED) for BALEAP Accreditation Scheme (BAS)

The BAS is a peer-review quality assurance and quality enhancement scheme, i.e. people in similar roles in other institutions are Assessors. A central purpose of the Scheme is to provide support for development of EAP provision and individuals in EAP centres.

This SED provides a framework for you and your centre to assess your Pre-sessional course(s) ahead of the accreditation visit. It has six questions which are intended to enable you and your centre to identify best practice and also areas which are under development. The way in which you use the SED is up to you but could include bringing the Course team together on one or more occasion, to discuss the questions ahead of the observations, for example, on several occasions before the visit. If you wish to record notes of the discussion and provide the Assessors with a summary, this would be welcome as evidence of involving the team in evaluation.

Reflect on the Course/s for accreditation in the light of the following:

1) What rationale underpins the design of your Course syllabus and its delivery?

2) How does your Centre and the Course articulate with relevant parts of the institution; for example how do you interact with receiving departments?

3) How do you ensure teaching and delivery of the syllabus are at a high standard (you could check for alignment with the TEAP Competency Framework)?

4) What forms of assessment are used and how do these link to the aims and learning outcomes of the syllabus and to assessment practices in the wider institution?

5) How do you ensure that the student experience is positive? Here, you could include reference to communication of both pre- and on-course information; welfare and the social programme.

6) How do you gather feedback from students and staff and how do their comments contribute to Course development?

15. APPENDIX FIVE - Sample Timetable for visit

SAMPLE ASSESSMENT TIMETABLE(to be adapted as required)

Day One

12.30	Assessors arrive and confer
1.00	Meet Course Director/s and establish final arrangements for day and any changes for visit
1.45	Assessors meet teaching staff to introduce themselves
2.00	Observations of classes by both Assessors
4.00	Meet support and social programme staff. Review of documentation/ visits to Library/ IT facilities etc
5.00	Meet Course Director/s to request any additional documentation and clarify any issues which have arisen
Evening	Assessors confer and establish areas each will focus on

Day Two

9.00	Observations of classes by both Assessors
10.30	Break
11.00	Continue observations/ Meet Support staff
1.00	Meet teachers to enable them to respond to and raise issues
2.00	Meet Staff from International Office and receiving schools
3.00	Meet student representatives/group of students
4.15	Review of documentation/ visits to Library/ IT facilities/ meet social programme staff etc
5.00	Meet Course Director/s to request any additional documentation and clarify and issues which have arisen
Evening	Assessors should make time to confer to identify

	outstanding issues needing clarification

Day Three

Morning	Carry out any outstanding observations/ meet anyone not previously available/ have further discussion with Course Director/s/ view any facilities not seen and finalise review of documentation
Lunchtime/as suitable	Feedback to staff
Lunchtime/as suitable	Leave

16. APPENDIX SIX - Sample Timetable for *Partial* Visit

SAMPLE PARTIAL ASSESSMENT TIMETABLE (to be adapted as required)

Day One

12.30	Assessors arrive and confer.
1.00	Meet Course Director/s and establish final arrangements for day and any changes for visit. Review documentation.
1.45	Assessors meet teaching staff to introduce themselves.
2.00	Observations of classes by both Assessors.
4.00	Meet support and social staff [only if required by partially met criteria]. Visits to Library/ IT facilities/ etc
5.00	Meet teachers to enable them to respond to and raise issues. Meet Course Director/s to request any additional documentation and clarify any issues which have arisen. Review of documentation.
Evening	Assessors confer, establish areas each will focus on and identify outstanding issues needing clarification etc.

Day Two

9.00	Observations of classes by both Assessors.
10.30	Meet student representatives/ groups of students (Break).
11.00	Continue observations/ meet Support staff and, if required Staff from International Office/ receiving schools. Meet Course Director/s to clarify any issues which have arisen. Assessors confer before feedback to staff.
Lunchtime	Feedback to staff