## BALEAP Testing Officer Report AGM 2022

## Testing Roadshows

Testing Roadshow: there have been two Testing Roadshows co-hosted with the outgoing Testing Officer, John Slaght with support from the Web Officer, Ania Rolinska and with Dr Anna Ziomek (Deputy Director of Assessment, University of Reading) as an additional host for the second roadshow. The number of attendees was limited to a maximum of 16-20 with around 20 participants to the first and 15 participants to the second roadshow.

The aims of the roadshows were to:

* 1. Raise awareness of the principles of assessment design.
	2. Raise awareness of the resources available through BALEAP and the Testing Officer for testing and assessment.
	3. Evaluate the online forum for the provision of Testing Roadshows. It was felt that the online platform is appropriate and could lead to wider participation. Perhaps both online and f2f could be considered for any future events.
	4. Explore the need for further such events.

In response to feedback on the first roadshow, the aims and expected level and experience of participants was made even more explicit when advertising the second roadshow, which in turn was designed to offer much more opportunity for collaboration and sharing. These changes were well-received with all respondents (7 out of 15 responded) saying that the workshop had met their expectations and gave many very positive comments on content and delivery.

The Web Officer is thanked for undertaking significant additional work in organising the roadshows, collating the information and resources, communicating with participants, creating the evaluation surveys and disseminating the results, and creating padlets for use during and available for one month after the Roadshows.

## The BALEAP Testing Guidelines

The BALEAP Testing Guidelines provide a great deal of detail and guidance for members on a number of SELTs and other English language tests. It is felt that the provision of these guidelines is a valuable endeavour that is of great benefit to the membership and that the following areas could be further considered:

* + 1. Whether it is possible to keep the section of the guidelines that describes available tests absolutely current and accurate with so many ongoing changes to available tests.
		2. Whether the guidelines can be adapted to provide an online resource that provides guidance on how tests can be evaluated for different contexts with links to current information from the test providers.
		3. Whether there should be two sets of guidelines for a) developing and evaluating in-house assessments, and b) for evaluating SELTs and other commercially available language tests within the framework of UKVI compliance and consideration for stakeholder needs
		4. Whether there could be explicit links made between the Testing Guidelines and the BAS and TEAP schemes

## Contact with other organisations

The Testing Officer is a Memberships and Nominations committee member for UKALTA January 2021 – December 2022.

UUK Higher Education Forum March 2022: A specialist session on ‘Using English proficiency scores well in the recruitment and admissions processes’ was delivered with Sandy Bhangal from ETS TOEFL. Many of the delegates were from Recruitment and Admissions departments in HE and it was an excellent opportunity to draw attention to the BALEAP Testing Guidelines.

EALTA: June 2021 Webinar: Remote Online Test Security Webinar. This webinar evaluated security measures for online testing. There was subsequent contact from Anna Soltyska, Convenor of ‘language Centres against Academic Misconduct’ withing AKS (German Association of Language Centres in Higher Education) to deliver a similar session at the end of June which took place at the end of June 2021. A subsequent invite has been extended to deliver a session for IATEFL TEASIG in November 2022. This session will evaluate further the impact of online assessment on test security and academic integrity.

## Plans for 2022-2023

1. Draft Terms of Reference for a project to create new Testing Guidelines versions (a) and (b) in response to section on Testing Guidelines above. N.b. this outline is a draft version pending wider discussion.

Version (a) for developing and evaluating in-house assessments

Version (b) for evaluating SELTs and other commercially available language tests within the framework of UKVI compliance and consideration for stakeholder needs

* 1. Version (a) links to BAS and how using the guidelines can help institutions to meet the requirements (pending approval from BAS Chair)
	2. Version (a) signposts research on assessment for learning and feedback cycles
	3. Version (a) includes a section on the complex area of mapping assessments to CEFR
	4. Version (a) includes a set of ethical guidelines
	5. Version (a) includes a section on the challenges and affordances of online assessment
	6. Version (a) includes a section on academic integrity
	7. Version (a) (pending approval from TEAP Officer) includes guidance on meeting the Fellowship competencies
	8. Version (b) could be designed with developments to the website in mind as it would help to have a more interactive tool for evaluation of tests that links to research and the test provider resources.

2.9 Version (b) has a bibliography that links to published research on commercially available language tests.

1. With reference to the above points 1.1 and 1.7 to meet with BAS Chair and TEAP Officer scoping development opportunities in meeting assessment requirements for candidates.