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The Language Network for Quality Assurance

A QUALITY TOOLKIT FOR LANGUAGES

The Quality Model

LanQua Toolkit: The Quality Model

1. Introduction

The LanQua Quality Model has been developed to guide practice and reflection on practice in order to enhance the quality of the learning experience for those engaged in the learning and teaching of languages. It approaches quality from a teacher and learner perspective and supports a bottom-up view of quality assurance which is based in practice and which has a mainly enhancement function that can work alongside and complement other more formal quality assurance processes within and external to higher education institutions.

The graphical representation of the LanQua Quality Model [www.lanqua.eu/quality_model] describes an iterative approach to quality intended to inform the planning and review of teaching and learning within a subject area, in this case languages. In general, formal processes of quality assurance consider quality in broad terms – the institution, the programme and/or the subject. The model presented here can be used in any of these contexts but is also relevant to questions of quality (of the learning experience) at the level of an individual module, lesson (lecture, seminar), task (learning or assessment) or classroom interaction. Many of these instances of micro-level quality assurance are considered during formal quality assurance but many others are unrecorded or overlooked when measuring quality in student learning. However, much teacher reflection which occurs during planning and practice has a key role to play in the delivery of quality and contributes to the 'quality story' that a course team or institution needs to tell its students, their parents, employers and other stakeholders as well as quality agencies and other bodies with a formal role in quality evaluation. This model is intended to support higher education practitioners in using what they already 'know' about their practice and making this explicit to inform and enhance quality processes at the level of teaching practice and learning support. The model presented here offers practical suggestions and reflective questions to support planning and review of teaching which are illustrated by case study examples drawn from a range of institutions and languages sub-disciplines around Europe. It has been developed by higher education teachers for higher education teachers to stimulate reflection and discussion, and provide tools which can be used to demonstrate good practice to a range of key agents in the quality process.

Although this is a model which can be applied across disciplines it is presented here in the context of a single disciplinary field: languages. It has been well established that the academic community is best engaged in discussions of pedagogy and quality assurance through its discipline communities (e.g. EU Tuning Project http://tuning.unideusto.org/tuningeu/, UK Higher Education Academy Subject Network www.heacademy.ac.uk) and this has been the approach in the development of the Quality Model presented here. The model was developed by a team drawn from higher education institutions across Europe who worked in five sub-groups: Language Learning, Intercultural Communication, Literature and Culture, Content and Language Integrated Learning (CLIL) and Language Teacher Education to develop the model and its complementary resources – case studies, learning outcomes and Frame of Reference – which together make up the LanQua Quality Toolkit.
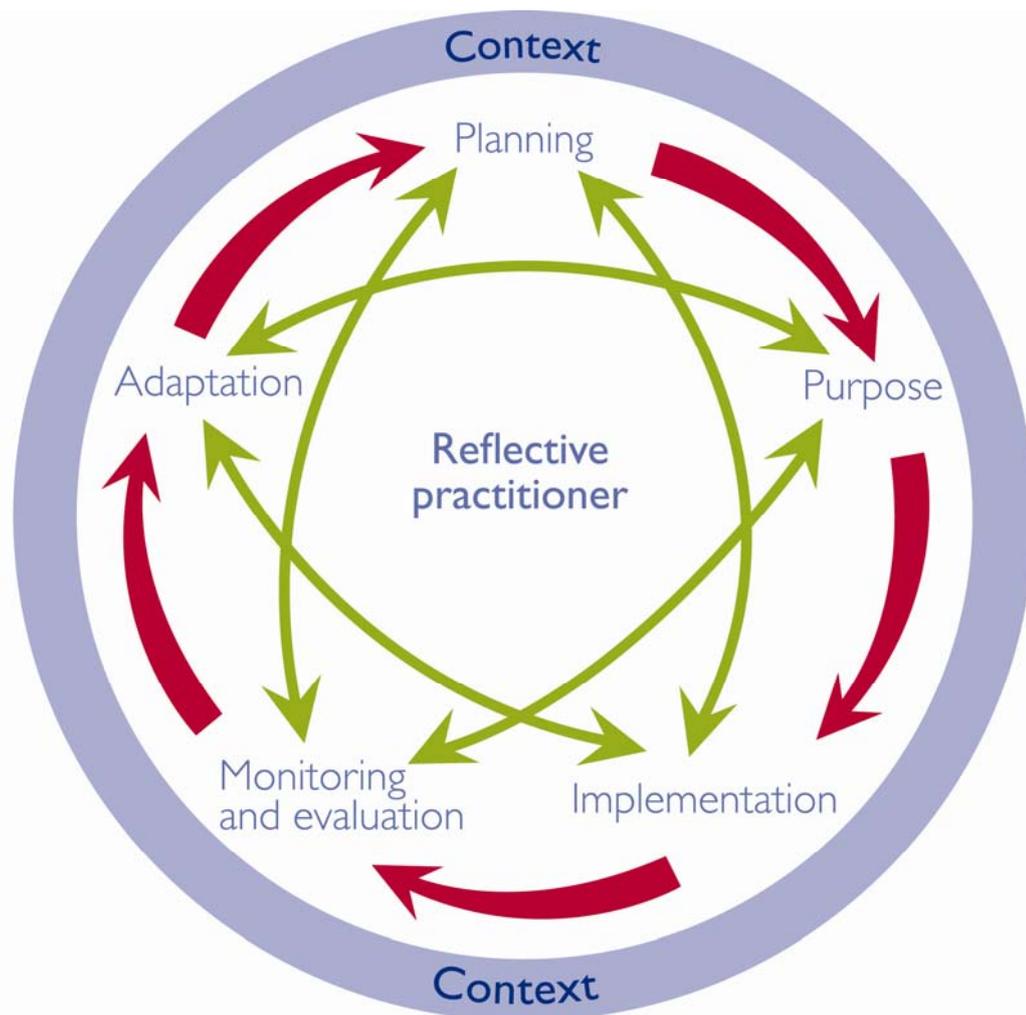
2. The Quality Model

