

**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 English Language Centre (ELC)  
at the University of Liverpool**

**28th - 30th April 2021**

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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 scheme<sup>1</sup>. 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>)

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<sup>1</sup>The 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 assessment visit to the University of Liverpool took place between 28 and 30 April 2021. The visit was conducted online.

English for Academic Purposes provision lies within the remit of the English Language Centre (ELC), a department within the Directorate of Student Experience and Enhancement. There is an ELC Director who took up her current role in 2019. The management team includes the Director of the ELC, Director Pre-sessional (Interim) and a job-share Director In-sessional (Interim, 0.5 FTE each). Both areas of ISE and PSE also have Co-ordinators to oversee operational efficiency of specific courses. Nineteen teachers were present during the assessment visit. Two teachers were on long-term career breaks. The administration team numbers 6 staff and the Language Lounge has 2 members of staff. Marketing and International Relations comprises 2 members of staff: the Manager and the Short Courses and Digital Media Officer

The ELC had a strategic review in April 2019 with a second review suggested in the same year. Prior to this review a Director of EAP (combining ISE and PSE) had been appointed and when this staff member left the current ELC Director requested a separate director for ISE. The suite of interim posts were put in place in 2019 and the Director of Marketing and International Relations took up the role of ELC Director (Interim) when the previous Director left. Prior to the start of the pandemic, the ELC had the challenges of an interim management structure and change due to staff leaving. There was also a perception that some areas of the provision needed attention to ensure continued quality, particularly ISE. The ELC has clearly experienced a difficult period for all the reasons stated. In the context of the assessment visit, the ELC has demonstrated that it is making progress in moving forward and addressing identified issues related to these challenges.

Following the strategic review of 2019, the decision was taken to focus on the two areas of ISE and PSE. The outcome was that Activate English and some areas of teacher training and education were removed from the portfolio. With some staff leaving, the reduced number were able to continue with the pared down provision as teachers were deployed to other areas, namely ISE and PSE.

The firming up of the interim management team is a priority for the Centre. With continued institutional support the Centre can further raise its profile. The Centre runs credit-rated courses that normally belong in an academic department and deserves recognition within the wider institution as a unit that is both support and academic.

The two courses submitted for re-accreditation were the Pre-sessional English

Course (PSE) and the In-sessional English Course (ISE). These courses have been running since 1986 and 1987 respectively. The ISE includes two credit-bearing courses: ENGG596 Technical Writing for Engineers and ENGL108 Academic English (currently for Erasmus exchange students, status to be reviewed in light of Brexit).

This was the second assessment visit, postponed from 2020 because of the pandemic, since the Centre was first accredited in 2016.

In accordance with the aims of the accreditation scheme given above the Courses were measured against specific criteria within the following five categories: Institutional Context, Course Management, Course Design, Teaching and Learning, and Assessment, Evaluation and Progression. The Criteria are detailed in the report below, with an indication of whether each criteria has been met, and with corresponding comments as appropriate.

Of the 46 criteria, 42 were met and 4 were partially met.

## **SUMMARY OF RECOMMENDATIONS**

The following recommendations are made:

### **1. Institutional Context**

That all staff roles in the management team are made permanent, thus removing 'interim' from post titles (1.5).

### **2. Course Management**

None.

### **3. Course Design**

Further liaison with academic departments should take place to inform future course design and assessment (3.1).

### **4. Teaching and Learning**

None.

### **5. Assessment, Evaluation and Progression**

Tracking procedure should be rolled out to a larger number of academic programmes to collect clear evidence of performance post PSE (5.10).

## 0. INTRODUCTION

### 0.1

The English Language Centre (ELC) at the University of Liverpool has been providing Pre-sessional English (PSE) and In-sessional English (ISE) for over thirty years. The ELC is part of the Directorate of Student Experience and Enhancement which supports students during their time at the University. As a result of a formal review of the Centre there have been a number of changes to the management, administration and focus of the Centre since the last assessment visit. These have included the appointment of Directors for the PSE and ISE courses, both which had interim status at the time of the assessment visit. The Director of the ELC reports to the Director of Student Enhancement and Experience.

The prime function of the ELC is now to prepare students for their academic studies and to support those students when they subsequently move into their departments. The pandemic has slowed the change process which, combined with the imperative of moving to on-line delivery, has created a challenging period for the ELC.

