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

Report on Assessment visit to the ELC at The University of Liverpool
2nd- 4th February 2016

Accredited for four years from March 2016

CONTENTS

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.[1] 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 (http://www.BALEAP.org.uk/media/uploads/pdfs/BALEAP-articles-of-association-2010.pdf)

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[1] 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

Two courses were submitted for accreditation; the Pre-sessional English Course (PSE) and the In-sessional English Course (ISE). The English Language Centre (ELC) was receiving its first assessment visit. In accordance with the aims of the accreditation scheme given above (p.3), 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 has been met, and with corresponding comments as appropriate. For the PSE, of the 52 criteria, 1 is exceeded, 42 are met, 7 are partially met and 2 are not met. For the ISE, of the 52 criteria, 2 are exceeded, 37 are met, 1 is partially met, and 12 are not applicable.

The ELC is part of Professional Services, which sits within the Academic Secretary's Office and therefore benefits from the infrastructure and procedures associated with an entity within the wider University. This is particularly notable in the recruitment of temporary teachers and the standard university terms and conditions for those teaching staff on permanent contracts. Excellent support is also given in timetabling and managing the operation.

Both the ISE and the PSE have run for over thirty years. However, more recently, the Centre has responded to increasing requests to support international students more widely within the University. This increased demand for English for Academic Purposes (EAP) within the University has involved considerable work in meeting this need. The ELC would benefit from greater engagement by all staff with current scholarship in course design and assessment in EAP, both within the research literature and the professional development opportunities provided by BALEAP.

The Centre has developed good practices for the management of its courses. There is a clear structure for course co-ordination and course direction and teachers are well supported in their roles and responsibilities. The first three stages of the PSE course would benefit from a reappraisal of their aims given the language level and intellectual capabilities of the students and the requirement to prepare them for future academic study. A number of areas require particular attention to ensure that the Course meets EAP sector standards. The component strands of each module should be aligned more closely with the academic practices and expectations of receiving departments. The aims and learning outcomes could be achieved through more challenging materials. While there is progression from the generic to the discipline-specific in assessments over the whole Course, the assessments do not reflect sufficiently closely the type of assessment expected at university.

The ISE contains no formal assessment, individual teachers respond to student needs on an ad hoc basis by closely aligning lessons to the assessment requirements of departments. However, to facilitate decision-making in relation to course enhancement, the informal communication which takes place around day-today course delivery could be documented more consistently.

SUMMARY OF RECOMMENDATIONS

The following recommendations are made (PSE recommendations are in blue font, ISE in black):

1.   Institutional Context

Further promotion and explanation of the PSE programme to departments is required to exploit existing links that exist between ISE tutors and staff in other departments. (1.2)

More CPD, informed by the TEAP Competency Framework, is required to increase teachers' understanding of academic literacy. (1.6)

The Centre should engage further with current scholarship in EAP, both within the research literature and the professional development opportunities provided by BALEAP (1.6).

2.   Course Management

None

3.   Course Design

The design of PSE Stages 1-3 should be adjusted to increase the cognitive challenge for students. Course design principles should reflect more closely current principles of English for Academic Purposes. The methodology statement in the ELC self-evaluation document could be used as a basis for course design principles (3.1).

The syllabus for PSE Stages 1-3 should be stated in terms of academic performance in the target context rather than decontextualized language knowledge and skills (3.3).

The development of critical engagement with sources and student monitoring of their learning should be more prominent within the materials for Stages 1, 2 and 3 (3.4).

All materials used on the PSE programme should support the realisation of appropriate EAP learning outcomes of the Programmes (3.9).

4.   Teaching and Learning

In PSE class work should reflect EAP aims, and reference to academic literacy should be made explicit in the tutor guide, with the rationale for lessons given in terms of the target context (4.4)

PSE lesson materials should be selected according to the students' language learning needs in relation to their future studies. Lesson delivery needs to employ an approach that challenges students and is flexible enough to exploit their knowledge and experience (4.6)

5.   Assessment, Evaluation and Progression

There should be more collaboration and communication between receiving departments and PSE Director to discuss assessment practices and suitability. Receiving departments should be consulted in relation to Pre-sessional assessments to ensure that assessments meet these departments' expectations and provide fully appropriate evidence in relation to students' readiness for university study. Pass marks should be reviewed for all stages of the course (this process has already begun) (5.2).

