Quality Assurance and the CEFR:
Stages & Principles

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Contents

- Quality in language education (LE) - summary

- Quality and the CEFR

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Quality in LE - summary

1. **Quality Control**: questionnaires / inspectors

2. **Quality Assurance**: accreditation schemes

3. **Quality Management**: handbook / inclusiveness

4. **Efficacy**:   *evidence* of the progress made

Quality and the CEFR

Intergovernmental Symposium that recommended the CEFR

"Transparency and Coherence in Language Learning in Europe: Objectives, assessment and certification"

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Quality and the CEFR

A Quality Management philosophy:

Clarity

Shared aims

Transparency

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Quality and the CEFR

Transparency and Coherence   in:

- Planning

- Teaching

- Assessment/Evaluation

& Reflect *"Users of the Framework may wish to consider and where appropriate state …."*
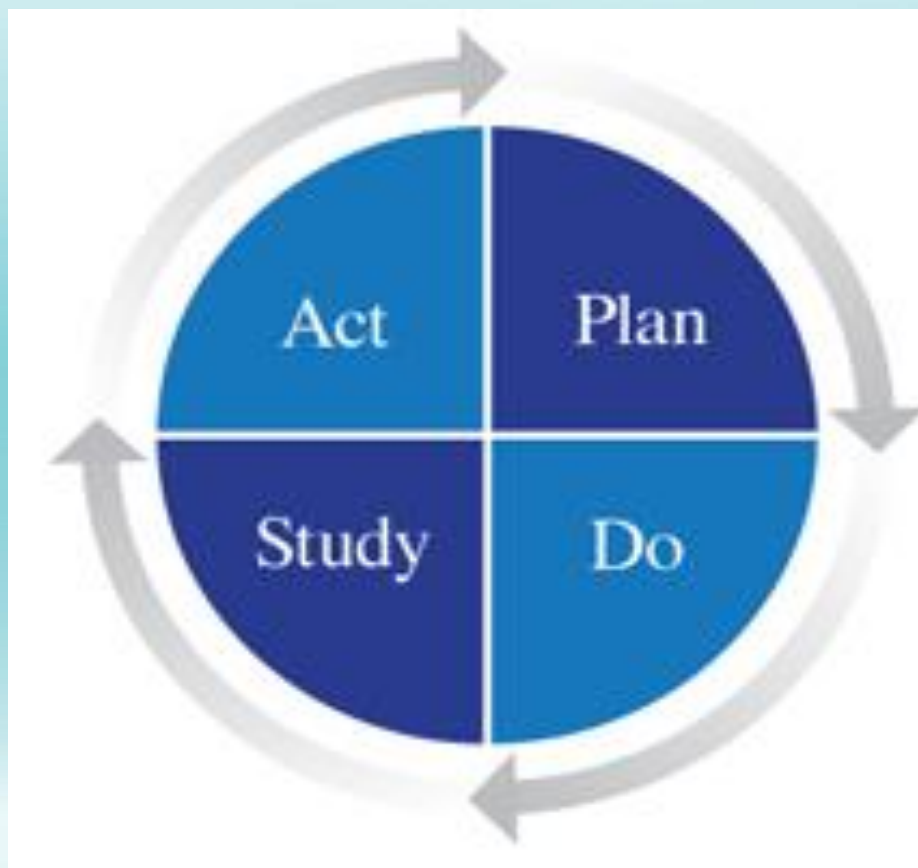
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Quality and the CEFR

Transparency and Coherence   in:

- Planning   Plan
- Implementation   Do
- Assessment/Evaluation   Study
- Reflect   &   Act

