

BALEAP: the global forum for EAP professionals
Accreditation Scheme for English for Academic Purposes Provision



The global forum for
EAP professionals

**Report on assessment visit
to the Centre for Preparatory Studies
at Nazarbayev University**

9th - 12th February 2020

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THE BALEAP ACCREDITATION SCHEME

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 providing an accreditation scheme for EAP provision.

The BALEAP Accreditation Scheme is a peer-review quality assurance and quality enhancement scheme¹. 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 (<https://www.baleap.org/about-baleap/articles-of-association>)

¹The Scheme accredits courses for adults. It is assumed that institutions accepting students under the age of 18 have familiarised themselves with the legal implications of doing so and have taken the appropriate measures to ensure the students' welfare.

EXECUTIVE SUMMARY

The BALEAP Accreditation visit took place at the Centre for Preparatory Studies (CPS) from 9th – 12th February, 2020 (week 5, 2nd semester) to assess the Foundation Year EAP programme (See appendix 1 for visit Schedule).

The programme was measured against criteria within: Institutional Context, Course Management, Course Design, Teaching and Learning, and Assessment, Evaluation and Progression. The criteria are detailed in the report with comments and recommendations as appropriate.

Of the 46 criteria, 39 were met, 7 were partially met and 0 were not met.

The English for Academic Purposes (EAP) department sits in the CPS, a Nazarbayev University school. Their mission is to prepare students in the Foundation Year programme (NUFYP) by building students' EAP competences, autonomy and criticality so they can function effectively as undergraduates.

The EAP Head of Discipline sits on the Academic Quality Committee, and the General Director of Institutional Effectiveness is keen to extend this representation to the Programmes Committees. The department has good relationships with other support services and is starting to foster stronger relationships with receiving departments.

The NUFYP EAP provision is fully supported by the management and administrative teams. The fairly recent addition of a Senior Teaching Fellow layer is viewed positively as a means of enabling more efficient and effective communication between senior management and teaching staff. The working groups are also an effective means of tapping into un-used or under-used expertise within the team.

The EAP team have access to a wide range of CPD opportunities, including annual classroom observation and peer observation with colleagues teaching electives as well as EAP.

The NUFYP EAP provision is constructed around a clear set of principles which link course assessments and learning outcomes. This now needs to be better aligned with the academic practices and purposes of receiving departments and the needs and academic purposes of the students. Teachers showed competence in delivering the syllabus as required, but did not always take advantage of opportunities to respond flexibly to unplanned classroom opportunities that would both encourage student autonomy, self-evaluation and reflection, and challenge and stretch students' critical thinking. These competences are supported through the individual tutorial system, the innovative Online Writing Environment and the Personal Development Module. It now seems an appropriate time to conduct a full

review of the core EAP modules.

Summative assessments are effective in the current structure but as the review takes shape, innovation will be required to more fully reflect the range of specific departmental requirements. Formative feedback on student work would also benefit from a review to gauge its consistency.

Students are well supported by central university services. Information and guidance are available on progression and support is given to students who do not meet the entry requirements for their intended University programmes. Feedback is sought from both students and staff, and the student council is particularly effective in its role. All feedback is collated with follow-up actions, but these follow-up actions need to be more effectively communicated to staff.

Tracking of student progress is performed through the Office of the Provost. Soon the department will have access to a wide range of data with which to inform any future review of its provision.

SUMMARY OF RECOMMENDATIONS

The following recommendations are made:

1. Institutional Context

We recommend that efforts continue to systematise engagement with Schools and the wider university in order to inform curriculum enhancement, and potentially curriculum review given the changing educational environment.(1.2)

2. Course Management

The principled approach to observations should be informed by the TEAP Competency Framework and should explicitly consider the following EAP-specific areas: the extent to which teachers explicitly relate lesson aims, activities and tasks to students' future academic contexts; the extent to which teachers take a discourse approach to skills and language development; the extent to which teachers exploit opportunities, both planned and unplanned, to raise students' awareness of academic values and practices. (2.5)

3. Course Design

None.