0.   INTRODUCTION

0.1   The English Language Centre (ELC) at the University of Liverpool has 30 years' experience in delivering Pre-sessional (PSE) and In-sessional programmes (ISE). It is also an IELTS testing centre, runs commercial general English courses (Activate English), is involved in delivering an MA TESOL, and moderates EAP assessments conducted in Xian Jiaotong Liverpool University in China.

The Centre is housed in Professional Services, having been moved out of the School of English in 2011. It sits alongside five other departments that make up Professional Services, which sits within the Academic Secretary's Office.

The courses being considered for accreditation in this report are the ISE and PSE courses. These courses have been running since 1986 (ISE) and 1987 (PSE) and are situated in the South campus of the University in the city of Liverpool. This is the first time that they have been assessed by the BALEAP Accreditation Scheme, but they are already accredited by the Accreditation UK.

The Centre is managed by the ELC Director, who reports to the Academic Secretary. The Course Directors for PSE and ISE are line managed by the ELC Director as is the EAP Commercial Quality Director. A team of co-ordinators is also involved in the management of each course in the Centre.

Both courses play a central role in preparing students to study at Liverpool University, and are key to the University's international strategy. Students on both courses are either studying or going on to study a wide range of disciplines. These include courses in the faculties of Science and Engineering, Health and Life Sciences, and Humanities and Social Sciences.

0.2   The structure of the PSE and ISE courses can be seen below. The assessment visit took place during the third week of stage 2 of the PSE course, and in the first week of term 3 for the ISE course.

In-sessional Provision	Programmes
PGT* (Discipline Specific)	**HSS:** Arch, Law, Phil, Pol Mass Med. Music, TESOL **ULMS:** Cons Markt, HRM, IB, Man, Entrepr, e-Bus, OSCM **S&E:** Civic Des, EEE, Eng, Fin Maths
PGR (Discipline Specific)	Faculty: HSS, Sci, Eng, Med, HLS Yr 1
UG * (Discipline Specific)	**HSS:** Arch, Engl/Comm, Law, Soclgy **ULMS:** 10 different modules **S&E**: Chem, Civic Des, Civil Eng, e-Finance, EEE, Env Sci **HLS:** Bio Sci
General Academic English	**General:** Ac reading, Ac speaking, listening etc.
'Requireds'	(students who have only obtained 30% on PSE and strongly advised to attend ISE)
Erasmus ENGL108	
1:1s*	

PSE Stage 1 5th October- 18th December 2015	PSE Stage 2 11th January- 18h March 2016*	PSE Stage 3 11th April- 10th June 2016	PSE Stage 4 4th July- 29th July 2016	PSE Stage 5 1st August – 9th September 2016
40 weeks (IELTS 4.0)				
	29 weeks (IELTS 4.5)			
		19 weeks (IELTS 5.0)		
			10 weeks (IELTS 5.5)	
				6 weeks (IELTS 6.0)

*Courses observed during the accreditation visit.

0.3 An estimated 2000 students are enrolled on ISE courses in term 2 In the case of PSE, 22 students were enrolled at the time of the accreditation, and this is expected to increase to approximately 600 students by stage 5. Numbers of students on the earlier stages of the PSE course are lower than last year's cohort for a number of reasons. A very wide range of nationalities are represented on both courses. Approximately 96% of PSE students transferred to from PSE to UG and PG courses at the University of Liverpool in 2014-15.

1.   INSTITUTIONAL CONTEXT

Section Summary

There is very good evidence of a strong engagement with the faculties and receiving departments of the University which benefits many areas of Course development. There is good internal communication which is reflected in the teamwork approach of teachers and administrative staff.

The core management team collaborate with a wide range of services and receiving departments and are highly regarded for their collaborative and professional approach. Because of the range of pre and in-sessional work they do, and the committees and working groups on which they are represented, the ELC as a whole has very good visibility at a strategic level. However, the first three stages of PSE were less visible to receiving departments. Opportunities for professional development in EAP of staff could be promoted further.

