

# PROVIDERS OF COURSES FOR ADULT MIGRANTS SELF-ASSESSMENT HANDBOOK

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from the *Self-Assessment Handbook* developed by Equals

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[www.coe.int/lang-migrants](http://www.coe.int/lang-migrants)

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## I. Introduction

This *Self-Assessment Handbook* is designed to help providers of language and other courses for adult migrants to review the quality of all aspects of their work. It was originally derived from an Eequals<sup>1</sup> checklist relating to an international accreditation scheme for general foreign language education, and therefore national authorities responsible for overseeing the provision of courses for adult migrants may also find it a useful reference document when setting up courses, reviewing quality guidelines, carrying out quality control or developing guidelines on [quality assurance](#) for providers.

The aim of the handbook is to help institutions and authorities to answer the following questions:

- What is the value of institutional self-assessment, what does it involve, and how can it best be managed
- According to your collective assessment of the provision against the criteria and indicators in the Handbook, are there areas within the provision that need improvement? If so, which are they, and what improvements are needed?
- What areas can be pointed to as areas of excellence?
- How can you use institutional [self-assessment](#) to help plan training and development and contribute to the overall improvement of your institution for the benefit of migrants and national stakeholders?

It includes the following elements:

- a self-assessment checklist
- suggested self-assessment activities
- an appendix containing a glossary of terms.

### ***What is institutional self-assessment?***

Informal evaluation of an institution goes on the whole time, for example, when a temporary teacher decides to apply for a job, when management is thinking about how to develop the course provision, or prior to inspection or audit by an outside body such as an inspectorate. Self-assessment is a series of activities to enable managers and employees to review the quality and effectiveness of their institution's procedures and performance. It is a full or partial review carried out using specific criteria. Self-assessment can look at all aspects of how an institution functions, or it can look at one specific area, for example teaching or assessment procedures. The main purpose is to decide where and how quality and effectiveness can be improved.

Apart from the general objective of raising awareness about quality in the institution and looking systematically for opportunities to make improvements, self-assessment has the following aims:

- To encourage all categories of staff, including teachers and managers, to stand back and reflect on what they are doing, and how others, especially the course participants, perceive it.
- To check that the institution is really meeting the needs of its principal clients, the adult migrants participating in the courses it provides, who are a vulnerable group with specific and diverse needs. This will mean involving a representative cross-section of students in parts of the process, through focus-group meetings, short interviews, checklists etc.
- To also check that the institution is complying with its responsibilities to its other [stakeholders](#) such as funding agencies and national or local government. Representatives of these authorities should be asked to assist by attending certain meetings and/or providing their feedback.

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<sup>1</sup> Eequals (Evaluation and Accreditation of Quality in Language Services) is an international association of high quality providers of language courses and related services with its own system of accreditation. For further information, see [www.eequals.org](http://www.eequals.org). Its own self-assessment handbook was developed by a team of Eequals specialists led by the former Chair, Ludka Kotarska, based on work previously done by Hilary Maxwell-Hyslop. Its main aim is to assist institutions preparing for inspection or re-inspection by Eequals.

- To consult staff on potential areas of improvement, and to enable them to participate in the development process. As a result, the staff may feel a greater sense of responsibility and commitment.
- To draw up an action plan which will facilitate the institution's internal development and its staff training programme.
- To facilitate an internal dialogue about quality in language teaching institutions in the context of a process of on-going improvement and development.

Before deciding to involve staff in a self-assessment project this whole document should be read and decisions taken about how best to approach the self-assessment process in order to assist the institution in its context to better meet the needs of its course participants and enhance the involvement of its staff. A [glossary](#) containing terms that are used in the Handbook, in some cases used in a specific way, is provided in the Appendix and can be referred to as required.

## II. Self-Assessment Guidelines

The purpose of the self-assessment checklist is to encourage providers from time to time – for example annually - to look in detail at the language provision they offer for adult migrants using an internal review process. You may wish to introduce the checklist as an awareness-raising exercise with colleagues, or sub-groups of staff may be asked to discuss and complete selected sections as a team exercise. The checklist covers the following areas:

1. Adult migrants' language learning needs, and the desired outcomes of the courses provided
2. Planning language teaching and learning
3. Educational [resources](#) and facilities
4. Teaching and supporting learning
5. [Assessment](#) of course participants' progress and achievement
6. Internal quality assurance
7. Other services provided to course participants
8. Staff qualifications, experience and training
9. Internal communications
10. information

The checklist is quite comprehensive, covering all the above areas in some detail. However, it may not be necessary to cover everything through self-assessment, and some questions may not be applicable. In this case the checklist can still serve as a useful document for managers and staff to go through when deciding where they wish to focus their attention at a given time.

### ***Introduction to self-assessment - suggested approach***

Before embarking on the self-assessment process and introducing the checklist to staff, it is important to be familiar with its contents. It is also important that everyone understands the value of this kind of exercise as a way of checking and improving quality as a team. A good way to start is with a discussion of these benefits and any concerns that individuals within the team may have. It may well be impossible to gather everyone together at once, but it is important to address the staff as a whole group, or in smaller groups to explain the purpose of the self-assessment exercise, how it will proceed and why their contribution to different parts of it is so important and valuable. If it is impossible to meet with everyone, then everyone should receive written information about the process. If the information only goes to a selected few at this stage, it will be harder to involve everyone later on.