4. Teaching and Learning

Teachers should not only understand the syllabus but comprehend how it links to students' future academic studies and evidence this in their planning and teaching. (4.3)

Lessons should be planned more flexibly to give full opportunity to stretch and challenge the students. This would include more opportunities for students, and teachers, to engage in critical thinking in the classroom and in understanding the links between classroom tasks and academic practices. (4.4)

Lesson delivery should include clear conclusions that allow students to evaluate and reflect on their learning and how their current studies are preparing them for future academic tasks. (4.5)

Lessons should include a clear focus on knowledge construction and dissemination. They should also focus on how the content, structure and discourse of texts work together to create meaning and purpose in communicating to academic audiences. (4.6)

5. Assessment, Evaluation and Progression

The assessment team should seek more information on expectations of receiving

Schools and ensure the NUFYP assessment tasks represent a progression to these. (5.2)

0. INTRODUCTION

0.1

Nazarbayev University was founded with the aim of creating a world class institution which would be instrumental in the development of the nation. In order to facilitate the achievement of this aim, partnerships were sought with leading international universities.

The original partners included: UCL, University of Cambridge, Duke University, National University of Singapore and University of Wisconsin Madison. The university opened in August 2010 with the entrance of the first cohort of Foundation Year students.

The partner university for the Nazarbayev University Foundation Year Programme (NUFYP) was then University College London (UCL). All academic faculty were directly employed by UCL and seconded to NU.

The course then followed was the UCL Undergraduate Preparatory Certificate (International Foundation), as used with UCL foundation students in the UK. When this contract ended in 2015 it was not renewed. The end of the contract meant that the UCL materials and assessments could no longer be used. The decision was eventually made to develop a new course in-house. This coincided with a major reorganisation of the four year undergraduate programme, which impacted on the design of the new FEAP 010/020 course.

Until this time, students had entered the university with a fixed pathway to either the Engineering, Sciences or Humanities. This was reflected in the foundation year and foundation year entrance examinations. Foundation entry examinations were originally IELTS Academic Module, entrance tests in Maths (all applicants) and one of Physics, Biology/Chemistry or Humanities. Once in foundation, students followed Physics, Biology/Chemistry or Humanities foundation courses and were grouped according to their discipline.

The revised NU strategic plan stipulated that undergraduate year one would, in future, follow a common core design, where all undergraduates would take courses across a range of disciplines before concentrating on a major from year two. The aims included producing more 'rounded' graduates and allowing the students to sample diverse disciplines before making a major life decision.

Nazarbayev University Foundation Year Programme (NUYFP) is the course submitted for accreditation, which consists of Foundation English for Academic Purposes (FEAP) 010 & 020 (semester 1 & 2) and Personal Development Module (FPDM) (010 & 020).

The NUFYP sits alongside the Nazarbayev University Year Zero Programme (pre-masters year) within the Centre for Preparatory Studies (CPS), which functions as a School within the University structure. The Heads of Discipline EAP, Maths and electives report to Deputy Director and Director of CPS.

0.2

The academic year 2019/20 runs from 19th August until 13th May and is divided into two 15-week semesters. The final five weeks are devoted to mocks and exams. There are also nearly two weeks of exams in December.

Students can choose to apply for direct entry to NU or apply for the NUFYP. In the case of NUFYP, there is a three-stage entry process, the second stage was taking place during the assessment visit overseen by a representative of Cambridge Assessment. The third stage is IELTS. The IELTS requirement is a minimum of 6.0 overall with minimum 5.5 in any element. The average score is around 6.5 with a minimum of 6.0, though some students may have a writing score of 5.5. Just over 50% of applicants had at least half of the courses taught in English during the last two years of the secondary school.

In 2019/20 a decision was taken to reduce the scholarships available for NUFYP from 700 to 600. At the same time numbers on NUZYP and direct entry students have risen.

0.3

Currently, the majority of students are local (99.4%) with a very small percentage of international students from China, Uzbekistan, Russia, Mongolia, Tajikistan and Iran. Over 20% are from the capital city. Nazarbayev Intellectual Schools account for 42% of the total student population. However, the profile of the student population is changing with NIS students applying overseas or gaining direct entry. The recruitment strategy is focused on widening participation from rural areas and schools other than NIS. This may impact on entry requirement and curriculum decisions in the longer term.

The current NUFYP cohort comprises 653 students, arranged into 44 groups. Those with lower IELTS writing scores are streamed into groups 1-4. Group 25 consists of students from a Physics and Maths High School who, while strong in these subjects, tend to be weaker in English. Teachers are given the option to work with these

groups and it tends to be the more experienced teachers who volunteer to do so.