The ELC is normally housed in a newly-renovated period building which provides very good facilities for staff including work stations in a number of shared offices and a staffroom. The University has given support to staff who now work from home, although there was some indication that the Centre could have received more help from central services during their preparation for the on-line delivery of courses

### 0.2

The course dates, structure and entry levels for the PSE can be seen below:

Course	40-week	30-week	20-week*	12.5 week	10-week	6-week
Stage	1	2	3	–	–	–
Dates	5/10/20- 10/9/21	4/1/21- 10/9/21	5/4/21- 10/9/21	17/6/21- 10/9/21	5/7/21- 10/9/21	2/8/21- 10/9/21

\*Assessment visit

#### Entry levels

Course	40-week	30-week	20-week	12-week	10-week	6-week
Entry level	IELTS 4.0*	IELTS 4.5*	IELTS 5.0*	IELTS 5.0*	IELTS 5.5*	IELTS 5.5*

\* these are the minimum scores for UG students who require an IELTS score of 6.0 (with no score lower than 5.5) to be accepted onto their programme of study. Minimum entry level is higher for those students requiring a higher IELTS score.

The provision for the ISE in Semester 1, 2020-21 is as follows:

Course type	No of ss	Dates	No of groups	No of subjects
1 to 1	20	Oct20-Dec20	n/a	8
Erasmus	5	Oct20-Jan20	2	2
KnowHow	204	Oct20-Dec20	9	25
PGR	56	Oct20-Dec20	4	14
PGT	230	Oct20-Dec20	8	4
UG	317	Oct20-Dec20	11	8
Bridging	156	Nov20-Dec20	4	6

The PGR, PGT and UG classes are discipline specific and are attended by students from a range of subjects: Management, Computer Science, Mathematics, Chemistry, Law, Engineering, Communications and Media, Electrical Engineering and Electronics.

The KnowHow, Erasmus and Bridging classes focus on more general EAP and academic literacy.

### 0.3

At the time of the assessment visit student numbers on Stage 3 of the PSE were modest, with 6 students on the 40-week course, 8 students on the 30-week course with a further 10 students joining at the 20-week point. The success rate of students progressing from the PSE to their chosen programme of study is high with an average of 95% year on year.

# 1. INSTITUTIONAL CONTEXT

## Section Summary

The English Language Centre sits within the Student Experience and Enhancement team and the Interim Director reports to the Director of the Student Experience and Enhancement Unit. The ELC is not an academic department, but the Director of Student Experience and Enhancement understands the importance of embedding the ELC in academic structures where this is possible. The Centre is experiencing a period of change management and is allowing new structures to settle following a period of considerable upheaval, involving a full review of the Centre in 2019. Staff and role changes, in addition to changes in the portfolio, created further challenges just before the pandemic started, meaning the Centre has experienced a difficult period which cannot be wholly attributed to the pandemic. Efforts have been made to meet the Centre’s vision of ensuring a full programme of targeted In-sessional (ISE) and focusing on Pre-sessional (PSE) following the removal of General English provision (Activate English) and the reduction of teacher education and training courses, all of which formed part of the Centre’s portfolio before the 2019 review. Assessors were assured that the relatively large number of interim posts in the management team would be removed to create a more permanent structure. The team is making good progress in raising the profile of the Centre across the University.

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 type="checkbox"/>
1.2 Relationships with receiving departments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.8 Sufficient number of support staff



### Comments

1.1 The ELC operates with effective lines of communication ranging from formal meetings (Board of Studies convened once each term) to more informal communication. The ELC is not an academic department but has made efforts to be fully represented on boards and committees attended by academic staff.

1.2 There was evidence of ongoing collaboration between University departments and the ELC for ISE. Academics clearly saw the value of the provision. The PSE 12, 10 and 6-week courses all have three strands: Management, Science and Engineering, and Humanities. The PSE courses have departmental input for titles of the academic research project and invited lecture input (recorded due to the pandemic), but the Director aims to increase liaison with departments to further enhance the PSE provision.

1.6 There is adequate professional development and support for teaching staff within ELC. The Centre aspires to providing opportunities for professional development which would allocate scholarly time of 10% and which would be included within the work allocation. There was an indication that more training and support from the wider institution was needed earlier in the current cycle for the transition to online teaching and learning. Staff development includes INSETT days for the ISE provision.