### ***The checklist – suggested procedure***

- There are 10 main categories, and under each of the headings there are statements regarding specific points.
- While carrying out the self-assessment, staff are also invited to reflect on the extent to which given criteria are being met in the institution by agreeing a 'grade' for it between 0 and 3, where 3 means: no further work is needed in this area at the moment. They are then asked to say what

evidence can be referred to in determining the grade and, in the case of a grade below 3, what action can or should be taken to address the issue. Thus, if the grade in the third column is 3, enter some reasons for the grade in column 4, e.g.

- for an item such as *"There is a curriculum document which refers to the CEFR"* or *"There are syllabuses for each level"*; examples of evidence would be the existence of clear and useful curriculum document and syllabuses;
- for an item such as *"The teaching methods and approach correspond to those described in the institution's publicity"* or *" Teachers try to adapt learning objectives in the syllabus to the needs of course participants in the group"*, there could be both written sources of evidence, such as lesson plans, and process-based sources of evidence, such as records of lesson observation, interviews with teachers, or focus group meetings with course participants to check that they are aware of the learning aims and whether they confirm that the teaching methods comply with those described in publicity.
- If, on the other hand, the grade given in response to an item (or certain aspects it refers to) is **0** or **1**, or even **2**, ideas about what *action needs to be taken* should be noted down in column 5, e.g. to develop or improve documents, to introduce certain new procedures such as class observation, or teacher training to raise the teachers' awareness of adult migrants' specific needs, and to develop ways of integrating the 'can do' approach in the teaching, learning and assessment process.
- In some cases, an item may not be applicable, and should be marked NA.. For example, 4.16 is about 'homework' for course participants. Certain institutions may not ask teachers to give homework. If this is the case, some explanation should be provided as to why homework is not part of the programme. This in turn may lead to discussion about a change in policy in this area (e.g. what kind of homework might be useful? How frequently could it be asked for?).

The checklist can be handed out at the end of the staff meeting in which the plan to undertake internal self-assessment is introduced and explained/. As indicated above, it is not expected that all staff will be involved in assessment of all areas. If groups of staff are able to meet regularly, they could fill in the relevant sections of the checklist during meeting time. Otherwise, staff can be asked to fill it in by a given deadline and return it to a designated person. An electronic version of the checklist is provided and can be completed that way.

After the checklist or a section of it has been completed, it will need to be analysed:

- to get a feel for how the staff see the institution, and how well they feel they manage to meet the specific needs of adult migrants
- to note down any issues which need further investigation: for instance, if most of the teachers state that they do not refer to the syllabus when planning their courses, the reason will need to be determined;
- to pick out suggestions so they can be responded to
- so that feedback can be given to the staff
- so that work can start on an action plan.

Feedback to the staff can be handled as follows:

- each section can be summarised indicating whether the answers reflecting the grades entered by staff were mostly high or mostly low
- sections where there is general consensus can be selected
- a couple of 'strong' points or 'weak' points identified by more than one person can be picked out
- a few useful suggestions made by more than one person can be highlighted.

This can be done orally at a meeting. Time should be allowed for questions and discussion of interesting issues raised by staff. Staff can discuss the findings, and should be told that all their suggestions have been noted.

### ***Action Plan***

The results of institutional self-assessment can be used for internal development and for planning improvements.

It is likely that there will be several suggestions for improvements from staff. These can be used as a basis for an action plan, which could focus on the areas which managers feel are most important. Putting this together can further raise awareness and be a useful team-building exercise, so the more members of staff are involved, the better. Groups could be invited to come up with proposals for an area relevant to them for later discussion with the management team.





<b>GRADE</b>	<b>NA= not applicable</b>	<b>0 = no – definitely a problem area</b>	<b>1 = to some extent, but work is needed</b>	<b>2 = yes, OK but could be improved</b>	<b>3 = yes – no further work needed</b>
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### III. THE SELF-ASSESSMENT CHECKLIST

<b>1</b>	<b>Adult migrants' language learning needs, and the desired outcomes of the courses provided:</b>			
	the aim of this section is to encourage providers to reflect on how well staff know and understand the background to the courses and the actual needs of participants			
	<b>Focus</b>	<b>Grade</b>	<b>Reason for/comments on grade</b>	<b>Action that can be taken</b>
1.1.	Managers, co-ordinators and staff are fully aware of who the key stakeholders in the provision are (e.g. course participants and their background, a government funding agency etc.).			
1.2.	There are written guidelines available from national or local government or other authorities that fund the provisions. These guidelines are followed.			
1.3.	There is a clear system for identifying and analysing the <b>language learning needs</b> of individual applicants for courses (for example, their need to learn the language of the host community for access to housing, health, and other services, or to seek employment etc.).			
1.4.	The <b>needs analysis</b> systems take account of course participants' literacy in their own language and their ability to manage the alphabet/script of the host community.			
1.5.	Effective systems are in place to assess the course participants' individual <b>language proficiency levels</b> before the beginning of their course.			
1.6.	There is a system for assessing and taking account of course participants' <b>plurilingual competences</b> (their skills in other languages, including their mother tongue).			
1.7.	Reliable and effective systems are used to group course participants according to their individual <b>needs profile</b> .			