Students are no longer streamed according to Pathway and are intentionally exposed to sciences and humanities in order to aid their choices of degree programme at the end of the NUFYP. Some students have clear progressions routes in mind, while others do not. Students go through a formal progression procedure from NUFYP to the degree programme and can make three choices of School. Those who meet the conditions receive an unconditional offer, those who do not may be offered a place in one of their choices of school with a one semester probation period. A strong system is in place to identify at risk students early in the year. Because of this, a very small proportion of students do not progress and these students are counselled on alternatives to NU.

1. INSTITUTIONAL CONTEXT

Section Summary

The Centre for Preparatory Studies is treated as a school in terms of many processes and procedures, for example staff recruitment which is handled in the same way as any academic appointment in the University.

The NUFYP is seen as fundamental to the university strategy, though School representatives commented that while their activity is valued, it is not always understood. One promising model for building relationships with colleagues in receiving schools and central services is the work of the Senior Teaching Fellow in charge of student support and advising services. The Senior Teaching Fellow in charge of CPD has also invited colleagues from across the university into the Centre, which will be of benefit to all parties and ultimately enhance the student journey and experience.

It is encouraging to see CPD opportunities shared with the Writing Centre, which represents a move from training to richer development. The senior management are keen to utilise the BALEAP TEAP Competency Framework as a means of strengthening the team by identifying and utilising current expertise and building competence in key areas, such as assessment.

Office space is comfortable with easy access to computers and photocopiers. The EAP team is supported by an established administrative team.

7 criteria were met

1 criterion was partially met

0 criteria were not met

Standards are:	Met	Partially Met	Not Met	See Comments
1.1 Effective lines of communication and support	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.2 Relationships with receiving departments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.3 Relationships with university services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Staff recruitment procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Terms and conditions of service	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Professional development opportunities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.7 Adequate office space for staff

1.8 Sufficient number of support staff

Comments

1.1 Both Teaching Fellows and Senior Teaching Fellows commented that the relatively new Senior Teaching Fellow layer has enabled more effective lines of communication in both directions between Teaching Fellows and senior management. This will also provide opportunity for management to demonstrate that teacher voices are being heard. Equally, the e-bulletin is appreciated by teaching staff as a source of local information and news, and there is potential for this to include information from the wider university and EAP world.

1.2 The relationship with Schools is complicated by the introduction of the common core first year UG and the consequent movement away from the Pathway structure. Steps are being taken to get to know more about what is happening in the schools and in particular in the Common Core and Writing Centre e.g. PD session with panel members from UG disciplines; presentations to NUFYP students from UG students. Whilst there is already representation on the Academic Quality Committee, mention was made by the General Director of Institutional Effectiveness of the possibility of broadening that representation to Programmes Committees.

1.7 Office space for teachers is well equipped, with individual desks/ desk tops and a shared printer. The offices where EAP and Maths teachers shared a space were seen as a positive by teachers as it enabled sharing of perspectives.

Recommendations

We recommend that efforts continue to systematise engagement with Schools and the wider university in order to inform curriculum enhancement, and potentially curriculum review given the changing educational environment.(1.2)

2. COURSE MANAGEMENT

Section Summary

The course management structure is clear and effective. There is substantial EAP teaching experience within the team, much of which is utilised through the working groups and Senior Teaching Fellow structures. Good systems are in place to support the successful delivery of the programme, such as record keeping, timetabling, and principled grouping of students.

There is a thorough induction programme which differentiates between old and new teaching staff. Teachers are observed once a year and this feeds in to the Annual Faculty Record. There is scope for enhancement of the teaching observations through a focus on the TEAP Competency Framework. There is an opportunity to take a broader perspective to course review at programme level, utilising the wealth of institutional research data available, such as the ongoing tracking of performance of direct entry versus NUFYP students. There is regular liaison between staff and students, and between staff and management.

7 criteria were met

1 criterion was partially met

0 criteria were not met

Standards are:	Met	Partially Met	Not Met	See Comments
2.1 Course Director/s experience and position	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Clear management structure and responsibilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Course design and logistics management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Teacher induction to the course	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Monitoring effectiveness of teaching	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.6 Frequency of teacher observation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 On-going and end-of-course evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.8 Student-staff and staff-management liaison	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

2.5 There is a principled approach to monitoring the effectiveness of teaching. The observers are mentored into the role and standardised. Teachers commented that they appreciated the opportunity for pre and post observation discussions with the Senior Teaching Fellows. They also valued the opportunities for peer observation, particularly with elective subject teachers.