3. The Quality Model Described

Context

For the Quality Model described here the broad context is European Higher Education. However, each national context will be different with differing levels of institutional autonomy, formal quality assurance management and internal processes to support quality enhancement. Thus the engagement with and articulation of quality will vary across member states and the processes described here will be implemented in a variety of ways in response to these different contexts. This is illustrated in the following case study which compares three examples: UK, Poland and France.

Three QA case study examples

National frameworks for quality assurance
UK, University of Ulster
In setting up their measures for ensuring the maintenance of standards and the enhancement of quality, universities are responding to national requirements as mediated through the Quality Assurance Agency (QAA), which has responsibility for ensuring quality in UK HE as a whole and which conducts regular audits of all HE providers. While it expects all institutions to have a robust system in place, each institution is able to create processes for ensuring quality that meet its needs. All HE institutions in the UK thus have systems for ensuring quality and standards but there are differences between institutions in the nature of the systems used and in their application. The QAA conducts

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regular audits of universities, looking at procedures and systems for the assurance of quality and how these impact on the quality of provision and the student experience in subject areas. It has sets of written guidelines for different aspects of university work and interaction with students. These are described as 'the academic infrastructure'. Universities are expected to take account of these in framing their own procedures and regulations.

Institution-led Quality Assurance
Poland, University of Warsaw (UW): The Polish Law on higher education provides that language education constitutes a compulsory part of all first cycle degree programmes and like the entirety of provision it should be quality assured. The quality assurance and enhancement measures instituted in the Warsaw University System of Language Provision have been designed to include information on curricula & syllabi, assessment criteria, classroom observations, induction of newly employed teaching staff, and student surveys which is implemented at the level of individual organisational units of the University.
The aim of the QA measures applied to language provision at the University is to ensure conditions of transparency, openness, comparability (of learning outcomes), equal access to broadest possible offering (range of languages and levels), addressing the needs of students (including of students with disabilities), with a view to supporting students' and graduates' academic and professional mobility, employability and lifelong learning. The QA measures are related to the "Standards and guidelines for Quality Assurance in the European Higher Education Area" (2005) and comprise the following aspects: policy and QA procedures, approval, monitoring and periodical review of programmes and outcomes, assessment of students, QA of teaching staff, resources and support for students, IT support systems, publication of information.

France, Charles de Gaulle University: In 2002 it was decided at national level that the study of at least one foreign language is compulsory in the new BA and MA programmes, a requirement extended to PhD programmes as well, at institutional level. This meant that learning outcomes had to be identified, as well as modes of assessment, and the relation between the teaching and learning of the main subjects of study and the teaching and learning of foreign languages had to be considered. As part of the language policy, Charles-de-Gaulle University – Lille 3 plays an important part in coordinating the teaching/learning of foreign languages in the six universities that form the Académie Nord – Pas-de-Calais. Academic staff and the language policy official representative are responsible for the coordination of quality assurance in the region.