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Stages in the Quality Cycle

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Stages in the Quality Cycle

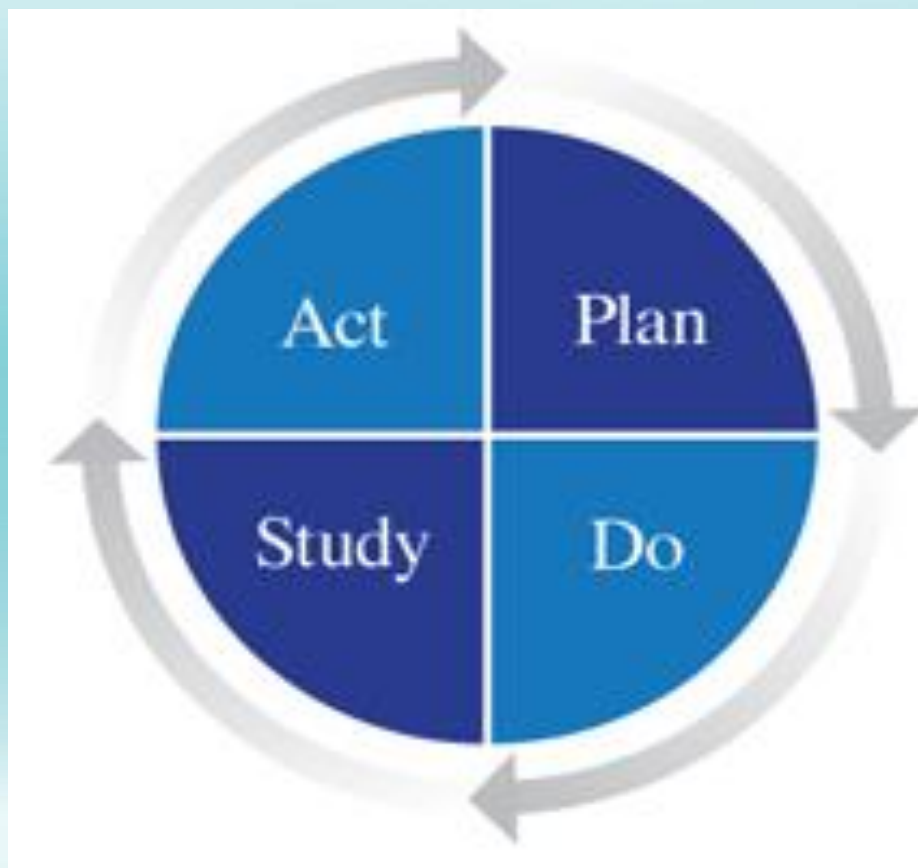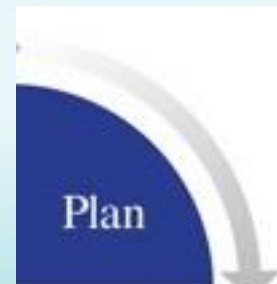|	**Class level**	**Institutional level**
Planning *(Plan)*	a course, a lesson	a curriculum, a project, innovation
Implementation *(Do)*	teaching	piloting & putting into practice
Evaluation *(Study)*	feedback, assessment evaluation (lessons)	evaluation of implementation
Reflection *(Act)*	adjust approach	make revisions

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Stages in the Quality Cycle

Stages

Planning

1. Situation analysis
2. Programme design
3. Personal involvement

Stages

Planning \ Situation analysis

- ***reform needs*** (use of CEFR to identify where to place the emphasis, set priorities, scope the project – in order to create a programme focused on language use and fluency in relation to real world needs)

- ***transversal competences*** (development of teachers' competences through the process of the project)

- ***current profile*** (diagnosis of strengths and weaknesses, assets and lacks/gaps in both the programme and in the team)

- ***resources*** (expertise, materials., support, time and timescale available: external constraints of different kinds)
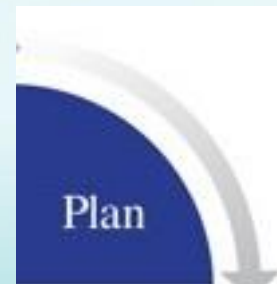
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Stages

Planning

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2. Programme design
3. Personal involvement

Stages

Implementation

1. Creating effective conditions
2. Ensuring collaboration
3. Monitoring & adjusting

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Stages

Evaluation

1. Ongoing feedback
2. Gathering evidence
3. Drawing conclusions

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Stages

Reflection

1. Considering results
2. Capitalising on success
3. Revising

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Reflection

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Planning

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Principles

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Principles

Is it focused on right things? (fit for purpose)

Does it takes account of what we know?

Validity

Does it work?

Can you trust it?

Does it produce results? (efficacy)

Reliability

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Principles

- Transparency
- Coherence

- Validity
- Reliability

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Principles

- Transparency
- Coherence
- **Inclusiveness**
- Validity
- Reliability

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Principles

- **Relevance**
- Transparency
- Coherence
- **Inclusiveness**
- Validity
- Reliability

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For example: Relevance

– *appropriateness* (to the social, cultural and educational characteristics of the users and the context)

– *user-centredness* (strengths and weaknesses → needs; use of CEFR descriptive scheme for this analysis)

– *targeting to user level* (previous knowledge, innovation gap not too big, sensible progression people can relate to)

– *individualisation* (taking account of learning experience, learning styles; disposition for learning)

– *accountability* (societal and political needs)

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