2.7 While there is a system of ongoing and end-of-course evaluation, with mechanisms for both student and teacher voices to be heard, there is a need to address the perception among teachers that their suggestions are not acted upon. At this point in the Centre's history, it would be timely to conduct a broader curriculum review and to align work within the Centre to the broader university context and strategy.

2.8 There are regular minuted meetings between different staff groups and management. Of particular note is the Student Council, which is represented on the Learning and Teaching Quality Committee; acts as an intermediary between students and staff; and organises social and academic activities for the student body.

Recommendations

The principled approach to observations should be informed by the TEAP Competency Framework and should explicitly consider the following EAP-specific areas: the extent to which teachers explicitly relate lesson aims, activities and tasks to students' future academic contexts; the extent to which teachers take a discourse approach to skills and language development; the extent to which teachers exploit opportunities, both planned and unplanned, to raise students' awareness of academic values and practices. (2.5)

3. COURSE DESIGN

Section Summary

The course has clear principles and all assessment tasks, and learning and teaching are aligned to learning outcomes. The course has internal coherence but this needs to overtly incorporate the academic expectations of the institution and the academic needs and purposes of incoming students.

The syllabus has a clear organising principle and there is evidence of both progression and recycling. Whilst it is EGAP in essence, the syllabus could have a stronger emphasis on academic discourse and study competences of target academic contexts. This would alert students to some of the key disciplinary differences and how academic communication is less of a rigid formula and much more related to the construction, transformation and extension of knowledge.

Students understand and use the university library and online learning facilities. The regular, timetabled tutorials are highly valued by students and staff alike. The students also appreciate having access to the Academic Learning Centre and the opportunity to receive feedback in addition to tutor feedback on their work.

Teachers are fully provided with materials and teacher notes as well as access to relevant journals and facilities. They are encouraged to contribute to the further development of courses. There is active innovation as exemplified by the Personal Development Module and their award-winning Online Writing Environment. The team is engaged in providing training to other teachers of foundation-level EAP courses in Kazakhstan.

11 criteria were met

0 criteria were partially met

0 criteria were not met

Standards are:	Met	Partially Met	Not Met	See Comments
3.1 Clearly articulated EAP course design principles	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Linking of course aims and learning outcomes to teaching with clear progression	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Explicit organising principle for syllabus with a coherent set of components	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Development of student autonomy and critical engagement integrated and explicit in syllabus	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.5 Explicit aims and learning outcomes for syllabus components with teaching notes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.6 Introduction to the library and online learning facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.7 Regular timetabled individual consultations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.8 Clear syllabus components reflected in timetable	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.9 Learning and teacher reference materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.10 Teachers' contribution to course development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.11 Quality enhancement through active innovation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

3.5 While there is a comprehensive set of materials with teaching notes and teachers are given freedom to adapt materials for their classes, the evidence from both classroom observations and from student comments is that these generally serve to constrain teaching practice rather than provide a framework that allows for flexibility.

3.6 The CPS has a dedicated subject librarian and library staff reported good use of their facilities by CPS students, particularly at the start of the year. The library space and library facilities are cutting-edge.

3.7 The provision of regular tutorials in dedicated tutorial rooms is valued as a key asset of the course by staff and students.

3.10 Whilst teachers are encouraged to contribute to course development, many expressed a desire to be informed more clearly by senior management about how their suggestions have converted into actions.

3.11 Innovation has focused mainly on areas outside the core syllabus such as the PDM and the OWE. Exploration and innovation now needs to focus on what is happening in the classroom and actual classroom practice, and how technology can be used to enhance the effectiveness of both teaching and learning in these face-to-face interactions.

Recommendations

None

4. TEACHING AND LEARNING

Section Summary

All teachers are suitably qualified with ELT or EAP qualifications and have experience of teaching EAP. Various mechanisms are in place to support and monitor the teachers' EAP competence including class observations, peer observations, and CPD sessions.

Teachers showed knowledge of the syllabus and its various components, but lessons did not always reflect understanding of underlying rationales and links beyond this to the students' future academic studies. All course materials are provided and fully supported by teachers' notes. Whilst this gives consistency to course delivery, it also leads to limited adaptation of materials to meet students' emerging needs.