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1.8.	Course participants' oral skills, listening comprehension, and reading and writing in the language of the host community are also assessed				
1.9.	Steps are also taken to identify course participants who may have a low level of literacy in their first language, disrupted basic education or other learning disadvantages.				
1.10.	There is a system to handle participants who are placed in a group that they or the teacher feels is not suitable for them.				
1.11.	Course participants' specific needs and pre-entry level of proficiency in the host community language are recorded in individual data records.				
1.12.	Steps are taken to take account of course participants' needs when preparing and adapting the course <a href="#">syllabuses</a> .				

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<b>2</b>	<b>Planning teaching and learning:</b>				
	in this section managers and teachers are asked to reflect on the way in which the global and more detailed planning of courses is carried out.				
	<b>Focus</b>	<b>Grade</b>	<b>Reason for/comments on grade</b>	<b>Action that can be taken</b>	
<b>A</b>	<b>CURRICULUM &amp; SYLLABUS</b>				
2.1.	There is a <b>curriculum</b> document which states clearly the aims and educational philosophy and the overall objectives behind the provision of the language courses, as well as the approach to teaching and learning that is used.				
2.2.	The aims, philosophy and objectives in the curriculum are consistent with the aim to encourage intercultural dialogue and to develop <b>plurilingual and pluricultural competences</b> .				
2.3.	There is a system of language proficiency levels or <b>profiles</b> which is related to the <i>Common European Framework of Reference for Languages</i> (CEFR).				
2.4.	General descriptors are available that specify language abilities at each level, for example in the form of 'can do' statements.				
2.5.	These levels and descriptors are referred to by staff and are made available to course participants.				
2.6.	There are syllabuses or course plans for each level which are linked to course participants' needs, and which summarise what is likely to be covered during the course referred to.				
2.7.	The syllabuses specify course content and intended <b>learning outcomes</b> clearly both for teachers and for course participants.				

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2.8.	Syllabuses are flexible enough to enable teachers to <b>adapt</b> courses to meet learners' specific needs.				
<b>B</b>	<b>TEACHERS' PLANS AND RECORDS</b>				
2.9.	Teachers' lesson plans, <b>schemes of work</b> or other forms of planning relate clearly to the course aims & content.				
2.10.	There is a procedure for reviewing and updating the syllabuses and other documents that are related to them.				
2.11.	Teachers are able to adapt learning objectives in the syllabus to the needs of the adult migrants in their groups.				
2.12.	Teachers introduce and refer to the specific learning aims of the courses in a way that enables course participants to fully understand them.				
2.13.	Teachers keep a clear records of work covered in each lesson.				

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<b>3</b>	<b>Educational resources and facilities:</b> these are the rooms, materials and equipment used by or available to course participants and staff during the language courses			
	<b>Focus</b>	<b>Grade</b>	<b>Reason for/comments on grade</b>	<b>Action that can be taken</b>
<b>A</b>	<b>ROOMS FOR TEACHING AND LEARNING</b>			
3.1.	The facilities for learning are suitable for the courses offered and for the course participants' needs.			
3.2.	The institution's publicity gives an accurate picture of the facilities for teaching, learning and independent study.			
3.3.	All classrooms can comfortably accommodate the specified maximum number of course participants.			
3.4.	All classrooms are appropriately furnished, equipped with the necessary display, audio- and video equipment.			
3.5.	The furniture and layout of classrooms are suitable for: <ul style="list-style-type: none"> <li>• whole class activities</li> <li>• group work</li> <li>• pair work</li> </ul>			
3.6.	The other study areas, resource centres and offices are suitable for their purpose, e.g. quiet, equipped with computers etc.			
3.7.	There are large enough communal spaces for staff & course participants.			
3.8.	Clear information on emergency procedures, is made known to staff and course participants.			

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3.9.	Steps have been taken towards making provision for staff and course participants with special needs and disabilities.				
<b>B</b>	<b>TEACHING MATERIALS AND EQUIPMENT</b>				
3.10.	There is sufficient equipment for the number of teachers and course participants.				
3.11.	The teaching-learning environment and equipment are regularly maintained.				
3.12.	When necessary, training is provided in how to use the resources available, e.g., computers, the internet.				
3.13.	All teachers regularly use the available resources and teaching materials in their teaching.				
3.14.	Course participants receive adequate orientation to the learning resources available and know how to use them.				
3.15.	The use of facilities and resources is monitored.				
3.16.	Where course books are used, these are suitable for the course participants' needs and level, and are culturally appropriate.				
3.17.	Where in-house materials are (also) used, their content and quality are suitable for the course participants' needs and level.				
3.18.	Where books and other resources are made available for learners, some of these are in languages the course participants know, i.e. not only in the target language.				
3.19.	The resources, whether stored digitally or in print form, are organised and catalogued so that teachers and course participants can access them easily.				
3.20.	The teaching and learning resources are up-to-date and are regularly checked. Items are removed if no longer useful, and new items are added				