1.7 Physical facilities were viewed remotely and included a virtual tour and floor plans. Interviews demonstrated that there was adequate space for working and planning.

### Recommendations

That all staff roles in the management team are made permanent, thus removing 'interim' from post titles (1.5).

## 2. COURSE MANAGEMENT

### Section Summary

The ELC has a structure to ensure management of its provision with adequate support from a team of committed staff. The ELC Director, who moved from her post as Director of Marketing and International Relations to take up the ELC Director post following the departure of the previous Director in 2019, has overseen the recent period of change with a clear view for the future. The two main areas of provision are ISE and PSE, both of which have a Director who reports to the ELC Director. In addition, each area has Course Coordinators, making the management team quite large for the current size of the provision. Directors for ISE and PSE are actively moving forwards with their respective provision and should be commended on the progress they have made since the 2019 review, subsequent changes of staffing and during the period of the pandemic. The support team, from the Receptionist to the Head of the Language Lounge have made great efforts to ensure a good student experience by providing a weekly conversation club with the number of students participating having risen during the period of remote teaching. The ELC has the full support of the institutional services available to all students, such as Student Services and other key services.

8 criteria were met

0 criteria were 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>

## 2.8 Student-staff and staff-management liaison



### Comments

2.2 Each member of the management team has clear responsibilities and understands the role.

2.4 Teachers have a full induction for PSE and there are regular INSETT days for ISE teachers. Permanent staff tend to be deployed to ISE with the rationale being continuity, making it more productive to form relationships with departmental academic staff. PSE recruits temporary teachers during busy periods such as the summer.

2.5 Procedures for monitoring teacher performance are in place with regular observations and subsequent feedback, using a design based on the BALEAP observation feedback form. However, feedback mechanisms should be reviewed to standardise across courses and ease the collection and interpretation to clarify future action points.

2.7 Evaluation feedback is collected from students and staff, but it was noted that this generates large quantities of qualitative comments. Feedback is collected in various ways, but it is difficult to see on the spreadsheets how the responses from very satisfied to dissatisfied with a neutral option, could generate feedback with specific actions to take forward.

### Recommendations

None.

### 3. COURSE DESIGN

#### Section Summary

While everything is in place to take the majority of students from a relatively low level of competence (depending on departmental entry requirements) to becoming fully operational in their academic departments, there is a need for the Centre to draw upon its long experience of teaching the PSE to publish an over-arching syllabus to underpin stated aims and intended learning outcomes.

Teachers have opportunities to access supplementary materials, books, articles and regularly-organised sessions for their professional development both within the Centre, the wider University and external organisations. Design of courses for ISE is the responsibility of the tutor liaising with a specific department. The design of the PSE is more structured and is the responsibility of the Interim Director PSE. This design moves from an EGAP model in the 40, 30 and 20-week courses to a more ESAP approach. During the last 10 weeks of the PSE Course all students are following an ESAP model.

10 criteria were met

1 criterion was 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>
3.6 Introduction to the library and online learning facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7 Regular timetabled individual consultations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>
3.11 Quality enhancement through active innovation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

3.1 The Research Project covers a topic relevant to target departments during the last 10 weeks of the PSE, but academic literacy could be further developed by using texts from a wider range of disciplines in closer collaboration with departments.

3.2 Consider terminology when referring to the 'course' to ensure that this is not a unit of the course as 40, 30 and 20 week students progress from one 10-week block to the next, meaning a reference to the end of the course often means the end of the current 10-week block, not the actual end of a student's course. For example, the 20-week online syllabus presented only covers the 10 week unit taking place.

3.3 On the PSE, there are 6 starting points depending on the level of proficiency of the students: 40, 30, 20, 12, 10 and 6 week courses. The design has a general to specific theme with the most discipline-related content in the PSE 10 and 6 week courses. There is a specific research project and a lecture and seminar discussion based on an academic lecture, but the research project is limited to a set of given titles. The PSE Director aims to collaborate more closely with departments to update the project titles and target academic contexts within departments, which may result in less reliance on published course books and a closer targeting to academic contexts.

3.8 Timetables showed components of the syllabus in each 10 week block. A syllabus for elements of each 10-week unit of study is appropriate, but it was difficult to see how the whole course has a coherent route to successful completion. It is suggested that more information should be available on the website to enable a student applying for PSE to see full information for the suite of courses, allowing, for example, a 30-week student to see all elements of the whole course prior to arrival.