Read the full case study: http://www.lanqua.eu/examples-practice

In addition to the quality context it is helpful to take account of a range of other factors when considering the context for a learning activity. For example, with the exception of English the choice of target language may be influenced by local or national, geography (e.g. neighbour countries or border communities) demography (e.g. numbers of migrants), policy (e.g. official languages or protection of heritage languages) or values (e.g. which languages have greatest cultural capital) which can affect the status, availability or attractiveness of particular languages.

Reflective practice
The Quality Model is based around the notion of reflective practice, in this case of the teacher/facilitator who is engaged in an iterative cycle of reflection for, in and on action. This notion draws on the work of Donald Schön (1983) who developed the idea of the reflective practitioner which essentially relates to the ways in which practitioners think about and enhance their practice. Schön paid particular attention to the idea of reflection in action, reflection in the moment of doing:

> "The practitioner allows himself to experience surprise, puzzlement, or confusion in a situation which he finds uncertain or unique. He reflects on the phenomenon before him, and on the prior understandings which have been implicit in his behaviour. He carries out an experiment which serves to generate both a new understanding of the phenomenon and a change in the situation." (Schön 1983: 68)

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Reflecting-on-action (a related concept) allows the practitioner to consider how the act of 'responsive thinking' or 'thinking on one's feet' (Smith 2001) informs understanding of practice. Here this notion is incorporated into the cycle of monitoring and evaluation. Further to this the idea of reflection-for-action was introduced (McAlpine et al 1999) which corresponds in the model described here to the iterative cycle of planning and adaptation.

Case study example: Reflective Practice

Intercultural communication: adding cognitive and experiential dimensions, University of Southern Denmark
This case study evaluates student responses both during and after classes which formed part of a new approach to teaching intercultural communication skills through the use of simulations. These were carried out in multicultural groups (assigned by the teacher) and developed in response to a lack of cross-cultural interaction and an over-emphasis on theory (rather than experience/attitudes) in a previous version of the course. Observations from the classroom, and also during coffee breaks, revealed changes in behaviour in terms of greater interaction between different cultural groups, which included international students, as the course progressed. However, there was an incident when students left the classroom during the coffee break apparently because there were to be simulations after the break. This apparent negative event was turned positively around in discussions after the performances when notions of discomfort and ambiguity with new or anxiety-provoking situations (which presumably lay behind the observed student behaviour) could be given expression. *Read the full case study:* http://www.lanqua.eu/examples-practice

The Quality Stages

Stage 1. Planning: overview and process
QA question: *What are you trying to do?*

Explanation
Effective teaching and learning reflects good planning which considers the essential questions of the purpose (aims and objectives), subject content, and delivery mode of any learning activity together with a consideration of the context/learning environment and of the key actors/stakeholders which might include employers, parents, policy makers as well as students. Planning is an iterative process as it informs and is informed by practice and the evaluation of practice, thus may undergo revisions in response to active teacher reflection (in and on action) and learner feedback.

The practicalities of planning may be undertaken in a variety of ways but most will need to begin with a consideration of who the learners are, at what level of the higher education cycle they are operating, what subject area(s) is/are to be covered and what resources might be needed. Some examples of such considerations are course entry requirements and pre-requisites; learner expectations and prior learning; time available for learning; staff resources and competencies.

Much planning occurs in informal settings such as discussions with colleagues or individual teacher reflection, but it is important to have evidence of the planning process to contribute to formal quality assurance but most importantly for providing key information on the proposed activity for the target audience.

Stage 2. Purpose: objectives and outcomes
QA question: *Why are you trying to do it?*

Explanation
This stage focuses on a consideration of the aims and objectives of the learning and most importantly the expected learning outcomes for the activity that have been articulated in the plan. This

presupposes a mainly outcomes driven approach in which the starting point is a consideration of what the learner is expected to: "…know, understand and/or be able to demonstrate after completion of a process of learning." (DG Education and Culture, 2009). Thus a learning outcome should be measurable (i.e. can be assessed) and concrete.

The purpose of a learning activity is, therefore, to facilitate the achievement of the stated learning outcomes. It is also helpful at this stage to consider the relationship of teaching, learning and assessment as this will help to select modes of assessment and teaching methods and approaches, appropriate to the achievement of the stated learning outcome(s).