All lessons included a clear introduction and teaching aims were consistently made explicit to students, with a clear progression to classroom activities. There was little evidence of conclusions to the lessons that could provide students with opportunities for reflection and self-evaluation.

Students have access to a range of facilities to support their independent learning, including the Personal Development Module which helps with a range of issues from time and financial management to dealing with stress and anxiety. Students have access to the social and cultural programmes of the university, as well as to advice and support in relation to progression from course tutors and the NU Career and Advising Centre.

5 criteria were met

4 criteria were partially met

0 criteria were not met

Standards are:	Met	Partially Met	Not Met	See Comments
4.1 Adequate teacher qualifications with support mechanisms for less qualified teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 ELT/EAP teaching experience and support	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Teacher understanding of syllabus and its components in relation to target context	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.4 Appropriate lesson preparation and planning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

4.5 Appropriate lesson delivery for EAP in context	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.6 Demonstration of professional teaching competence	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.7 Access to resources and facilities for independent learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.8 Access to a social and cultural programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.9 Access to advice and support for future studies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

4.3 Teachers are cognisant of the overall syllabus but the provision of materials, powerpoint slides and step-by-step teacher notes leads to teachers teaching the materials and not the students. Student representatives wanted their teachers to have more freedom to go 'off script' in order to allow for more spontaneous communication and more opportunities for real critical thought and reflection to discuss a wider range of topics, including some selected by students.

4.4 Whilst lesson preparation gives attention to developing academic literacy and engagement, the prescribed course and its materials do not fully match the competence levels of the students. Students were keen to be challenged and stretched more than the course allows.

4.5 Many lessons observed were built around EAP tasks with explicit teaching aims and progression of activities, but with little or no focus on reflection on learning, self-monitoring and self-evaluation in relation to students' future academic work.

4.6 Teachers showed understanding of the basic linguistic 'mechanics' needed to function in an academic context, but not the same level of understanding of how knowledge is constructed and disseminated, nor how academic texts are created to deliver a clear message and purpose to an audience.

Recommendations

Teachers should not only understand the syllabus but comprehend how it links to students' future academic studies and evidence this in their planning and teaching.
(4.3)

Lessons should be planned more flexibly to give full opportunity to stretch and challenge the students. This would include more opportunities for students, and teachers, to engage in critical thinking in the classroom and in understanding the links between classroom tasks and academic practices. (4.4)

Lesson delivery should include clear conclusions that allow students to evaluate and reflect on their learning and how their current studies are preparing them for future academic tasks. (4.5)

Lessons should include a clear focus on knowledge construction and dissemination. They should also focus on how the content, structure and discourse of texts work together to create meaning and purpose in communicating to academic audiences. (4.6)

5. ASSESSMENT, EVALUATION AND PROGRESSION

Section Summary

The assessment working group is gaining expertise and confidence in selecting texts, and writing and analysing items for the multiple choice reading and listening exams. Students practise the different multiple choice question types in the classroom and are thoroughly prepared for the exams. However, concerns were expressed by a range of parties about the appropriacy of these exam formats, which are used for reasons of efficiency both in the centre and in one of the Schools that we spoke to.

There are very robust procedures in place to ensure standardisation of summative grading of assignments with a very thorough rubric that records evidence of teachers' evaluative judgements. However, there is room to improve the consistency of the student experience of formative feedback on the two large written projects. The centre is rightly proud of its Online Writing Environment, which won a University award for Academic Integrity, and has helped to develop feedback literacy among students. This same system could now be used to further develop the feedback literacy of teaching staff to ensure the feedback dialogue is sustainable and that the whole process is not too burdensome for staff and students.

There is plentiful university level data at the Centre's disposal to track student progress and use as an evidence base for assessment-related decisions. The assessment team would benefit from engaging more formally with receiving schools and the Writing Centre in order to evaluate the appropriacy of the two long writing projects and the multiple choice exams against the expectations of Undergraduate study in this context, and to extend constructive alignment beyond the Centre.