ISE	PSE
2 of the criteria are exceeded	1 of the criterion is exceeded
6 criteria are met	6 criteria are met
1 criterion is partially met (1.6)	2 criteria are partially met (1.2, 1.6)

Standards are	Exceeded	Met	Partially Met	Not Met	See Comments
1.1 Effective lines of communication and support		✓✓			
1.2 Relationships with receiving departments	✓		✓		✓✓
1.3 Relationships with university services	✓✓				✓✓
1.4 Staff recruitment procedures		✓✓			
1.5 Terms and conditions of service		✓✓			
1.6 Professional development opportunities			✓✓		✓✓
1.7 Dealing with unsatisfactory teaching performance		✓✓			
1.8 Adequate office space for staff		✓✓			
1.9 Sufficient number of support staff		✓✓			

Comments

1.2 There is an exceptionally good level of liaison between receiving departments and the ELC; representatives from departments expressed a high level of satisfaction with regard to the work done by ISE tutors. Subject lecturers work closely with departmental staff to ensure In-sessional provision is embedded within the disciplines, and tailored to the needs of their students.

1.2 Few receiving departments are aware of the PSE course at Stages 1-3, and the opportunities for collaboration and input into this programme. Assessors are aware that further collaboration has been planned.

1.3 Links between the ELC and a range of services across the University are very strong; the Guild of Students is responsible for organising the year round social programme (paid for by ELC), PSE students' applications are dealt with by central admissions. The Pre-sessional admission requirements for each of the PSE Stages are set within University-wide guidelines, and admissions are administered centrally along with all other University programmes. Non-standard

cases are routinely referred to the ELC administrative team and Course Directors who are able to correspond directly with individual students, to advise them to join the longer programmes.

1.6 Although CPD opportunities exist, i.e. teachers are encouraged to attend conferences and to feedback at monthly staff meetings, further funded scholarship time for staff is needed to enable them to improve programmes. Time for staff to engage with course design and assessment in EAP and would raise awareness of current thinking and developments in these areas. This could involve engagement with the research literature, professional development opportunities provided by BALEAP, or institutional exchange visits.

Recommendations

Further promotion and explanation of the PSE programme to departments is required to exploit existing links that exist between ISE tutors and staff in other departments. (1.2)

More CPD, informed by the TEAP Competency Framework, is required to increase teachers' understanding of academic literacy. (1.6)

The Centre should engage further with current scholarship in EAP, both within the research literature and the professional development opportunities provided by BALEAP (1.6).

2. COURSE MANAGEMENT

Section Summary

The Centre has a clear management structure known to both staff and students and is in active liaison with receiving departments and University Services. Weekly staff meetings are held during the Pre-sessional course, and between four and six meetings were held across the two semesters of the ISE course. The Assessors were impressed by the quality of management and the dedication of both Course Directors, something which was remarked upon by both teaching staff and students. This reflects the location of the Course in a well-established Centre with good practice in human resource management. New staff receive a thorough induction.

All criteria are met
All criteria are met

	Standards are	Exceeded	Met	Partially Met	Not Met	See Comments
2.1	Course Director/s responsibilities		✔✔			
2.2	Principled student grouping		✔✔			
2.3	Principled allocation of teachers		✔✔			
2.4	Monitoring of effectiveness of teaching		✔✔			
2.5	On-going and end-of-course evaluation		✔✔			
2.6	Course Director's teaching experience		✔✔			
2.7	Course Director/s and teachers' responsibilities		✔✔			
2.8	Course Director/s full time employees		✔✔			
2.9	Clear management structure for Course		✔✔			
2.10	Arrangements for staff-management liaison		✔✔			

2.11   Continuity of academic management   ☐ ✔ ☐ ☐ ☐

Comments
None

Recommendations
None

3. COURSE DESIGN

Section Summary

While the PSE Course takes account of the language needs of students at entry level, more thought should be given to addressing contextualization of EAP skills. Although the overall Course Design does provide clear routes of progression, the link between the aims and the course materials used was not always clear to the students or to the Assessors. Assessors observed that some tasks promoted students' critical thinking; however, in some cases there was no link with the aims of the component or with the TEAP framework. More thought should therefore be given to fundamental course design.