Stage 3. Implementation: teaching, learning and facilitation methods
QA questions: *How are you going to do it? Why is that the best way to do it?*

Explanation
This stage covers the actual delivery of teaching and learning and represents the interface between planning and evaluation. Teaching and learning are dynamic processes and take place in a number of instances over a period of time (e.g. in a learning task, individual classroom session, a module or in a whole course). The process of reflection, which underpins all stages in the learning process, continues as the teaching begins and progresses.

Thus, prior consideration of the purpose and outcomes for a learning activity will inform a number of practical issues relating to teaching and learning methods, teacher/learner roles and learning resources while the act of teaching and learning will be informed by factors such as learner pace, progress, motivation, feedback, which may lead to adaptation in practice (reflection-in-action).

Stage 4. Monitoring and Evaluation: results and feedback
QA question: *How will you know that it works?*

Explanation
This stage relates to the outcomes and impact of the learning and teaching experience. It includes (and is sometimes synonymous with) the outcomes of formative and summative assessment) but also relates to the question of whether or not a particular teaching or learning activity/module/programme etc. has been successful. The monitoring and evaluation process feeds into the adaptation of teaching/learning activities and informs larger-scale review (including formal quality assurance) which takes place after the teaching has been implemented and assessed.

Here there will not only be a consideration of whether learning outcomes have been achieved but also feedback (from teachers and learners) on levels of satisfaction with the overall experience and its broader outcomes such as greater confidence, employment prospects, value for money, access to further study etc. will be reviewed by both individual teachers, course teams and internal/external quality managers. All of these will inform a formal or informal quality evaluation and form a vital part of the quality cycle described here, feeding into the adaptation (Stage 5) and future planning of learning, teaching and related activities. More importantly it is here that formal quality processes are most closely engaged and where data (qualitative and quantitative) on quality will be collated.

Stage 5. Adaptation: modification and revision
QA question: *How will you be able to improve it?*

Explanation
In reality the adaptation phase of the quality process will take place at various stages in the quality cycle as a response to a number of factors as described in stages 1-4. For example planning will reflect the outcomes of previous instances of the planned activity or its precedents, and implementation will be informed by ongoing monitoring and evaluation and practice may be adapted 'in practice' as well as 'post-practice'.

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In the majority of cases this revision will take the form of small changes, adaptations and revisions at module level rather than leading to the wholesale revision of an entire programme (particularly if appropriate planning procedures have been undertaken). Major revisions at this level are likely to have a top-down rather than bottom-up impetus (which may not be related to quality but to recruitment, market needs etc.), and in most cases such revision will only be possible after the completion and evaluation of the full learning cycle.

4. The Quality Model applied

Stage 1. Planning: overview and process
QA question: *What are you trying to do?*
Some areas to consider and related quality questions are outlined in the table below:

Areas to consider	Quality questions
Subject area(s)	What is the main focus/topic of the course/module/lesson/activity? Is it single, multi- or interdisciplinary?
Learners	Who is the course/module/initiative aimed at (this could be teachers if it is a professional development initiative)? What skills and competences do the learners already have? What competences do the learners need to have? Are there any entry requirements? What reasons do learners have for taking the course, e.g. is it compulsory?
Teaching staff	Who will be engaged in delivering the course/module/initiative? What teacher competences are required? Do the teachers require support for professional development to deliver the course/module/initiative?
Timetable	How many learning hours (face-to-face or self-study) are required? How much contact time for teaching will be needed/available? What is the duration of the course/module/activity? When will assessment take place?
Resources	What teaching and learning materials (published or in house) will be used/available?
	Are there any copyright issues to be considered, e.g. rights clearance for use of published materials and/or issues around protecting intellectual property rights of teachers who produce their own materials)?
	What use of technologies (computers and media) will be made? How will these be accessed by learners? Will blended or distance learning be used?
	What support systems for staff and students are in place?
Learning environment	Where will the teaching/learning take place? Are the teaching spaces appropriately equipped? Will the course/module/initiative use a virtual learning environment or other similar online platform? What opportunities are there for exposure to the target language outside classroom, e.g. foreign language assistants.
Quality context	What requirements need to be met at national, institutional or departmental level? Are any external bodies involved (e.g. professional bodies, businesses)?
Quality management	What processes are already in place to manage quality within the institution and/or externally? Who proposes the implementation of the course/module/initiative (e.g. students, teaching staff, department, faculty, university policy)?