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<b>4</b>	<b>Teaching/supporting learning:</b>				
	teaching includes many different activities that aim to help course participants to learn. These are related to the approach and method adopted, and depend on the pedagogic competence of the teachers concerned. It is a crucial area for self-assessment and reflection.				
	<b>Focus</b>	<b>Grade</b>	<b>Reason for/comments on grade</b>	<b>Action that can be taken</b>	
<b>A</b>	<b>TEACHING METHODS AND CONTENT</b>				
4.1.	The teaching methods used are compatible with the aims and content detailed in the institution's syllabuses.				
4.2.	There are clear guidelines for teachers and course participants on <a href="#">methodology</a> and teaching approach.				
4.3.	The teaching methods used are appropriate to the <ul style="list-style-type: none"> <li>• Cultural and educational background of course participants</li> <li>• Language level and profile of the class</li> <li>• Needs of individuals and the groups.</li> </ul>				
4.4.	The teaching methods and approach used correspond to those described in the institution's information and curriculum.				
4.5.	Clear learning aims are communicated to course participants during each lesson.				
4.6.	'Can do' statements based on those in the CEFR or European Language Portfolio are referred to in some way during teaching.				
4.7.	The content (topics, communication skills, grammar, vocabulary etc) of each lesson is relevant to the <ul style="list-style-type: none"> <li>• background of course participants and to</li> <li>• their language learning needs</li> </ul>				
4.8.	Teachers try to tailor their lessons to the specific profile and needs of the course participants				



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4.9.	Course participants are informed about and understand the organisation of each lesson and how the teaching activities will help them learn,				
<b>B</b>	<b>TEACHERS' COMPETENCE</b>				
4.10.	The teachers' use of the target language is appropriate and accurate.				
4.11.	Teachers are aware of differences among course participants' that may affect their learning, such as social, cultural and educational background, level of literacy, and learning style..				
4.12.	A high level of linguistic and cultural awareness is demonstrated by teachers in their lessons.				
4.13.	Teachers take into account and allow space for learners to apply their competence in other languages, for example by encouraging reflection on different ways of expressing related concepts in different languages.				
4.14.	Teachers use a variety of techniques and organise participants into different working groups or pairs when appropriate and manage changes of activity efficiently				
4.15.	Teachers demonstrate an ability to:				
4.15.1	present models and examples in the target language well and give clear information about the language and culture when needed				
4.15.2	organise and elicit useful language and communication practice				
4.15.3	monitor course participants' work				
4.15.4	provide individual support for learners				
4.15.5	balance the needs of the group and individuals				

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4.16.	Homework is given and reviewed on a regular basis				
4.17.	Teachers take account of the interests and needs of individual learners in their classes.				
4.18.	There is a friendly and confident relationship between course participants and teachers.				
4.19.	All learners participate actively during lessons.				
4.20.	During the course, improvements in the communicative competence of course participants show that they are progressing.				

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<b>5</b>	<b>Assessment of progress and achievement:</b>				
	this is also a key area of course provision. It includes monitoring and assessing course participants' progress during the course as well as evaluating their achievements at the end of a course (or section of a course). Teachers and academic managers are involved in the process.				
	<b>Focus</b>	<b>Grade</b>	<b>Reason for/comments on grade</b>	<b>Action that can be taken</b>	
<b>A</b>	<b>DURING THE COURSE</b>				
5.1.	There are clear systems for offering course participants advice on their language learning.				
5.2.	Course participants' progress is monitored and assessed on a regular basis during the course.				
5.3.	Course participants also monitor their own progress.				
5.4.	Course participants use a <a href="#">language portfolio</a> , such as that prepared by the Council of Europe specifically for Adult Migrants <sup>2</sup> , to regularly monitor their own progress through self-assessment. They are given guidance and encouragement in the use of the portfolio				
5.5.	There are regular progress tests or assessable tasks for course participants.				
5.6.	The preparation of these tests and/or tasks is supervised by the institution.				
5.7.	Some of the progress tests or tasks include an oral part.				

<sup>2</sup> European Language Portfolio 'Learning the language of the host country - Adult Migrants' (Council of Europe 2012) and its *Handbook for teachers* with an *Introduction to the ELP*, and a tool with 'I can' descriptors (*The linguistic integration of adult migrants and the ELP: goal-setting and self-assessment checklists*). This kit is available online at [www.coe.int/lang-migrants](http://www.coe.int/lang-migrants) - section Instruments.

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5.8.	Course participants are given adequate feedback about their progress during the course.				
5.9.	When course participants are preparing for a required or official examination, they are given appropriate practice and guidance in dealing with the test-types used.				
<b>B</b>	<b>AT THE END OF THE COURSE</b>				
5.10.	Course participants' language proficiency is assessed at the end of the course, or/and at the end of each module				
5.11.	In end-of-course assessments, other assessment means are used in addition to a formal test or exams (e.g. continuous assessment, task-based assessment).				
5.12.	In end-of-course assessments, other assessment means are used instead of or in addition to a test or exams (e.g. continuous assessment, task-based assessment).				
5.13.	The tests and other means of assessment are in line with the learning objectives in the curriculum and syllabus. For example, if learning objectives are specified by 'can do' statements, the corresponding abilities of course participants are assessed.				
5.14.	A certificate is issued at the end of each course.				
5.15.	The certificate states the course participant's level or profile as indicated by the assessment, and briefly describes the nature of the course.				
5.16.	The levels or profiles indicated relate to the <a href="#">CEFR</a> , and where necessary intermediate CEFR levels e.g. A1+, A2+, etc , are also used for describing course participants' language proficiency at the end of the course.				