The requirements of the Scheme are fully satisfied by the ISE Course. The students are given study materials which have been assembled in consultation with departmental link tutors in order to develop and foster the range of skills required for success in their studies. These materials are embedded within the academic context and are closely aligned to the principles of EAP. Several of the criteria are not directly applicable to In-sessional provision. There is no syllabus as materials and lessons are 'one off' events designed in collaboration with departments. No individual tutorials are provided but the Centre does have a 1-1 writing advisory system where students from departments can access, through an online booking system, individual assistance with course work.

Teachers on both programmes were keen to contribute to course development, however, there needs to be more focus on what constitutes appropriate EAP materials in Stages 1-3 of the PSE course.

All criteria met

7 Criteria are met
4 criteria are partially met (3.1, 3.3, 3.4, and 3.9)

	Standards are	Exceeded	Met	Partially Met	Not Met	See Comments
3.1	Clearly articulated EAP course design principles		✓	✓		✓
3.2	Linking of course aims and learning outcomes, to teaching and assessment		✓✓			
3.3	Explicit organising principle for syllabus with a coherent set of components		✓	✓		✓✓
3.4	Development of student autonomy and critical engagement integrated and explicit in syllabus		✓	✓		✓
3.5	Explicit aims and learning outcomes for syllabus components with teaching notes		✓✓			

3.6	Introduction to the library and online learning facilities		✓✓			
3.7	Regular timetabled individual consultations		✓✓			
3.8	Clear syllabus components reflected in timetable		✓✓			✓
3.9	Learning and reference materials for teachers		✓	✓		✓
3.10	Teachers' contribution to course development		✓✓			
3.11	Quality enhancement through active innovation		✓✓			

Comments

3.1 General PSE Course principles are clearly stated in the student and teacher handbooks but do not explicitly reflect a rationale for EAP course design or the development of academic literacies. The course design principles for Stages 1, 2 and 3 do not reflect the principles of English for Academic Purposes enough and are not consistent with Stages 4 and 5. The level of cognitive challenge in Stages 1, 2 and 3 underestimate the capabilities of some of the students, who are already at B2 on the CEFR.

3.3 The PSE components specified for Stages 1-3 are not always appropriate, and the balance of time allocated to each does not give priority to the most important academic skills. There is no clear explanation of how developing general language knowledge separately from academic literacy skills will transfer to target academic contexts.

3.3 Although the ISE course has no formally stated syllabus and the lessons provided for departments are 'one-offs', the initial brief given by the department and lessons, aims, objectives, outcomes and stages, work as a syllabus for teachers to follow and respond to. There is also a coherent strategy for planning and scheduling these sessions proactively.

3.4 The PSE Course shows some evidence of input for the development of independent learning but this consists mostly of student personal reflections, and does not encourage critical engagement with academic texts and tasks enough.

3.8 The writing advisory service provides scheduled 1-1 ad hoc EAP, although this is not described as a tutorial it does perform this function. There is also a quality monitoring system for this service.

3.9 The centre is well resourced and teachers have access to a range of reference materials. However, PSE Academic Skills materials (Stages 1, 2 and 3) are not sufficiently challenging or contextualised and do not reflect EAP principles. In Stages 4 and 5 the suggested materials and tasks better support the academic needs of the students.

Recommendations

The design of PSE Stages 1-3 should be adjusted to increase the cognitive challenge for students. Course design principles should reflect more closely current principles of English for Academic Purposes. The methodology statement in the ELC self-evaluation document could be used as a basis for course design principles (3.1).

The syllabus for PSE Stages 1-3 should be stated in terms of academic performance in the target context rather than decontextualized language knowledge and skills (3.3).

The development of critical engagement with sources and student monitoring of their learning should be more prominent within the materials for Stages 1, 2 and 3 (3.4).

All materials used on the PSE programme should support the realisation of appropriate EAP learning outcomes of the Programmes (3.9).

4. TEACHING AND LEARNING

Section Summary

Assessors observed a range of teaching styles. For PSE the assessors observed a lack of engagement with EAP and the use of inappropriate materials which do not situate the work of the class in relation to the academic studies which students are being prepared for. The time available for tutorials was a very positive feature and was seen by students and teachers as having great value.

