

6.1 The Inspection Checklist Version 3.1 (October 1997)

This checklist is used by inspectors during the inspection process. The left-hand column contains the Code of Practice, clause 1.1 to 1.4 of which occur at the end of the checklist.

Code Of Practice	Focus Points	Comments/Grades
Student Charter		
1.5.1(a) high teaching and educational standards and: 1.5.1 (i) appropriate and effective teaching methods [For judgement on overall impression of teaching inspection - inspectors should show no preference for particular methods or trends, but to meet criteria school should provide a good chance for students to make efficient progress in language learning, in an interesting and motivating way.]	<ul style="list-style-type: none"> • specification of methods - in publicity and to students • staff awareness of methodology • planning of teaching - liaison among teachers • class management • attention to individual needs • effectiveness and appropriacy of methods in relation to students' aims • teachers' classroom expertise • use of resources 	
1.5 1 (b) professional conduct and integrity	<ul style="list-style-type: none"> • observation of legal requirements • fair dealing between school and students 	
1.5.1 (c) regular independent inspections to maintain standards	<ul style="list-style-type: none"> • membership of other professional bodies which carry out inspections 	

1.5.1 (d) total accuracy and veracity of information and publicity	See Information Charter below	
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Code Of Practice	Focus Points	Comments/Grades
1.5.1 (e) efficient administration and auxiliary services	<ul style="list-style-type: none"> • written guidelines and procedures • information storage • computerisation • attitude of reception staff • accessibility of information • style and accessibility of management • channels of communication • accommodation services • leisure and social programme (if relevant) See also 1.1 – 1.4 below (page 20)	
1.5.1 (f) suitable premises and suitable facilities for language learning	See also 1.1 – 1.4 below (page 20)	
1.5.1.(g) accurate placement testing to determine language competent	<ul style="list-style-type: none"> • reliability of placement test(s) and face validity • other placement procedures e.g. interviews / self-assessment • appropriate placement administration • dealing with misplaced students 	

<p>1.5.1. (h) a structured course of studies divided into levels and appropriate to students' needs</p>	<ul style="list-style-type: none"> • specification of levels • specification of course content by level • appropriacy of learning aims • availability to students of information about levels, content and aims • homogeneity of groups • compatibility with student's needs • flexibility of programme • efficient use of time 	
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Code Of Practice	Focus Points	Comments/Grades
1.5.1 (i)	See 1.5.1 (a) above	
<p>1.5.1 (j) appropriate regular assessment, reports and end-of-course assessment procedures leading to a certificate of attainment</p>	<ul style="list-style-type: none"> • formats and procedures • coverage and validity • reliability • compatibility with teaching methods • feedback to students and effect on subsequent teaching • quality of reporting and certification • availability of public examinations • recording and storage of results 	

<p>1.5.1 (k) experienced and competent teachers, working under the supervision of an appropriately qualified academic manager</p>	<ul style="list-style-type: none"> • qualifications of teachers • experience of teachers • competence of teachers • qualification of academic managers • experience of academic managers • competence of academic managers • channels of communication - induction and briefing of teachers • records of work • student records • teachers' notes • management of teacher absence • staff planning and review meetings • management involvement in planning and implementation of teaching programmes 	
<p>1.5.1 (l) regular observation of the teaching activity</p>	<ul style="list-style-type: none"> • procedures for observation • use of observation • follow-up of observation • other procedures for quality assurance of teaching 	
<p>Code Of Practice</p>	<p>Focus Points</p>	<p>Comments/Grades</p>
<p>1.5.1 (m) opportunities for obtaining information and advice about his/her course of studies</p>	<ul style="list-style-type: none"> • help with choice of course • advice on exams • help with learning problems • self-study guidance 	

Staff Charter		
2.1 The contracts of all staff working for EAQUALS members are governed by local labour laws, and by national contracts where these apply.	<ul style="list-style-type: none"> • Existence of written contract • Form of contract • Clarity • Compliance with national labour law or national contracts 	
2.2 Members provide fair terms and conditions of employment in the context of the relevant local or national standard, in the following areas: salary; length of contract; working hours and teaching hours per week; paid holiday entitlement; sickness, maternity, family- and compassionate leave; pension and severance pay arrangements, where relevant; unpaid leave of absence.	<p>General fairness of terms in relation to local/national standards:</p> <ul style="list-style-type: none"> • salary and scales • overtime payments • length of contract • working hours and teaching hours per week • paid holiday entitlement • sickness, maternity, family- and compassionate leave • pension and severance pay arrangements • unpaid leave of absence • social security contributions 	
2.3 Members have clearly specified procedures for dealing with staff grievances and disciplinary problems	<p>specification of:</p> <ul style="list-style-type: none"> • procedures for dealing with staff grievances • disciplinary procedures • dismissal procedures • staff awareness of these 	

<p>2.4 Members employ administrative staff and academic staff who have appropriate training, qualifications and experience, according to national norms for the work in question</p>	<p>administrative staff</p> <ul style="list-style-type: none"> • qualifications • experience • specific training <p>senior management</p> <ul style="list-style-type: none"> • qualifications • experience • specific training 	
<p>2.5 Members provide all staff with appropriate workspace and the facilities for them to carry out their duties effectively, as well as relevant opportunities for training and development within and outside working hours.</p>	<p>Staff workstations:</p> <ul style="list-style-type: none"> • lighting/ventilation • equipment • general comfort <p>staff training and development</p> <ul style="list-style-type: none"> • in-service training • performance review and appraisal 	

