CODE OF PRACTICE	PASSING STANDARD	SOURCES OF EVIDENCE
1.5.1(a) high teaching and educational standards and:	• clearly written evidence of a sound pedagogic approach (i.e. one which makes sense to the inspectors given the context), and which both staff and students are aware of	⇒ lesson observation, documents (e.g. curriculum), discussion with teachers, focus-group meeting with students
1.5.1(i) appropriate and effective teaching methods	• efficient organisation of lessons, with written plans and/or records, a logical flow in which students understand what they are doing and how it will help them learn; • teachers' ability to use a variety of teaching techniques, and to organise students in different working groups (individual, pairs, groups) as well as to present information, monitor and provide support, and manage changes of activity efficiently and clearly; • attention to the needs and interests of individual students as well as of the whole group, e.g. by ensuring that different needs and abilities within the group are catered to without affecting the work of the group; • use of various different teaching media which are appropriate to the age, type, and level of the group and to the aims of the lessons: textbook, board, handouts, audio cassettes etc; • achievement of learning by all or majority of students; • a good level (say at least 90%) of student satisfaction, interest, involvement, participation;	⇒ schemes of work (e.g. plan for a month's lessons, supervised by academic manager and put on class notice board) and lesson records ⇒ lesson plans, lesson observation, discussion with teachers, focus-group meeting with students ⇒ lesson observation, focus-group meeting with students, academic record-keeping for individual students ⇒ lesson plans, lesson observation, review of quality, appropriacy and range of teacher resources ⇒ lesson observation, focus groups with students, student records &reports etc ⇒ feedback systems and records, focus-group meeting with students, lesson observation.

CODE OF PRACTICE	PASSING STANDARD	SOURCES OF EVIDENCE
1.5.1(b) professional conduct and integrity	• legal registration, and up-to-date tax returns, social security and personnel records; • clear compliance with national health and safety standards; • No evidence from staff or students (or referees on application form) of improper or illegal conduct; good level of attention to the way students and staff are dealt with by the school and its management.	⇒ inspection of relevant legal documents with reference to Country Notes ⇒ review of premises for fire exits, fire notices, first-aid information, lighting, ventilation and 'density' of occupancy (see Country Notes) ⇒ review of references, focus-group meetings with staff and students, discussion with individual staff members, membership of local associations etc.
1.5.1. (c) regular independent inspections to maintain standards	• clear record of previous inspection(s) by EAQUALS (and other bodies if a member)	⇒ review of previous inspection reports (after the inspection?)
1.5.1(d)	• see 3.1 below	
1.5.1(e) efficient administration and auxiliary services	• clear and helpful written procedures and guidelines for staff where necessary, and evidence that these are used; • active record-keeping and filing systems; if an I.T. system is used for enrolments, finance, or record keeping, efficient use and management of this; • open and efficient style of management; • where relevant, staff with time and expertise, to provide accommodation services, welfare, and social programme.	⇒ review of these guidelines, observation of administrative staff at work, and meetings with them; ⇒ brief inspection of the filing system and of random files ⇒ meetings with people responsible for financial management, personnel, enrolments etc, and random sampling of any I.T. system and directory ⇒ focus-group meeting(s) with staff and with managers, observation of interactions between managers and staff, and review of sample documents, e.g. notices, handbooks ⇒ review of job descriptions, meetings with these staff, focus-group meeting with students, review of information given to students.