3.10 Course design on ISE is tailored closely to the relevant departments and individual teachers design content based on liaison and collaboration with key

staff in departments.

3.11 The strategic review has suggested that the Centre includes students whose first language is English within the remit of their work.

### **Recommendations**

Further liaison with academic departments should take place to inform future course design and assessment (3.1).

## 4. TEACHING AND LEARNING

### Section Summary

The vast majority of teaching staff had the relevant qualifications and experience. Three rationales were presented for teachers who did not have qualifications under the Scheme. Rationales were not presented for the two teachers on career breaks as they were not present during the assessment visit. Teaching observed by the assessors evidenced professional practitioner skills and sound knowledge of EAP. The VLE used for teaching was Teams and the staff should be commended on the skills and knowledge demonstrated, including the use of the prescribed course books. There was clear evidence of planning and attention to student needs. Student autonomy and independence is encouraged and weekly conversation clubs organised by the Language Lounge helped to keep contact going during the difficult period of the pandemic, providing a pastoral element in addition to developing autonomy. The pandemic prevented a full social programme, but efforts were made to do activities such as walking tours.

9 criteria were met

0 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Appropriate lesson preparation and planning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Appropriate lesson delivery for EAP in context	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 Demonstration of professional teaching competence	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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



### Comments

4.6 The teaching team should be commended for the way in which it has faced the challenges of the past two years, and in particular the last year during the pandemic. Assessors observed competent teaching of EAP online. However, it is suggested that further targeted staff development could be provided for online learning as necessary.

4.8 Efforts by support staff to enhance the students' experience during this period of remote learning should also be commended. The conversation club attendance has risen sharply.

4.9 Support from ELC and wider institution evidenced. Teaching staff knew when and how to refer students with clear guidance in the 'When to Refer' booklet.

### Recommendations

None.

## 5. ASSESSMENT, EVALUATION AND PROGRESSION

### Section Summary

Assessment guidelines are clear to both staff and students. ISE has no formal assessment. PSE has a suite of assessments for each of the courses although there is no formal assessment in the first 10 weeks of the PSE 40-week course. Amendments to assessment as outlined in the PSE course reports are endorsed in the termly Board of Studies meeting. There are clear routes of progression and a formal Examination Board is held at the end of each summer with academic staff from receiving departments in attendance. Students on the PSE who fall short, within defined limits, in a specific assessment can progress, but are recommended to attend the Additional Language Programme (ALP). There were 19 students who took the ALP at the start of the current cycle. Evaluation procedures are in place using a variety of mechanisms. The PSE Development Group replaced the Assessment Working Group and its remit is to drive forward the actions from the Course Action Plans (CAPs). There is a clear Planning and Performance Cycle Framework. A tracking procedure has commenced conducted by the Data and Systems team, overseen by the work undertaken for the Data Improvement Working Group. Tracking in this cycle has involved PGT Human Resource Management students and the Interim Director PSE is aware that a wider tracking is needed.

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 type="checkbox"/>
5.2 Assessment linked to academic expectations of receiving departments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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 type="checkbox"/>
5.7 Student responsibility for progress and use of feedback	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.8 Exit assessment procedures and reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

5.1 Course design reflected summative assessments and routes of progression made clear. PSE assessment for the 10 and 6 week courses involves the production of a research project by students with titles provided by departments.

5.2 Project titles need to be updated each year, but students could be co-creators of their projects by choosing their own areas of interest linked to target discipline. Each week students listen to a recorded lecture provided by academics following lecture preparation input. Students then record a 10-15 minute discussion and submit this for assessment. There is also an oral presentation. The Lecture and Seminar Discussion and Oral Presentation assessments create a balance between individual work and team work that demonstrates ability to interact and discuss.

5.3 There are no re-sit opportunities for PSE students during the Summer.

5.4 Assessment feedback sheets link back to intended learning outcomes produced using the model of the BALEAP Can-do statements. Inclusion of the intended learning outcomes makes for transparency and clarity for students. There is no formal assessment on ISE, but assessors noted that academic staff were positive about improvements in students' work after taking part in ISE provision. This was confirmed during interviews with student focus groups.

5.7 Responsibility of the student is encouraged during regular tutorials on PSE and through the sessions delivered on ISE.