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5.17.	Course participants' competences in other languages are also indicated in the course certificate or a report.				
5.18.	There is also reference to the national qualifications framework of the host country, if one exists.				
5.19.	A report is given to course participants on their progress and achievement to help them continue their language learning after the course.				
5.20.	The report indicates the links between the course participants' proficiency in the target language and their likely communicative needs, e.g. related to seeking employment, using health services, and participating in the life of the host community.				

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<b>6</b>	<b>Internal quality assurance:</b>			
	this refers to procedures and instruments used by the institution itself to ensure that high quality standards are maintained, especially in teaching and learning, and arrangements for professional development. It is an ongoing task that requires effective systems and regular review.			
	<b>Focus</b>	<b>Grade</b>	<b>Reason for grade</b>	<b>Action that can be taken</b>
<b>A</b>	<b>LESSON OBSERVATION</b>			
6.1.	There is a system of regular lesson observation, in which, for example, co-ordinators or academic managers observe teachers in turn, especially less experienced teachers, and discuss the lesson with them afterwards.			
6.2.	The system includes a mix of these different types of lesson observations for different purposes:			
6.2.1	for quality control, e.g. <a href="#">buzz observations</a>			
6.2.2	for individual professional development, i.e observation of whole lessons carried out by academic managers, or more experienced <a href="#">mentors</a> designed to help teachers improve their teaching.			
6.3.	There are clear criteria for lesson observations and feedback, which teachers are informed about.			
6.4.	Oral and written feedback is given after observation, and a follow-up system is in place.			
6.5.	Areas of inexperience or weakness in teaching are identified and acted upon after observations, e.g. through in-service training, follow-up mentoring etc.			

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6.6.	There are also opportunities and procedures for peer observation, i.e. teachers observing one another, less experienced teachers observing more experienced teachers, for awareness-raising and development purposes.				
<b>B</b>	<b>FEEDBACK FROM COURSE PARTICIPANTS</b>				
6.7.	Teachers consult with course participants about the aims and content of their course and methods used shortly after the beginning of the course, and regularly throughout it.				
6.8.	Feedback is collected by asking specific questions, for example about what participants found useful and less useful in the course and the support for learning.				
6.9.	Feedback is also collected from course participants at the end of their course, and there are appropriate techniques for gathering feedback from those with low levels of literacy.				
6.10.	If checklists are used to collect information on course participant satisfaction, these are made available in relevant languages where necessary.				
6.11.	When appropriate, course participants are given a response to their feedback, e.g. in the form of an explanation as to why things are done in a certain way, or a thank you for suggestions that can be acted on.				
6.12.	Staff members are informed which aspects of the courses and services most course participants are satisfied and dissatisfied with.				
6.13.	Changes are sometimes made in response to feedback from course participants.				

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<b>7</b>	<b>Other services to course participants:</b>			
	these are the services provided alongside the actual courses, usually related to individual advice and to the welfare of course participants. They are important for general welfare of course participants.			
	<b>Focus</b>	<b>Grade</b>	<b>Reason for grade</b>	<b>Action that can be taken</b>
7.1.	There are clear systems for offering course participants advice on, for example: <ul style="list-style-type: none"> <li>• their course</li> <li>• public exams</li> <li>• administrative procedures</li> <li>• independent study</li> <li>• work placement</li> </ul>			
7.2.	There are also systems for dealing with course participants' other queries, e.g. about health, housing, seeking employment etc.			
7.3.	Measures are taken to incentivise course participants to attend regularly, and to minimise the likelihood of them dropping out of the course.			
7.4.	There are written guidelines and procedures covering: <ul style="list-style-type: none"> <li>• Course participants' absence and lateness</li> <li>• Asking for advice and support</li> <li>• Making complaints</li> <li>• Making up for cancelled classes</li> <li>• Cover arrangements for absent teachers</li> </ul>			



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7.5.	Course participants and staff are familiar with these guidelines.				
7.6.	Systems are in place to record course participants' attendance and follow up absence.				
7.7.	Staff members are available at advertised times to assist with the welfare of course participants.				
7.8.	These members of staff are able to cope with their task				
7.9.	Interpretation is available to course participants if required.				
7.10.	Arrangements are made to take into account course participants' religious observances (where appropriate).				

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<b>8</b>	<b>Staff qualifications, experience, training and management:</b>				
	this is a key area related to the quality of provision. Teachers and other staff need to be properly trained and to have the necessary competences to do the job				
	<b>Focus</b>	<b>Grade</b>	<b>Reason for grade</b>	<b>Action that can be taken</b>	
<b>A</b>	<b>TEACHERS</b>				
8.1.	There clear criteria for selecting and appointing teachers.				
8.2.	Teachers, including part-time and temporary teachers, have the appropriate <ul style="list-style-type: none"> <li>• professional training</li> <li>• qualifications</li> <li>• experience of language teaching</li> <li>• competence in and awareness of the target language</li> <li>• cultural awareness, and experience in managing a range of culturally influenced behaviours</li> </ul> to enable them to provide good quality language courses for adult migrants.				
8.3.	Supervised language teaching practice was included in the initial training of members of the teaching staff.				
8.4.	Teachers have had training which included sensitisation to the intercultural and discrimination issues related to working with adult migrants.				
8.5.	The teaching team as a whole has a profile that is appropriate to the needs of the institution.				