On the ISE course, the Assessors observed a range of lessons including large classes (up to 300 students) and 1-1 lessons which were well planned and organised and which were consonant with the learning outcomes of the In-sessional programme lessons and EAP principles.

Criteria 4.10 and 4.11 are not applicable to ISE.

All relevant criteria are met for ISE

For PSE
9 criteria are met
1 criterion is partially met
1 criterion is not met

Standards are	Exceeded	Met	Partially Met	Not Met	See Comments
4.1 Adequate teacher qualifications		✔✔			
4.2 ELT/EAP teaching experience and support		✔✔			
4.3 Appropriate induction for teaching staff		✔✔			
4.4 Teacher understanding of syllabus and its components in relation to target context		✔	✔		✔
4.5 Appropriate lesson preparation and planning		✔✔			
4.6 Appropriate lesson delivery for EAP in context		✔		✔	✔✔
4.7 Demonstration of professional teaching competence		✔✔			
4.8 Monitoring of teaching effectiveness informed by TEAP Framework		✔✔			

17

4.9	Access to resources and facilities for independent learning		✓✓			
10	Access to a social and cultural programme		✓ N/A			
4.11	Access to advice and support for future studies		✓ N/A			

Comments

4.4 There was a good awareness of the components in the syllabus but these did not reflect the target context resulting in a lack of understanding of this in the classroom.

4.6 On PSE (Stages1-3) realisation of EAP in the classroom varied in effectiveness. Materials were not always appropriate. Tutors did not always challenge students sufficiently or recognise them as resources of knowledge and experience.

4.6 On ISE good expertise demonstrated by the teachers, with well-paced, confident delivery; responsive to the need for correction or nomination of quieter students and clearly linked their material to the academic context.

Recommendations

In PSE class work should reflect EAP aims, and reference to academic literacy should be made explicit in the tutor guide, with the rationale for lessons given in terms of the target context (4.4)

PSE lesson materials should be selected according to the students' language learning needs in relation to their future studies. Lesson delivery needs to employ an approach that challenges students and is flexible enough to exploit their knowledge and experience (4.6)

5.   ASSESSMENT, EVALUATION AND PROGRESSION

Section Summary

There is no assessment on ISE. The section summary and all comments and suggestions relate to the PSE course. Students and teachers were aware of the process of assessment and the different stages incorporated within the programme. Familiarity with the assessment criteria is encouraged through standardisation and moderation with teachers during teacher development sessions and during induction for new teachers. Written comments and corrections are incorporated into assessment feedback and students are encouraged to monitor their own progress through the tutorial system. However, the assessments are not closely linked to the requirements of future study.

9 criteria were met
1 criterion was not met (5.2)

	Standards are	Exceeded	Met	Partially Met	Not Met	See Comments
5.1	Course design linked to summative assessments with clear routes of progression		✔			
5.2	Assessment linked to academic expectations of receiving departments				✔	✔
5.3	Advance information on procedures/ criteria for assessment and resit opportunities		✔			
5.4	Timely and useful feedback on students' progress		✔			
5.5	Regular formal assessment of student progress		✔			
5.6	Standardisation, fairness and consistency in student placement and assessment		✔			
5.7	Student responsibility for progress and use of feedback		✔			
5.8	Exit assessment procedures and reports		✔			
5.9	Support and information for students transitioning to academic programmes		✔			

| 5.10 | Systems for tracking subsequent academic performance of students | ☐ | ✓ | ☐ | ☐ | ☐ |

Comments

5.2 The input of academic departments to PSE assessment is limited to the Management pathway in stages 4 and 5. Despite reservations held by some departments, University policy allows students to progress into departments with a 30% pass mark (the equivalent of CEFRA low B2 and the UKVI minimum visa requirement) following PSE Block 5 which is lower than the required level stated by receiving departments. Students passing with 30% are required to attend ISE classes and this too is University policy.

Recommendations:

There should be more collaboration and communication between receiving departments and PSE Director to discuss assessment practices and suitability. Receiving departments should be consulted in relation to Pre-sessional assessments to ensure that assessments meet these departments' expectations and provide fully appropriate evidence in relation to students' readiness for university study. Pass marks should be reviewed for all stages of the course (this process has already begun) (5.2).