1.5.1(f)	• see 1.4. below	
1.5.1(g) accurate placement testing to determine language competent	• an up-to-date and time-efficient system for placing individual students at the beginning of courses, involving diagnosing levels of language knowledge, language skills (including oral), and previous experience of language learning; • use of the results of this for grouping students, and evidence that it results in reasonably homogeneous groups, in which *effective* learning can take place; • system for dealing with student or teacher concerns about placement (e.g. when students perceives level as 'too easy')	⇒ review of sample tests,. discussion with academic manager and teachers, focus-group meeting with students ⇒ ditto, plus review of current group list in relation to scores on placement tests, and lesson observation ⇒ discussion with academic manager, focus-group meeting with students

CODE OF PRACTICE	PASSING STANDARD	SOURCES OF EVIDENCE
1.5.1(h). a structured course of studies divided into levels and appropriate to students' needs	• a clear and printed level system available to students and known to staff, including basic 'descriptors' of what it means to be at a given level (NB by the end of 2000, members will be expected to have put in place a means of relating attainment levels to the Council of Europe framework; this should be indicated in relevant documents); • means of specifying course content and aims for teachers and students (e.g. through description of courses, curriculum outline specifying what language knowledge and skills will be covered, schemes of work prepared by teachers and approved by managers etc) that are available to and understood by students, and make *pedagogic sense* in the school's context; • guidelines for adapting curriculum documents to the needs of specific groups of learners.	⇒ review of relevant documents, including publicity and course timetable ⇒ review of all relevant documents, meeting with academic manager(s)., focus-group meeting with teachers, focus-group meeting with students, discussion of work in progress ⇒ ditto
1.5.1(h) cont.	• Means of reviewing and updating the course description/curriculum documents.	Meeting with academic manager
1.5.1(i)	• see 1.5.1(a) above	
1.5.1(j)	• evidence of regular and relevant progress assessment by	⇒ focus-meeting with teachers, focus-meeting with

appropriate regular assessment, reports and end-of-course assessment procedures leading to a certificate of attainment	teachers with paper tests and/or assessments relating to teaching with feedback on this to students; • end of course assessment by paper test or other means provided by or supervised by academic managers; this should reflect course aims as specified in the course description (i.e. be valid), and be subject to a reliable means of marking/grading; there should be information in print about this assessment • end of course report and/or certificate for individual students, and procedures to enable teachers to input into this; • where relevant, information about exams offered by public bodies (e.g. Goethe, UCLES)	students, review of sample tests, review of lesson records. ⇒ meeting with academic manager(s), review of relevant sample documents, focus-meeting with teachers; review of information to students and/or publicity, review of records of last end-of-course assessments; ⇒ meeting with academic manager(s) and admin. staff, review of sample reports and certificates, focus-group meeting with teachers; ⇒ review of this information, e.g. on notice boards, and meeting with admin staff.
1.5.1(k) experienced and competent teachers, working under the supervision of an appropriately qualified academic manager	• evidence on teachers' CVs and diplomas that teachers have relevant degrees and qualification [see Country Notes]. Where some teachers do not have these, clear justification for their appointment; • evidence that at least 90% of lessons are taught by staff qualified as required (Country Notes) and 50% by those with at least 3 years' full-time (or equivalent) language teaching experience; • frequent or full-time presence of one or more designated academic managers who must have some non-teaching time and non-admin. time to work on curriculum/course development and provide guidance, support and in-service training to teachers; • evidence that this manager/these managers has/have a higher level of training than most teachers, and at least five years' full-time (or equivalent) experience of language teaching, as well as long-term contract(s) • clear academic management systems: -staff information and procedures	⇒ review of all teacher C.V.s and meetings with selected teachers and academic manager(s) ⇒ review of teaching loads of unqualified staff in comparison to total timetable. ⇒ meeting with Director and academic manager(s), focus-group meeting with teachers; observation of academic manager's work and review of work done over previous 3-6 months, including sessions with teaching staff; ⇒ review of C.V.(s) and contract(s) of academic managers