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8.6.	Teachers are given clear guidelines about their duties, the procedures to be followed, timetables, areas of responsibility, use of the course syllabuses, observation, as well as answers to frequently asked questions about their role and their tasks				
8.7.	Teachers are positive about <a href="#">plurilingualism</a> and open-minded about the use of and reference to the languages spoken by course participants				
8.8.	Teachers work collaboratively, exchange experiences and discuss challenges in a collegial manner.				
8.9.	Teachers have regular opportunities for in-service training, group workshops on issues such as teaching techniques, teaching resources etc?				
8.10.	In-service training sessions generally cover issues relating specifically to the special needs and the background of adult migrants, and include positive approaches to course participants' own languages and cultures.				
8.11.	The interests and needs of individual teachers are taken account of in in-service training and development.				
8.12.	Records are kept of individual teachers' participation in in-service training and professional development, and these are available for consultation				
8.13.	There is a stock of teachers' resources that includes methodology books, reference resources as well as teaching aids.				

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<b>B</b>	<b>OTHER STAFF</b>			
8.14.	Academic managers/coordinators are appropriately qualified and experienced to carry out their duties.			
8.15.	All staff have clearly defined responsibilities			
8.16.	All managers and administrative staff			
8.16.1	are trained and qualified to do the tasks specified in their job descriptions and required in the context			
8.16.2	are able to cope satisfactorily with their tasks			
8.16.3	are positive about language and cultural diversity.			
<b>C</b>	<b>STAFF MANAGEMENT</b>			
8.17.	There are effective management systems for:			
8.17.1	communicating information and procedures to teachers and other staff			
8.17.2	providing cover for absent teachers			
8.17.3	ensuring two-way communication among all staff			
8.18.	There is an effective training, induction and/or a mentoring system for new staff.			
8.19.	Academic coordinators have guaranteed non-teaching/non-administrative time to provide academic support and supervision for teaching staff, especially temporary staff, to develop course programmes, and give counselling to course participants.			

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8.20.	There is a professional development programme for non-academic and management staff that is relevant to their needs.				
8.21.	Staff are occasionally given access to and funding for external training and development opportunities.				
8.22.	The institution belongs to a relevant national or international association or network of similar organisations.				

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<b>9</b>	<b>Internal communications:</b>				
	good communication between managers and staff, and between the institution and its course participants, is very important for the quality of course provision.				
	<b>Focus</b>	<b>Grade</b>	<b>Reason for/comments on grade</b>	<b>Action that can be taken</b>	
9.1.	All staff have clear up-to-date job descriptions and written contracts or letters of appointment.				
9.2.	There are clear written procedures for dealing with staff grievances and disciplinary problems.				
9.3.	All staff, including managers & coordinators are aware of the management structure, lines of responsibility and who they report to.				
9.4.	Performance review meetings are held with all staff including managers at least annually.				
9.5.	The performance review meetings involve:				
9.5.1	individual self-review prior to the meeting				
9.5.2	a review of main features of course participants' feedback				
9.5.3	an opportunity to review individual staff development needs and agree on development aims				
9.5.4	opportunities to give feedback to managers & the institution, and to make suggestions				
9.6.	Agreed records are kept of these performance review meetings.				
9.7.	Other feedback and consultation opportunities are also available to staff.				

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10	<b>Information:</b>			
	this is the information and publicity about the institution and its courses that is available to the public, especially to potential course participants.			
	Focus	Grade	Reason for grade	Action that can be taken
10.1.	Information published by the institution (website, brochure, leaflets, etc) provides accurate information about the following: <ul style="list-style-type: none"> <li>• admission requirements (if any)</li> <li>• course length, dates and location</li> <li>• number of hours taught face-to-face, and anticipated hours of self-study</li> <li>• (for programmes with blended learning) number of hours taught face-to-face and online</li> <li>• dates (e.g. holidays) when the institution is closed</li> <li>• maximum number of course participants per class</li> <li>• whether classes are used to train teachers</li> <li>• If a course fee is payable, what is included in that fee (e.g. enrolment fee, tuition fee, course book)</li> <li>• what support is available for individuals</li> <li>• which, if any, services involve additional payments</li> <li>• requirements concerning attendance</li> <li>• terms and conditions of enrolment, including cancellation regulations and possible sanctions</li> <li>• criteria and methods of assessment &amp; certification.</li> </ul>			
10.2.	This information is clear, up-to-date, and complete, and gives a true picture of what is offered.			
10.3.	The information is available in a range of relevant languages.			
10.4.	There is a guide for course participants, including useful information about their course, methods of teaching, institutional contact details etc.			
10.5.	The written information about the institution's teaching methods matches what really happens in lessons.			

## Appendix - glossary of terms

This Glossary has been developed in order to facilitate the self-assessment process and help you better interpret some of the terms used in the checklist.