9 criteria were met

1 criterion was partially met

0 criteria were not met

Standards are:	Met	Partially Met	Not Met	See Comments
5.1 Course design linked to summative assessments with clear routes of progression	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.2 Assessment linked to academic expectations of receiving departments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.3 Advance information on procedures/ criteria for assessment and resit opportunities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.4 Timely and useful feedback on students' progress	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.5 Regular formal assessment of student progress	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.6 Standardisation, fairness and consistency in student assessment procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.7 Student responsibility for progress and use of feedback	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.8 Exit assessment procedures and reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.9 Support and information for students transitioning to academic programmes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.10 Systems for tracking subsequent academic performance of students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

5.1 The assessment handbook is a comprehensive document that demonstrates transparency of assessment processes in great detail in an easily accessible way for both teachers and students. The constructive alignment between summative assessments and learning outcomes is clearly laid out here and elsewhere. The handbook also includes exemplars of each assessment task with completed rubrics, which students found useful.

5.2 While the constructive alignment within the curriculum is clear, and there are links to the University's graduate attributes, there is scope for greater alignment of the Centre's assessment with the diverse needs of the students in their Undergraduate studies.

5.6 There are robust procedures for standardisation, moderation and spot checking, making full use of the online environment and the Senior Teaching Fellow role.

5.4 & 5.7 The use of the Online Writing Environment is an efficient architecture for timely feedback with a clear emphasis on the students' responsibility for engaging regularly with the writing process and responding to feedback. The regular opportunity to explore feedback in 20-minute individual tutorials is appreciated by both teachers and students. Senior Teaching Fellows have

access to all feedback given by their teams, so the planned CPD focus on feedback will enable them to work with their Teaching Fellows on greater standardisation of focus and formulation to achieve a more consistent student experience.

5.8 The detailed exit reports, which also contain a personal statement from the student, form the basis for School decisions on student progression – particularly in the case of conditional students.

5.10 The Centre has access to a wealth of data generated by the University's Institutional Research team. The Centre's administration team have received training on how to interpret data generated by the university-wide system.

Recommendations

The assessment team should seek more information on expectations of receiving Schools and ensure the NUFYP assessment tasks represent a progression to these. (5.2)

APPENDIX 1 - SCHEDULE OF VISIT

BALEAP ACCREDITATION SCHEME

Assessors will be based in office 2.238 during the visit

Day 1 – Sunday 09/02/20 (NUFYP Entrance Exams)

09.30	Assessors arrive and confer with Head of Discipline
09.45	Assessors observe the entrance examinations
10.30	Tour of Block 2 (EAP block) and Campus
12.00	Lunch meeting with EAP Head of Discipline
18.00	Dinner in an off campus restaurant (optional)

Day 2 – Monday 10/02/20

09.00	Classroom observations (Block 2)
11.00	Classroom observations (Block 2)
12.00	Meeting with EAP administrative staff, General Manager & Senior HR Managers (2.238)
12.30	Meeting with Working Groups conveners; Academic Learning Centre, TEL, Curriculum & Materials, Assessment and CPD. (2.238)
13.15	Lunch (Mid Point restaurant)
14.00	Assessors confer
14.20	Meeting with Admissions staff (2.238)
14.50	Meeting with EAP Teaching Fellows (2.105)
15.30	Meeting with receiving departments (2.238): ? Director of undergraduate writing centre, School of Science & Humanities ? Assistant Professor, Chemistry ? Assistant Professor, Mathematics
16.00	Meeting with EAP Senior Teaching Fellows (Room 2.238)
16.30	Assessors confer + questions for EAP Head of Discipline
18.00	Dinner in an off campus restaurant (optional)

Day 3 – Tuesday 11/02/20

09.00	Classroom observations (Block 2)
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11.00	Classroom observation (Block 2)
13.00	Lunch (Mid Point)
14.00	Meeting with student council (2.228)
14.45	Meeting with student support & advising services (2.238), Senior Teaching Fellow, Dept. Student Affairs
15.30	Meeting with Foundation year Director & Deputy Director (2.238)
16.15	Meeting with General Director of Institutional Effectiveness, Office of the Provost (2.238)
18.00	Dinner in an off campus restaurant (optional)

Day 4 – Wednesday 12/02/20

09.15	Classroom observations remaining
10.00	Free time
11.00	Library & Study facilities tour
12.00	Observations
12.30	Assessors prepare
13.00	Feedback: all academic and administrative staff (Room 2.105)
14.00	Demonstration of the Online Writing Environment (OWE) , STF, TEL Team Leader
18.00	Dinner in an off campus restaurant (optional)

APPENDIX 2 - ORGANOGRAM OF INSTITUTION MANAGEMENT STRUCTURE

NUFYP EAP DIAGRAM December 2019