	At what level of administration is the decision made (faculty, department, degree committee, individual course lecturer etc)?
Evaluation	How will the course/module/initiative be evaluated, e.g. through student feedback, peer evaluation of teaching?

Advice for practitioners
- There is value in keeping records of your planning process (if you are not already required to do this as part of internal or external quality processes) as it will provide useful information that could feed into future quality requirements, evidence of quality for students, colleagues and external examiners and will help you to avoid use it as an ongoing tool to structure and guide your practice rather than as a tick box exercise (to satisfy institutional requirements or external quality regulations).   - It is advisable to see your plan as flexible, as part of an iterative process (e.g. the Quality Model described here) to which you will make adaptations in response to ongoing evaluation.

Case study Example: Intercultural Communication

Lancaster University, UK: Cross-cultural student project
This case study extract illustrates how planning at programme level takes account of the need to prepare for and integrate a period of study abroad (undertaken, in this case, during the third year of study). Many second year British modern language students have little if any experience of working and studying in another country and are unfamiliar with the national cultural environments in which they are to spend the third year of their four year degree undergraduate (first cycle) programmes. The 'cross-cultural project' is a component of their second year language course at Lancaster University. It falls at the end of the academic year and immediately precedes an intensive 4-day course which prepares them for the year abroad experience. It is designed to cultivate awareness among UK (home) students of the issues confronted by international students when they arrive in the UK which they can then transfer to their own situation while studying or working abroad.
Read the full case study: http://www.lanqua.eu/examples-practice

Stage 2. Purpose: objectives and outcomes
QA question: *Why are you trying to do it?*
Some areas to consider and related quality questions are outlined in the table below:

Areas to consider	Quality questions
Aims and objectives	What are the overall aim(s) of the activity etc.? What are the specific goals for this activity, i.e. what are the objectives?
Knowledge, understanding and skills (competences)	What knowledge and understanding is the learner expected to acquire as a result of the learning activity etc.? What capacities should be developed by learners as a result of the learning activity, e.g. what subject and/or transferable skills (life or employment skills) might they acquire? How will these be articulated as specific learning outcomes (see below)?
Learning outcomes	Are the intended learning outcomes clearly stated for the learner and also for other relevant parties such as employers, quality assurers etc. Do they relate to level of the learning cycle and the knowledge, understanding and/or skills to be achieved? Are they measurable, if not are they more appropriate as general aims for the learning?
Measuring success (assessment)	How will the achievements of learners be measured? What tests, tasks and other measures can be used to assess whether a

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	learning outcome has been achieved? Are the proposed assessment measures compatible with the proposed teaching methods (see Stage 3) and level of learning (see Stage 1)?

Advice for practitioners
- It is helpful to formulate the learning outcomes in ways that make them explicit and comprehensible to the learners and other target users (colleagues, employers, quality assurance agencies etc.).   - There is often a confusion between aims and objectives and learning outcomes: the former describe the focus and purpose of the learning/activity as distinct from the learning outcomes which indicate what the learner/participant should be able to do/demonstrate at the end of the learning/activity;   - Once you have chosen assessment methods it may be helpful to check back that they correspond to the proposed learning outcomes.   - Likewise it is recommend that you try to select your teaching methods in the light of the proposed learning outcomes and assessment tasks.   - Some learning outcomes may be hard or impossible to effectively measure, e.g. open-mindedness, aesthetic appreciation, tolerance, cultural sensitivity etc. so these may have to be articulated differently (not as formal learning outcomes) in the form of reports, personal statements, references etc.

Learning outcome example: Literature and Culture

Learning outcome	The ability to apply critical and interpretative skills to the analysis and comparison of texts
Explanation	Students specialising in a foreign language and its literature at higher education level should develop the competence to interpret, criticise and evaluate literary texts written in the target language. This competence entails the ability, among others, to read with understanding surface and deeper meanings; to recognize genres and conventions of writing; to compare and contrast texts and parts thereof; to show awareness of related social and historical realities; to use a range of critical vocabulary, and to follow the norms of academic writing. The Learning Outcome identified above is very wide in scope and can best be achieved through a process of focused tasks and experiences. What follows is **one approach** to this challenge.
Strategies for Implementation	Students are presented with two or three poetry texts preferably written in different eras but about the same topic, for example, war, or the landscape, or religion. (The rationale for choosing more than one text is that very often features appear more clearly when compared and/or contrasted with others. The rationale for choosing texts from different eras is that in this way there is more likelihood of differences in style and language). Students are then encouraged to find similarities and differences in the poems. Student responses may be categorized under three headings, namely, theme, language and form. To facilitate clarity and conciseness, students may present their responses in tabular form, with responses inserted under each of the three headings. Students then compare and discuss their completed grids or tables (using