APPENDIX 1   SCHEDULE OF VISIT

University of Liverpool Timetable for Visit

Tuesday 2nd Feb

Time	Activity		Location
12:30	Assessors arrive and confer		
1:00	Meet Course Director/s and establish final arrangements for Day and any changes for visit.		Room 207 Cypress Building
1:30	Assessors meet teaching staff to introduce themselves	All teaching staff	Room 103 Cypress Building
1:45	Meeting with ELC Admin staff and Centre Manager		Room 322 Cypress Building
2.00	Meeting with ELC Technical Support Officer		Room 207 Cypress Building
2.15	Meeting with ELC Social and Welfare Office		Room 207 Cypress Building
2.30	Meetings with academics from receiving departments		Room 207 Cypress Building
3:00	Observations of classes by both Assessors		Various classrooms across campus – see timetables
3:30	Observations of classes by both Assessors		Various classrooms across campus – see timetables
4:00	Observations of classes by both Assessors		Various classrooms across campus – see timetables
4:30	Review of documentation		Room 207 Cypress Building
5:00	Meet Course Director/s to request any additional documentation and clarify any issues which have arisen		Room 103 Cypress Building
6:30	Dinner		The Pen Factory, 13 Hope Street, Liverpool, L1 9BQ
Evening	Assessors should make time to confer and establish areas each will focus on.		

Wed 3rd Feb

Time	Activity	Location
9:00	Meetings with academics from receiving departments	Room 207 Cypress Building
10.00	Depart for meeting with Prof Gavin Brown	
10.15	Meeting with Prof. Gavin Brown, Pro-VC for Education	Pro-Vice Chancellors Office, The Foundation Building (#765 on campus map)
10:30	Coffee Break	
11:00	Meeting with Matt Murphy, Engineering, re new credit bearing ISE module	Room 207 Cypress Building
11:30	View Vine Court accommodation and discuss services and	Please go to Vine Court Reception (#804 on campus map)

	facilities		
12:15	Lunch		
1:15	Meet teachers to enable them to respond to and raise issues	All teaching staff	Room 103 Cypress Building
2:00	Meeting with Ted Colclough re ISE provision		Room 207 Cypress Building
2:10	1-1 teaching observation		Room 320a Cypress Building
2.30	Meeting with Sarah Mattin/Gill Tunnicliffe re PSE provision		Room 207 Cypress Building
4:30	Review of documentation		Room 207 Cypress Building
4.45	Meeting with ELC Director		Room 2017 Cypress Building
Evening	Assessors should make time to confer to identify outstanding issues needing clarification		

Thursday 4th Feb

9:00	Observations of classes by both Assessors		Various classrooms across campus – see timetables
9.30	Observations of classes by both Assessors		Various classrooms across campus – see timetables
10:00	Observations of classes by both Assessors		Various classrooms across campus – see timetables
10:30	Coffee break		
11.00	Meeting with Dan Stephenson, Associate Director of International Recruitment, Relations & Study Abroad and Robynne Morris, Deputy Head of International and EU Admissions		Room 207 Cypress Building
12.00	Visit to ELC Resource Centre and Sidney Jones Library. Meeting with ELC Learning and Teaching Resources Co-ordinator		Room 121 Cypress Building
12:30	Opportunity to carry out additional observations, see facilities not yet seen, review documents and consult course directors.		Room 207 Cypress Building
1:30	Feedback to staff	All ELC staff	Room 103 Cypress Building

Leave

APPENDIX 2   COURSE & STUDENT PROFILE

ISE - course and student profiles, Term 3, 2015-16

Course profile

Course/block	Length	Dates	Number of students	Number of groups (classes)	Level/range
Discipline-specific (UG)	7 weeks	1-2-16 to 18-3-16	[e]800	14	
Discipline-specific (PGT)	"	"	[e]819	20	
Discipline-specific (PGR)	"	"	[e]75	3	
General Academic English (GAE)	"	"	[e]286	10	
1:1 Academic Writing Consultations	"	"	[e]70	N/A	