5.8 Students receive a report at the end of each 10-week unit but do not receive a written report at the end of the summer; they receive an email showing exit

scores. Departments receive an email and spreadsheet informing them of a student's success on PSE with a breakdown of each student's results. It would be useful to students if they received a short commentary indicating their progress, strengths and areas for development.

5.9 Support is offered to PSE students who meet the entry requirements for departments but fall short in one specific assessment within the tolerance range. These students are allowed to progress on condition that they attend the Additional Language Programme (ALP). They can also attend ISE. Nineteen students who exited PSE in 2020 required the ALP provision. It is suggested that continued support through the ALP is provided to those students who exit PSE with jagged profiles, but that the reasons for any large number of students who require this are monitored.

5.10 Tracking has taken place for the PGT Human Resource Management course, but needs to be further developed to cover more areas.

### **Recommendations**

Tracking procedure should be rolled out to a larger number of academic programmes to collect clear evidence of performance post PSE (5.10).

## APPENDIX 1 - SCHEDULE OF VISIT

Wednesday 28 April

Time Assessor Event

- 11.25-11.45 1 Interview: International Advice and Guidance Manager
- 12.40-12.55 1,2 Welcome Talk: ELC Director (Interim)
- 13.10-13.30 2 Observation: Tutor 1, PSE Academic Speaking Presentations
- 14.10-14.30 2 Observation: Tutor 2, ISE KnowHow Academic Reading Circle
- 14.10-14.30 1 Observation: Tutor 3, ISE PGT Masters in Management
- 14.40-15.00 2 Interview: Head of Language Lounge
- 15.25-15.55 2 Interview: ISE Directors (jobshare)
- 15.25-15.55 1 Interview: Co-ordinator, China Scholarship Council;  
Head of Researcher Development and Culture
- 16.10-16.30 1,2 Interview: S/L Electrical Engineering and Electronics

Thursday 29 April

Time Assessor Event

- 09.15-09.45 1 Interview: Associate Director, Admissions; Head,  
International and EU Admissions; Associate Director,  
International Recruitment, Relations and Study Abroad;  
Head, International Relations
- 09.55-10.15 1 Observation: Tutor 4, PSE Academic Reading and Writing
- 10.30-10.50 1 Observation: Tutor 5, PGR Writing Retreat
- 11.00-11.20 1 Observation: Tutor 6, PSE Academic Reading and Writing
- 12.00-13.00 Lunch
- 13.10-13.30 1 Observation: Tutor 7, ISE UG Year 1 International  
Business Module – cancelled (class closed because of  
small numbers)
- 13.45-14.05 1 Interview: Associate Dean, UG, Management School;  
Associate Dean, PG, Management School; Director, MSc  
Healthcare Leadership Programme, Management School
- 14.05-14.25 2 Observation: Tutor 8, PSE, Academic Listening
- 15.00-15.30 1,2 Interview: ISE student representatives
- 15.45-16.30 1,2 Interview: PSE/ISE Teachers
- 16.40-17.00 1,2 Interview: Director, Student Experience and  
Enhancement

Friday 30 April

Time Assessor Event

- 09.00-09.30 2 Interview: S/L Chemistry; Professor, School of Life  
Sciences; Lecturer, Department of Geography and  
Planning; Lecturer, Computer Science
- 09.10-09.30 1 Observation: Tutor 9, ISE PGR Academic Writing

09.35-09.55 2 Interview: PSE Director (interim)  
10.00-10.20 1,2 Interview: ELC Director (interim); Director of  
Operations  
10.25-10.45 1 Observation: Tutor 10, ISE UG Accounting and Finance  
11.15-11.45 1,2 Interview: PGT Lead in Architecture; Head of Classical  
Music Performance; Lecturer, TESOL and Applied  
Linguistics; PG Lead and Programme Director, MSc  
Biomedical Engineering  
11.45-12.30 Lunch  
12.30-13.00 1,2 Interview: PSE student representatives  
13.30-13.50 1 Interview: Director, Centre for Innovation in Education  
14.00-14.30 1,2 Interview: Operations Focus Group  
14.30-15.15 1,2 Assessors confer  
15.15-15.45 1,2 Feedback; ELC Director (interim)

## APPENDIX 2 - ORGANOGRAM OF INSTITUTION MANAGEMENT STRUCTURE