	optionally ICT media), thus sharing, developing and enriching their skills and knowledge.
	At a deeper level, students may look for evidence (if any) of irony, satire, allusion, parody and similar sub-surface features. They may also be able to make judgements about the author's intention and bias (or reliability).
Modes of assessment	Two or three poems are set for analysis. This can be done in the form of a written test, an assignment or a presentation (the last two methods either individually or in groups).
Brief examples	Field: English Literature Topic: War Three poems are selected for critical analysis: *Anthem for Doomed Youth* (Owen, 1917); *The Charge of the Light Brigade* (Tennyson, 1882); *A Poem about Poems about Vietnam* Stallworthy, 1968). Although they are about the same topic, these poems provide contrasting attitudes and perspectives, a rich array of literary devices, variety of form, and use of irony and satire.

Stage 3. Implementation: teaching, learning and facilitation methods
QA questions: *How are you going to do it? Why is that the best way to do it?*

Some areas to consider and related quality questions are outlined in the table below:

Areas to consider	Quality questions
Approaches and methods	How is the teaching to be arranged, e.g. seminar, lecture, distance learning, fieldwork, etc.? What pedagogical approaches serve the intended learning outcomes e.g. how can the proposed assessment targets be met (note this is not the same as teaching to an assessment)? What opportunities are there to include collaborative learning or teaching (e.g. group work, team teaching)? Are there any prerequisites for this, e.g. learner training, staff development?
Roles of teachers and learners	What is the role and responsibility of the learner, e.g. degree of independence, collaboration with others, etc.? What is the role of the teacher, e.g. transmitting knowledge, co-construction of knowledge, facilitating discussion, advising, checking, motivating etc.?
Support and resources	What support and resources might teachers need and how will these be sourced? How are student needs evaluated and considered (background, previous experiences, etc.)? What extra support might students need (academic study skills, academic practices, language support, content support)? How will available mechanisms for support be used, e.g. library resources, virtual learning environments, tutorials, peer mentors etc.?
Assessment and feedback	When will assessment be carried out and what value will it have (e.g. count towards a final grade)? Will the assessment be formative as well as summative, e.g. assessment *for* learning as well as assessment *of* learning? Who is doing the assessment – teachers/peers/external examiners? Have the assessment criteria been formalised and how will this be made clear to students e.g. are there clear descriptors for each of the grades/range of marks used in the subject/department/institution etc.? Is there any mechanism for checking consistency of assessments, e.g.

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	through moderation of marks, external examining? How will feedback be given to learners/participants, e.g. in writing, orally, electronically? What are students expected to do with this feedback, e.g. discuss it with their teachers/peers, revise their work, attend a tutorial?
Evaluation	How will the effectiveness of the teaching be evaluated, e.g. achievement of target grades, learner feedback questionnaires, informal feedback, peer observation of teaching? When will feedback (from learners/participants) be collected and what will be done with it, e.g. at the end of a learning activity to inform future activities with the same students, at the end of a module/course to inform future activities with new students?

Advice for practitioners

- Differences in learning styles, level and in some cases (multicultural classrooms) culture will have an impact on learner attitudes and experiences and may explain differences in progress, attitudes and participation.
- There are a variety of ways in which you can make explicit the teaching and learning methods the learner can expect from a particular programme/module/lesson/activity, e.g. face-to-face teaching, use of technology, independent learning, individual/group work. This will help to manage expectations and explain why certain methods and approaches have been selected (particularly in the case of unfamiliar or innovative tools and methods).
- Equally in terms of assessment criteria and methods will need to be made explicit
- Although learner independence is a key element of learning at this (higher education) level but learners will need to be supported in taking greater responsibility/control of their learning. This also poses a challenge for teachers who need equally relinquish some control of the learning process.
- In the case of CLIL it is important to establish clear learning outcomes that are mutually accepted by content and language specialists and which follow institutional policies.