TERM	DEFINITION
<i>Academic management</i>	The management of curriculum, syllabuses, assessment, certification and teaching staff.
<i>Appraisal</i>	See "Performance Review" and "Professional Development Interviews".
<i>Assessment</i>	A systematic approach to evaluating <ul style="list-style-type: none"> <li>- the (language) ability of a student through various procedures designed for this purpose, such as tests, activities, etc</li> <li>- the quality/success of a course through interviews, checklists, observations, etc</li> <li>- the performance of an institution.</li> </ul>
<i>Buzz observation</i>	Short lesson observation lasting no longer than 15-20 minutes, see "Observation, types of"
<i>'can do' descriptors</i>	Statements of language ability taken from the CEFR.
<i>CEFR sub-levels</i>	CEFR levels which are broken down into one or more levels between the main levels, e.g. B1+, A1.1 etc
<i>Certificate</i>	A document stating that a named person has taken a test or been assessed in another way, and has achieved a particular grade, usually at least a pass. Also, a document that simply states that the named person has attended and completed the course.
<i>Certification</i>	The process of giving certificates for a course of education/training.
<i>Class records</i>	Written records of what has been covered in classes based on syllabuses, schemes of work and teaching materials.
<i>'Common European Framework of Reference for Languages: learning, teaching, assessment' (CEFR)</i>	A Council of Europe document (available in 39 language versions) proposing an approach to language education and a way of describing language ability across a set of <i>common reference levels</i> , defining proficiency in as many of categories as possible at six levels (A1, A2, B1, B2, C1, C2) in empirically developed scales of illustrative descriptors – see Language Policy Unit's website <a href="http://www.coe.int/lang-CEFR">www.coe.int/lang-CEFR</a>
<i>Complaints procedure</i>	A specified procedure to enable course participants or others to voice complaints about a course or other service they receive if they need to.
<i>Course book / text book</i>	A book with units or lessons giving instruction of learning or dealing with various skills or topics.
<i>Course participants</i>	Those taking part in a course, in this case a language course
<i>Cover systems</i>	A formal arrangement to ensure that staff who are sick or on holiday are replaced.
<i>Curriculum</i>	An overall description of the aims, content, length, organisation, methods of an educational course. See also 'syllabus'.



<i>Descriptor, 'can-do' statement</i>	A statement describing a specific language ability, usually in the form of 'can-do' statement, e.g. ' <i>can introduce him/herself and others, and can ask and answers questions about personal details</i> ' (CEFR p.24). Specific checklists of 'can-do' statements have been devised that relate to the ELP for adult migrants.
<i>Enrolment procedures</i>	Formalised written procedures to enrol course participants on a course known to course participants, their sponsors and the institution's staff.
<i>European Language Portfolio (ELP)</i>	A personal updateable document used by language learners to assess their current level of proficiency in all languages in their repertoires, to specify language learning aims, and to monitor and record progress and achievement in language learning based on the language levels described in the <i>Common European Framework of Reference</i> (CEFR) – see the website dedicated to the ELP: <a href="http://www.coe.int/portfolio">www.coe.int/portfolio</a> ). An ELP kit has been developed specifically for adult migrants (see <a href="#">Note 2</a> page 17)
<i>Evidence</i>	Information gained from documents, observations, meetings, feedback from focus groups, etc. which validates claims that standards are being met.
<i>Facilities</i>	Buildings, classrooms, services, equipment, and other resources provided for staff and course participants.
<i>Focus group</i>	A representative selection of staff or course participants, who are asked their own view on their situation as a group and on various aspects of the institution
<i>Host community</i>	The country, region and place to which the migrants have moved; where they have settled.
<i>Induction of teachers</i>	The process of introducing new teachers and their new jobs and responsibilities and to the institution's systems, procedures and resources.
<i>Instructions</i>	General directions given to learners or course participants about, for example, how to do an exercise or other language activity, what to do in an examination, etc.
<i>Institution</i>	The term includes language schools, language departments of institutions or other types of language course providers.
<i>Integration</i>	'A two-sided process - the capacity of people to live together with full respect for the dignity of each individual, the common good, pluralism and diversity, non-violence and solidarity, as well as their ability to participate in social, cultural, economic and political life' <sup>3</sup> . Integration in this sense is often contrasted with 'assimilation', which may involve the loss of one's culture and language of origin.
<i>Interactive whiteboard / SMART board</i>	Computerized equipment in the form a wallboard which is used for education, presentations and other teaching and learning applications. It can be used dynamically by teachers and course participants using electronic markers and/or as a large computer or projector screen.
<i>Intercultural dialogue</i>	'An open and respectful exchange of views between individuals, groups with different ethnic, cultural, religious and linguistic backgrounds and heritage on the basis of mutual understanding and respect' <sup>4</sup>

<sup>3</sup> Derived from *White Paper on Intercultural Dialogue "Living Together As Equals in Dignity"* (Council of Europe 2008), p.11

<sup>4</sup> Ibid, note 3.