Student profile

Course/block	Group/class	Number of students
Discipline-specific (UG)	Architecture (Y2)	[a]56
"	English & Communication Studies (Y2)	[a]40
"	Chemistry (Y2)	[a]10
"	Civic Design (Y2)	[a]79
"	Civil Engineering/Industrial Design (Y2)	[a]55
"	E-Finance (Y2)	[a]36
"	Electrical Engineering & Electronics (Y2)	[a]65
"	Life Sciences (Y2)	[a]45
"	ULMS Y1 (ACFI115)	[a]73
"	ULMS Y1 (MKIB152)	[b]18
"	ULMS Y2 (ACFI211/ULMS202)	[b]214
"	ULMS Y2 (MKIB225/ULMS251)	[b]79
"	ULMS Y3 (ULMS353)	[b]30
Discipline-specific (PGT)	Architecture	[a]30
"	Law	[a]24
"	Music Industry Studies	[c]16
"	Philosophy	[a]7
"	Politics & Mass Media	[a]6
"	TESOL/Applied	[a]83

	Linguistics	
"	Civic Design	[a]29
"	Engineering	71
"	Financial Mathematics	[a]16
"	MSc Digital Business	[a]95
"	MSc Finance	[a]78
"	MSc HRM	[a]102
"	MSc International Business	[a]92
"	MSc Management	[a]104
"	MSc Marketing	[a]66
"	ULMS765 (Marketing)	Included above
"	ULMS765 (HRM)	Included above
"	ULMS765 (Management)	Included above
Discipline-specific (PGR)	MRes Biomedical Sciences	[a]25
"	Thesis Writing (Humanities & Social Sciences)	[a]13
"	Thesis Writing (Science, Engineering & Medicine)	[a]37
General Academic English (GAE)	Academic Writing 1	[b]60
"	Academic Writing 2	
"	Dissertation Writing 1	[b]71
"	Dissertation Writing 2	
"	Academic Reading & Vocabulary	[b]21
"	Academic Speaking & Presentations 1	[b]51
"	Academic Speaking & Presentations 2	
"	Academic Listening	[b]21
"	Grammar & Vocabulary 1	[b]62
"	Grammar & Vocabulary 2	
1:1 Academic Writing Consultations		[b]70

PSE Course Profile

Course/Block	Length	Dates	No. of students	Number of Groups	Level/Range
2	29 weeks	11/01/2016 - 09/09/2016	22	2	IELTS 4.0 - IELTS 6.0 overall

PSE Student Profile

Course/Block	Group/Class	No. of students	Male/Female ratio	No. Countries	No. Disciplines	No. Joining Institution
2	1	13	10 male/3 female	3	6	12
2	2	9	5 male/4 female	3	3	7

APPENDIX 3   STAFFING PROFILE

COURSE STAFF INITIALS	DESIGNATION	QUALIFICATIONS	LENGTH OF ELT EXPERIENCE	LENGTH OF EAP EXPERIENCE	NUMBER OF PREVIOUS UK PRE-SESSIONAL COURSES	PART-TIME / FULL-TIME	LENGTH OF SERVICE WITH ORGANISATION	DATE OF EMPLOYMENT	LENGTH OF CONTRACT	NUMBER OF TEACHING HOURS PER WEEK
TA	Tutor	Diploma and the Teaching of English Overseas	18	9	3	PT 0.5 FTE	9	20.03.06	Permanent	7.5 OR 9.0
MB	Tutor	MA Applied Linguistics, CELTA, DELTA M1 & 2, BA	16	5	2	FT 1.0 FTE	3 (plus previous PSE here)	01.04.13	Permanent	16.5
MBt	Tutor	MA Applied Lingistics, CELTA,	7	0	0	FT 1.0 FTE	7 months	01.10.15	Fixed term - term time to 30.09.16	16.5
LC	Tutor	MA TESOL, BA, CELTA	16	10	3	0.8 FTE	5 years	01.01.13	Permanent	10
RC	Director, In-sessional English	MSc Teaching English for Specific Purposes, Cert TEFLA, Dip TEFLA	20	15	6	1.0 FTE	15 years	01.04.01	Permanent	2