Additional Note: New developments in the subject or in pedagogy e.g. a learning outcomes approach may require a re-evaluation of 'traditional' teaching methods…however innovation may meet with resistance from learners who can be quite 'traditional' in their view and expectations of teaching at HE level. However some extra support or explanation of why you are doing it this way may help to overcome any initial negative responses.

Case study example: Language Teacher Education

International students' research conference as a tool for the development of the professional action researcher. University of Latvia, Faculty of Education and Psychology, Teacher Education Department.

This case study extract illustrates how innovative, learner-centred teaching methods can be used to support the development of students' research skills.
An annual conference is organised by the Teacher Education Department in which third year students from Latvia and other countries in Europe meet to present their research. The conference, which is in its seventh year, is aimed at offering a platform for student teachers to present their research at conferences while they are still in training with a view to giving them the confidence and skills to use and apply research when they become qualified and practising teachers. In addition not only does the conference contribute to their personal development as professional researchers, but it also strengthens the collaboration between educational institutions in Latvia and other European countries.
Information about the conference: www.ppf.lu.lv
Read the full case study: http://www.lanqua.eu/examples-practice

Stage 4. Monitoring and evaluation: results and feedback
 QA question: *How will you know that it works?*

Some areas to consider and related quality questions are outlined in the table below:

Areas to consider	Quality questions
Learning Outcomes	What were the intended outcomes when planning the course? (What were the real outcomes?) Have the learning outcomes been achieved/did the real outcomes match the expected outcomes? What were the reasons for achieving/not achieving the learning outcomes? Reflect on the possible reasons at various stages of the course: planning, implementation, materials, etc.
Feedback	What feedback from learners has been collected, e.g. assessment scores of learners, attendance, engagement with learning, satisfaction survey? What are you going to do with learner feedback, e.g. course modification/review? What institutional feedback and follow-up systems are required?
Quality measures	What formal mechanisms and/or bodies for quality assurance are involved? What is the employability rate of graduates and what jobs have they gone into? What are your own views on what constitutes quality? Do these coincide with more formal measures?
Reporting	Who needs to know the outcomes – internal and external stakeholders? How should the results be communicated and what is the impact e.g. inclusion in league tables, recruitment, funding?
Progression	Have learners/participants been attending regularly (face-to-face or online/out of class sessions)? Were tasks being completed and submitted on time, if not why not? Is there evidence of problems with knowledge, understanding and skills (competencies) which may affect learning outcomes, participation etc.?
Attitudes	Is there evidence that learners are/have been motivated and engaged in the learning activity e.g. are they preparing and participating appropriately? Have good relationships been established between learners and teacher/facilitator, and between learners? How have learners responded to learning methods/activities (do they appear to be working/have worked for this group)?
Adaptation	Is additional support required e.g. additional skills development, conversation practice, revision tasks? Do teaching/learning methods need to be revised or reviewed now, e.g. do you need to make changes before/after the activity/module etc. has been completed?

Advice for practitioners
There are a range of factors to which contribute to the evaluation of a learning activity; test scores do not necessarily give information on the quality of the learning experience. Both qualitative and quantitative data are needed to evaluate whether the learning outcomes have been achieved and whether the programme and its practical implementation have been successful. Review and reflection are best fostered as a collaborative and dialogical relationship between teachers and learners, teachers and their colleagues and between learners and their peers.
Additional note: There should be clear internal coherence / alignment of teaching and learning objectives, methods of delivery, tasks and activities, materials, evaluation of the process and the

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products. When evaluating outcomes look at the whole system and the whole teaching / learning process.

Case study example: Content and Language Integrated Learning (CLIL)

Language support system for International (English-medium) Master's Programmes, **University of Jyväskylä , Finland**
This extract from a case study illustrates a range of ways in which evaluation can be used to inform planning and to review a programme of study. The support system was originally set up after an institutional evaluation conducted in 2000 on the English-medium teaching offered at the University of Jyväskylä to exchange students. Through the evaluation some key problem areas for both students and teaching staff were identified and support courses started in academic study skills, writing, and presentation, as well as in pedagogical and communication issues involved in teaching multilingual and multicultural groups in English. On the basis of the feedback from both students and programme staff the support system works well and contributes greatly to the discourse competence that students demonstrate in their writing and presentation assignments for the subject studies. Also, a collaborative institutional evaluation was done in 2007 to review all international Master's programmes. On the basis of its findings, new areas of development were also identified and are now being addressed. This kind of work is never completed, but through systematic reviewing it is possible to enhance the quality of these programmes continuously.
Read the full case study: http://www.lanqua.eu/examples-practice