<p>2.6 All staff in member schools institutions, whether full or part time, are issued with written contracts or letters of agreement specifying the terms of employment under 2.2, the main responsibilities of the post, the procedures available for dealing with grievances, and the procedures to be followed in the event of disciplinary action.</p>	<p>see above 2.1 -2.3</p>	
<p>2.7 Members undertake to keep staff informed about the status and ownership of the school, and the organisations and associations it belongs to.</p>	<p>Check availability of information and staff awareness of ownership, associations etc.</p>	

Code Of Practice	Focus Points	Comments/Grades
Information Charter		
<p>3.1. Members' advertising, promotional materials and course information follow national advertising standards, are factual and give a clear and truthful account of their courses and other activities.</p>	<ul style="list-style-type: none"> • clarity • completeness • accuracy • genuineness of claims 	

<p>3.2. Before enrolment, members provide students or their representatives with clear information on the nature of and rationale behind the course. In addition, clear information is provided on: exact minimum course length and dates; number of hours taught, and of hours for other activities; dates of closure and holidays; placement procedures; size and makeup of groups, including age restrictions and any quotas of students sharing the same mother tongue that may apply; any use of real classes for teaching practice purposes; assessment procedures, reporting, and certification.</p>	<ul style="list-style-type: none"> • clarity • completeness <p>specification of:</p> <ul style="list-style-type: none"> • course length and dates • composition of course • educational rationale • placement & entry procedures • class size and make-up • age restrictions • arrangements for young students • mother tongue restrictions • teaching by trainees • assessment procedures and reports <p>accuracy of above information</p>	
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Code Of Practice	Focus Points	Comments/Grades
<p>3.3 Before enrolment members undertake to provide students or their representatives with full and clear details concerning the contract between the member school/institution and the student, including exact course fees, and the rights of each party, according to the contract, in the event of withdrawal or exclusion.</p>	<ul style="list-style-type: none"> • clarity • completeness • specification of: • school's obligations • students' obligations • students' rights • rights to refund • disciplinary and grievance procedures (see also 1.4) <p>is there evidence that the above are applied?</p>	

<p>3.4. All prices mentioned in advertising and other information specify clearly which services and goods are included in the price and which are available at additional cost. This includes the cost of fees for public examinations where courses aim to prepare students for these. Any additional taxes that may be payable are also specified.</p>	<ul style="list-style-type: none"> • clarity • completeness <p>specification of cost of:</p> <ul style="list-style-type: none"> • tuition • enrolment fee • materials (e.g. books) • exam fees • (where relevant) accommodation • meals • basic social programme • optional social programme • access to sports facilities • taxes <p>accuracy of the above</p>	
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Code Of Practice	Focus Points	Comments/Grades
<p>3.5. Diplomas and certificates of any kind signed or issued for any purpose by members contain accurate statements of fact. If such certification is based on examinations or tests, members undertake to ensure that these are valid and soundly administered.</p>	<p>Certificates & diplomas</p> <ul style="list-style-type: none"> • when awarded • for what reason? • wording (does it explain on what basis?) <p>Exams, tests etc.</p> <ul style="list-style-type: none"> • validity • proper administration • criteria for success or failure 	

<p>3.6. In the case of students or pupils under the age of 18 on full-time or residential courses, clear information will be provided about supervision arrangements and the qualifications of supervisory staff.</p>	<p>Specification of:</p> <ul style="list-style-type: none"> • staffing for supervision • qualifications of these staff • times when there is supervision • drop-off and pick-up schemes • emergency arrangements • accommodation <p>accuracy of above (see additional points for those inspecting courses for Young Learners in Appendix 1)</p>	
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Code Of Practice	Focus Points	Comments/Grades
<p>1.1 All members are committed to providing opportunities for language study in a teaching learning environment of high quality</p> <p>And within a clearly organised curriculum framework.</p>	<p>General</p> <ul style="list-style-type: none"> • ventilation / lighting • appearance matching publicity? <p>teaching / learning environment</p> <ul style="list-style-type: none"> • classrooms • other study areas e.g. language labs / self-access centres etc. • communal space <p>non-teaching premises</p> <ul style="list-style-type: none"> • offices • staffroom / resources room • toilets etc. • student accommodation • underlying principles • content • structure and clarity • accessibility to teachers • intelligibility to learners 	
<p>1.2 EAQUALS members undertake not to discriminate against students on grounds of gender, race and religion. Where appropriate, however, mother tongue quotas may be applied for educational reasons.</p>	<ul style="list-style-type: none"> • publicity • photographs • accommodation • provision for different religions 	

Code Of Practice	Focus Points	Comments/Grades
<p>1.3. Members accept a responsibility to take reasonable steps to ensure the welfare and safety on school premises. In addition, members have agreed to work towards making provision for disabled students</p>	<p>safety</p> <ul style="list-style-type: none"> • insurance • health and safety • fire regulations • first aid e.g. epilepsy, diabetes, accidents • emergency instructions <p>welfare -</p> <ul style="list-style-type: none"> • support e.g. students with special learning needs; • managing student crises • dealing with problems in family accommodation • plans for attending to needs of disabled students <p>leisure</p> <ul style="list-style-type: none"> • sports facilities • social programme <p>children- is appropriate provision made? (see 3.6))</p>	
<p>1.4. All members have and make known to students a clearly specified procedure for dealing with students' complaints and grievances and for dealing with indiscipline, should it arise. When necessary, cases are referred to the EAQUALS ombudsman.</p>	<ul style="list-style-type: none"> • feedback procedures • complaints procedure • procedures for dealing with lateness, disruption, absences etc. <p>student awareness of the above staff awareness of the above information about EAQUALS ombudsman (for re-inspection of member schools)</p>	