

EAQUALS Self-Assessment Handbook: The EAQUALS Self-Assessment Questionnaire (excerpts)

1.	TEACHING	Yes	Evidence	No	Action to be taken
1.1.	Is there written evidence of a clearly formulated pedagogic approach? Where is it? How clear and accessible is it?	<input type="checkbox"/>		<input type="checkbox"/>	
1.2.	Is there a syllabus for each course type with clear learning objectives for each level and reference to the CEF referred to in teaching?	<input type="checkbox"/>		<input type="checkbox"/>	
1.3.	Does teaching reflect what is laid out in the syllabuses which describe the content of teaching for each level?	<input type="checkbox"/>		<input type="checkbox"/>	
1.4.	Are there clear guidelines for teachers and course participants on methodology and approach?	<input type="checkbox"/>		<input type="checkbox"/>	
1.5.	Are the methods used in class appropriate to the <ul style="list-style-type: none"> • Age of students • Level of the class • Aims of the lesson and course • Needs of individuals and the groups 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
1.6.	Do the teaching methods and approach correspond to those described in the institution's publicity and information?	<input type="checkbox"/>		<input type="checkbox"/>	
1.7.	Are clear learning aims communicated to course participants? Do these reflect the CEFR 'can do' statements in some way?	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	

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 - outcome of the EAQUALS Special Interest Project on "Self-Assessment" coordinated by Ludka Kotarska -

1.8.	Does the content (topics, communication skills, grammar, vocabulary etc) correspond to the course programme appropriate to the <ul style="list-style-type: none"> • age of course participants • their level • the course description in publicity 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9.	Overall, do the course participants understand the planning and organisation of lessons and how the teaching activities will help them learn?	<input type="checkbox"/>		<input type="checkbox"/>	
1.10.	Is the teachers' use of the target language appropriate and accurate?	<input type="checkbox"/>		<input type="checkbox"/>	
1.11.	Do teachers use a variety of techniques and organise participants into different working groups?	<input type="checkbox"/>		<input type="checkbox"/>	
1.12.	Do teachers show an ability to <ul style="list-style-type: none"> • present language and information • monitor students' work • provide support for learners • manage changes of activity <p>Is all this done effectively and efficiently?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.13.	Is the choice and use of resources such as textbooks, boards, handouts, audio and video equipment appropriate in relation to course participants' age, level and their course profile?	<input type="checkbox"/>		<input type="checkbox"/>	
1.14.	Do teachers take account of the interests and needs of individual learners in a group?	<input type="checkbox"/>		<input type="checkbox"/>	
1.15.	Is a high degree of linguistic awareness and competence demonstrated by teachers in classes?	<input type="checkbox"/>		<input type="checkbox"/>	
1.16.	Is there a friendly and confident relationship between course participants and teachers?	<input type="checkbox"/>		<input type="checkbox"/>	

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1.17.	Is there a good level of course participants' involvement in classes?	<input type="checkbox"/>		<input type="checkbox"/>	
1.18.	Is there clear evidence that most course participants are learning?	<input type="checkbox"/>		<input type="checkbox"/>	

2.	ACADEMIC MANAGEMENT – Curriculum and Syllabus	Yes	Evidence	No	Action to be taken
2.1.	Is there a comprehensive curriculum document which states clearly the educational philosophy of the institution and the overall objectives of the teaching and learning process?	<input type="checkbox"/>		<input type="checkbox"/>	
2.2.	Is there a system of language levels which includes written descriptors for the competences relevant to each level?	<input type="checkbox"/>		<input type="checkbox"/>	
2.3.	Are the language levels referenced to the Common European Framework?	<input type="checkbox"/>		<input type="checkbox"/>	
2.4.	Do the descriptors specify learners' abilities at each level in terms of 'can do' statements?	<input type="checkbox"/>		<input type="checkbox"/>	
2.5.	Are the above levels and descriptors known to staff and available to course participants?	<input type="checkbox"/>		<input type="checkbox"/>	
2.6.	Are there syllabuses for each level and course type which summarise what needs to be covered?	<input type="checkbox"/>		<input type="checkbox"/>	
2.7.	Do the syllabuses specify course content and intended learning outcomes clearly both for teachers and for course participants?	<input type="checkbox"/>		<input type="checkbox"/>	
2.8.	Are the lesson plans and schemes of work or other forms of planning suitable for the course aims and content?	<input type="checkbox"/>		<input type="checkbox"/>	

21

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2.9.	Do teachers plan lessons in an appropriate way?	<input type="checkbox"/>		<input type="checkbox"/>	
2.10.	Are the teaching plans or schemes of work and other forms of planning suitable for the course aims and content?	<input type="checkbox"/>		<input type="checkbox"/>	
2.11.	Are there means for reviewing and updating the syllabuses and other documents related to them?	<input type="checkbox"/>		<input type="checkbox"/>	
2.12.	Are learning objectives adapted to course participants' needs?	<input type="checkbox"/>		<input type="checkbox"/>	
2.13.	Do course participants know and understand the objectives and specific learning aims of their respective courses?	<input type="checkbox"/>		<input type="checkbox"/>	
2.14.	Do teachers keep adequate records of work covered in class?	<input type="checkbox"/>		<input type="checkbox"/>	

3.	ACADEMIC MANAGEMENT – Progress assessment and certification	Yes	Evidence	No	Action to be taken
3.1.	Do you think the placement procedures at your institution are reliable, and do they enable suitable group to be formed?	<input type="checkbox"/>		<input type="checkbox"/>	
3.2.	Do you use commercial placement tests or tests that have been internally designed?	<input type="checkbox"/>		<input type="checkbox"/>	
3.3.	Can course participants complete the placement test online or in some other efficiently administered way?	<input type="checkbox"/>		<input type="checkbox"/>	
3.4.	Is the written test supplemented by an oral component?	<input type="checkbox"/>		<input type="checkbox"/>	
3.5.	Is there a system to handle misplaced participants?	<input type="checkbox"/>		<input type="checkbox"/>	

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