Stage 5. Adaptation: modification and revision
QA questions: *How will you be able to improve it?*

Some areas to consider and related quality questions are outlined in the table below:

Areas to consider	Quality questions
Evaluation	In what respects do you feel that the programme/activity met or fell short of the objectives you set for it and are changes needed as a result? Which features of the programme/activity worked particularly well and how might you extend their application? What scope is there for improvement? What feedback (student, peer, quality agency etc.) can you/must you act upon?
Revision	What would you do the same / differently next time? What specific changes do you wish/need to make to your course/module etc.? How do you intend to introduce these changes? What obstacles do you envisage to the successful implementation of the planned improvements and how do you propose to overcome them? What other adaptations might be necessary, e.g. to documentation, resources, guidance materials etc.? What concrete measures will you introduce at both the organisational/administrative and pedagogical level to implement these changes?

Advice for practitioners
• The depth and extent of any modification and revision to your teaching will depend on the nature and timing of the evaluation. At the end of the teaching cycle (course) you may choose to return to first principles, e.g. review your plan, reconsider the purpose and revise practice, which is easy to make explicit, if required. However adaptations in cycle are likely to be smaller and generally go unrecorded, thus it may be helpful to keep notes or a reflective

journal which will record this very essential quality processes.
- In a climate of increased interest in the impact of teaching it might be helpful to consider whether the purpose and outcomes of your teaching are transparent and therefore readable by relevant decision-makers and also the wider public which may not put a high value on the study of languages and related subjects.

Professional development is a key part of maintaining and enhancing teaching quality. Below are a few strategies teachers might use for professional development:
- consult with colleagues (share ideas)
- carry out reciprocal peer observation
- disseminate good practice (internally and externally)
- attend professional development workshops
- keep informed, e.g. in the subject, pedagogy, national/international context/policy
- engage in reflective practice

Case study example: Language Learning

Effective language delivery through ICT, University of Leiden, Netherlands

This case study extract describes how the introduction of new teaching methods can be done incrementally through the use of pilot projects.
This collaborative project in the Netherlands piloted the setting up and use of ICT-supported language learning environments in six institutions prior to full implementation. Online tools were used to support learner autonomy. Students were encouraged to self-assess their oral skills using an online version of the European Language Portfolio. Then they were asked to practice by recording short monologues about academic topics (by using audio forums or other online tools) and making them available to the teacher, who gave written feedback. One of the results of using recorded monologues was that students appreciated this possibility for training oral skills outside classroom hours. But not all teachers decided to permanently integrate these tasks in the courses, because giving feedback was time-consuming. Teachers who decided to use the recordings chose in most cases to substitute the individual written feedback with oral, general feedback during classes.
At the end of the project the learning environments and tools were made available to all students with lessons learned, guidelines, tips & tricks made available to teachers on the project website.

Read the full case study: http://www.lanqua.eu/examples-practice

References

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List of case studies used

Context: 3 case studies
http://www.lanqua.eu/sites/default/files/Language_learning_institutional%20approaches%20to%20QA%20in%20language%20provision.pdf

Reflective Practice: University of Southern Denmark
http://www.lanqua.eu/sites/default/files/Intercultural_communication_Intercultural%20communication%20adding%20cognitive%20and%20experiential%20dimensions.pdf

Stage 1. Case study example: Intercultural Communication
Lancaster University, UK: Cross-cultural student project
http://www.lanqua.eu/sites/default/files/Intercultural%20communication_Cross%20cultural%20project.pdf

Stage 3. Case study example: Language Teacher Education
http://www.lanqua.eu/sites/default/files/Language_teacher_education_International%20students%20research%20conference.pdf

Information about the conference (in Latvian): www.ppf.lu.lv

Stage 4. Case study example: CLIL
http://www.lanqua.eu/sites/default/files/CLIL_Adjunct%20model%20language%20support%20system%20for%20English-medium%20masters.pdf

Stage 5: Case study example: Language learning
http://www.lanqua.eu/sites/default/files/Language_learning_effective%20language%20delivery%20through%20ICT.pdf