	Tutor									
PD		DELTA,	20	5	5	1.0 FTE	5 years	26.09.11	Permanent	13
JD	Tutor	PhD, MA Applied Linguistics, Cert TEFL, BA	23	15	10	1.0 FTE	13 years	01.01.13	Permanent	13
MD	Director, Commercial and Quality	PG Dip TEO, BA, PGC Bus Admin, UoM PG Dip letter	32	8	6	1.0 FTE	13 years	01.04.13	Permanent	0
Afd	Tutor / Summer Co-ordinator (Stages 4 and 5)	DTEFLA	20	5	5	1.0 FTE	5 years	26.09.11	Permanent	13 or 16.5
AF	In-sessional English Co-ordinator	Med ELT, Dip TEFLA, BSc	22	9	3	1.0 FTE	6 years	21.11.11	Permanent	4
DF	Tutor / Summer Co-ordinator (Stages 4 and 5)	BA, Trin Cert, DTEFLA RSA, QTS, PGCE	25	5	5	1.0 FTE	4 years	01.01.13	Permanent	16.5
PG	Tutor	PGCE Post 16 education, Level 4 Cert for ESOL, Cert TEFL/ESP UoL, CELTA assistant tutor, BA	17	0	0	Fractional	3 years	24.07.13 and then various	Fixed term	Various 12 to 16.5
AK	Tutor	MA ELT and Applied Linguistics, CELTA,	13	9	8	1.0 FTE	8 years	01.10.15	Fixed term	16.5
PL	Tutor	CELTA, MA EFL, PhD	27	23	10	1.0 FTE	6 months	28.09.15	Permanent	13 or 16.5

SM	Director, Pre-sessional English and Activate	BA, MEd ELT, PGCE ESOL sub spec, DELTA	16	8	8	1.0FTE	3 years	01.01.12	Permanent	3
AM	Co-ordinator, Activate	UoM PG Dip letter	30	10	10	1.0 FTE	13 years	26.09.11	Permanent	4.5 to 6
AN	Tutor	BA, RSA UCLES Dip TEFL, RSA UCLES Cert TEFLA	24	4	5	1.0FTE	4 years	28.09.15	Fixed term	13 to 16.5
CN	Director, ELC	MA App Ling ELT, Dip TEFLA, CELTA, BEd	31	5	5	1.0FTE	14 years	03.10.12	Permanent	0
RR	Co-ordinator, Learning Teaching Resources	DELTA, RSA Prep Cert, , BA, PGDip	30	2	2	1.0FTE	3 years	01.01.13	Permanent	7
MS	Tutor	MA Linguistics and LT, DELTA	21	18	6	1.0FTE	3 yers	28.09.15	Fixed term	13 or 16.5
SS	Tutor	CELTA, DELTA	8	3	4	1.0FTE	3 years	03.01.14	Permanent	13 or 16.5
SSt	Tutor	MA English Lang, Lit and Culture, History, Germay Stage teacher Qualification, PGCE / DELTA equivalence	3	7	0	Fractional	6 months	07.01.16	Fixed term	4.5 hours
GT	Co-ordinator, Pre-sessional English Stages 1 to 3	Cert TEFLA, Dip TEFLA, MA App Ling	29	13	13	0.9FTE	8 years	01.12.08	Permanent	3 to 15 hours
KWg	Tutor	Dip TEFLA, BSc, MSc, PGCE, CELTA	10	3	3	1.0FTE		01.04.13	Permanent	13 or 16.5 hours

KW	Tutor	RSA Dip TEFL, Prep Cert, MA lInguistics, PhD	29	10	10	1.0FTE	13 years	26.09.11	Permanent	13 or 16.5
LW	Tutor		16	2	1	1.0FTE			Fixed term	16.5

APPENDIX 4   OVERVIEW TIMETABLE (PSE only)

	Monday	Tuesday	Wednesday	Thursday	Friday
0930 - 1100	Language Development	Language Development	Language Development	Skills Development	Tutorials
1130-1300	EAP & Academic Skills	Language Development	Language Development	Language Development	EAP & Academic Skills
1400-1530	EAP & Academic Skills	EAP & Academic Skills	EAP & Academic Skills	EAP & Academic Skills	

APPENDIX 5   ORGANOGRAM OF INSTITUTION MANAGEMENT STRUCTURE