<i>Learning objective</i>	The aim or desired outcome of teaching or another kind of educational activity.
<i>Lesson planning</i>	A description or outline of any or all of the following: a) the goals or objectives of the lesson, b) the activities and procedures the teacher will use to achieve them, the time allocated to each activity and the order to be followed, c) the time allocated to each activity and the order to be followed, d) the materials and resources which will be used.
<i>Level, language level, proficiency level</i>	A description of the degree of proficiency needed either: <ul style="list-style-type: none"> <li>• for a course participant to be placed in a certain class, or at a position on a scale, for example A1/B1 as specified by the CEFR; or</li> <li>• more broadly, for setting teaching objectives for a course , designing or selecting tests etc</li> </ul>
<i>Learning outcome</i>	What learners are expected to achieve as a result of the course, for example in terms of improved ability to communicate orally
<i>Line management</i>	The system of organizing an institution etc. in which information and instructions are passed between employees and their designated managers.
<i>Mentoring, mentor</i>	Help and advice from an experienced teacher, tutor or academic manager (a mentor) who shares knowledge, skills, and perspectives to support the personal and professional growth of a less experienced teacher
<i>Methodology/method</i>	A way of teaching language which is based on systematic principles and procedures, for example communicative.
<i>Needs analysis</i>	A way of determining the language and communicative needs - in terms of skills, tasks, vocabulary, etc. - of a particular group of learners prior to devising a course of instructions for them. Where possible, learners themselves should be involved in the process of identifying their own needs.
<i>Needs profile</i>	The collection of needs of an individual course participant (or a group) relating to life outside the language course, personal interests, participation in the life of the host community etc
<i>Objectives</i>	The knowledge, competence and attitudes which are the stated aims of an educational course of any kind or an individual learner.
<i>Observation, types of</i>	The purposeful examination of teaching and/or learning events through systematic processes which are documented. They include short pop-in observations (so called 'buzz observations') for basic quality control, longer developmental observation by managers, and peer observation.
<i>Organigram/organisational chart</i>	A diagram showing the structure of an organisation.
<i>Peer observation</i>	Observation of teachers by colleagues who are also teachers, by agreement with the teacher being observed (see 'Observation, types of').
<i>Performance review, professional development interviews, appraisal</i>	An interview with a staff member to assess performance and determine professional development plans that are in line with individual needs and the needs of the institution.

<i>Placement test</i>	A system for evaluating the language level of course participants and placing them in a course or class.
<i>Plurilingual and pluricultural competence</i>	The ability of individuals to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social actor, has proficiency, of varying degrees, in several languages and experience of several cultures <sup>5</sup>  (‘plurilingual’ is seen as distinct from ‘multilingual’, which is more likely to be used to describe a group, or an environment such as a city or region where several languages are spoken, etc; similarly, ‘pluricultural’ is distinguished from ‘multicultural’ , which is more likely to be used to describe a city, or another kind of environment).
<i>Profile, language profile</i>	The overall picture of language competences in the languages that a learner has proficiency in. The CEFR scales are provided not only for a global proficiency, “but for many of the parameters of language proficiency. This makes it possible to specify differentiated profiles for particular learners or groups of learners” (CEFR, Notes for the uses, p. 7)
<i>Progress test</i>	A test closely linked to a particular set of learning materials or course of instruction to determine the extent to which course participants’ language competence is developing, for example, tests given at the end of a week or module.
<i>Public exams</i>	Examinations provided by a recognized awarding body, for example Cambridge ESOL, Goethe Institut.
<i>Qualification (of staff)</i>	Successfully completed professional certificates and diplomas for staff indicating their ability to do their job
<i>Quality assurance system</i>	Formalised system of management of the quality of goods or services so that good standards are maintained.
<i>Quality management</i>	A system of creating, implementing and maintaining the quality of goods and services. It usually includes procedures for quality control and a quality assurance system.
<i>Resources</i>	Materials, equipment etc. that can be used to achieve learning goals/aims and objectives.
<i>Scheme of work</i>	A plan indicating what will be taught over a period of time, e.g. a week or module, or a specified number of days or weeks.
<i>Self-assessment</i>	Checking one’s own performance : - on a language learning task after it has been completed - one’s own success in using language through specific guided procedures, such as a <u>European Language Portfolio</u> - the quality/success of a course through checklists/interviews with staff - the performance of an institution through quality assurance or quality control measures.
<i>Skill</i>	Ability to do something - in language teaching, often used to differentiate writing, reading, listening, speaking as main areas of language competence.
<i>Staff training and development</i>	A planned and structured programme based on staff professional needs to provide them with internal and external opportunities to develop their professional skills together with colleagues or individually.

<sup>5</sup> Derived from the *Common European Framework of Reference for Languages: learning, teaching, assessment* (CEFR) (Council of Europe / Cambridge University Press 2001).  
[www.coe.int/lang-CEFR](http://www.coe.int/lang-CEFR)

<i>Stakeholder</i>	A person or organisation with a specific interest in provision of language courses. Stakeholders include the course participants, staff, authority paying for the provision, and so on.
<i>Standardisation</i>	The process of ensuring that assessors adhere to an agreed procedure and interpret and apply criteria in a consistent and reliable way, for example when teachers are assessing students' language ability, or when inspectors are visiting an institution.
<i>Syllabus</i>	A written description of the content of a course of instruction and the order in which skills and/or knowledge are to be taught, usually including an indication of the time to be allocated to main elements (see also curriculum).
<i>Tailor-made courses</i>	Courses which have been designed or adapted to meet the specific needs of the participants taking those courses.
<i>Teacher development programme</i>	A programme of professional development for teachers both designed and delivered internally or a more formalised upgrade of skills and qualifications.
<i>Training manager / HR manager</i>	The manager in an organisation who is responsible for the provision of training, including language training, for employees.