	-attendance records -records of work done -substitution or 'cover' system -clear channels of communication	⇒ review of all relevant documentation and records with academic manager(s), *especially* guidelines for teaching staff; focus-group meetings with teachers, especially regarding cover, communication etc
1.5.1(l) regular observation of the teaching activity	• clear procedures for setting up supervisory observations, agreed records of these, systems for feedback and follow-up, and evidence that observations have taken place recently	⇒ meeting with academic manager(s), focus-group-meeting with teachers, review of all relevant documents and sample records, discussion of feedback and follow-up systems
1.5.1(m) opportunities for obtaining information and advice about his/her course of studies	• clearly advertised system for offering students advice on their progress and their course, and dealing with their queries; guidelines to help designated staff with this.	⇒ focus-group meeting with students, meeting with academic manager(s), review of guidelines and records
2.1The contracts of all staff working for EAQUALS members are governed by local labour laws, and by national contracts where these apply.	• written contracts or letters of appointment for all permanent or fixed term staff that comply with local labour legislation in terms of length, termination arrangements etc [see Country Notes] • (where relevant) clear understanding by casual/hourly paid staff of their working conditions	⇒ review of sample contracts selected at random, focus-group meeting with teachers, meeting with any teacher who has a concern in this area; ⇒ meeting with managers; meeting with sample casual or hourly paid teachers, review of contract (if any)
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.	• clear salary scale or grade and pay system, and terms and conditions of employment; -fair salaries in comparison to local norms and consistent application of these; -fair and legal working hours, paid holidays, arrangements for sick leave, maternity leave, family leave, etc -system for overtime/extra hours; -legal and fair arrangements for contributions to social security, pension and/or severance pay.	⇒ review of all relevant documents and discussion with relevant managers, focus-group meeting with teachers and other staff, 'what happens if...' questions. review of social security, tax, and pension scheme records; individual meetings with members of staff, both formal and informal, including, at pre-announced times during the inspection, opportunities for staff to raise individual personal issues privately if they wish to.

CODE OF PRACTICE	PASSING STANDARD	SOURCES OF EVIDENCE
2.3 Members have clearly specified procedures for dealing with staff grievances and disciplinary problems	• clearly specified (in writing) and well publicised and easily understood procedures for staff communication with management on welfare issues, grievances, disciplinary matters etc	⇒ review of guidelines and/or staff handbook information on this; focus-group meeting with staff, meeting with managers
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	• evidence that staff are trained and qualified to do respective jobs as specified in their job descriptions; • evidence that staff are able to cope adequately with the tasks assigned to them.	⇒ review of sample C.V.s of management and administrative staff and comparison of these with job descriptions; evidence of an active training policy corroborated by staff themselves in meetings with the relevant staff.
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.	• all staff have sufficient well-ventilated, well-lit space to work in and keep necessary materials and access to the equipment needed for their respective jobs • staff training and professional needs are discussed with them from time to time and provision is made for in-service or on-the-job training and opportunities for professional development, with financial support of the school.	⇒ inspection of offices, staffroom and staff workstations; meetings with staff; any plans for developing these spaces. ⇒ meetings with staff and managers, and records of training, of teacher in-service training sessions and of funded attendance at relevant seminars, conferences etc.
2.6	see 2.1 above	
2.7 Members undertake to keep staff informed about the status and ownership of the school, and the organisations and associations it belongs to.	• staff know about legal status and ownership of school and are aware of associations and groups it belongs to and what they stand for	⇒ Meetings with staff, and review of sample printed notices given to staff
3.1 - 3.4 Members' advertising, promotional materials and course information follow national advertising standards, are factual and give a clear and truthful account of their courses	• all published brochures, leaflets and information sheets: -reflect clearly the reality of the services that students receive -are accurate in information provided -do not omit key information, especially to do with the cost of services, what is and is	⇒ review of all publicity and information documents, including enrolment forms etc before, during and after the visit to the school; discussion with managers and staff of any points that seem to be unclear or to contradict the evidence.

	not included, maximum group size etc. -cover all the areas mentioned in 3.2,3.3 ,3.4	
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.	• Certificates are meaningful and clear to students, and include dates and reason for issuing them; • if any certificate mentions a test or examination, clear understanding of the purpose and status of this	⇒ review of sample certificates and discussion of reasons for issuing or not issuing certificates; ⇒ review of any tests or public exams referred to in certificates.
CODE OF PRACTICE	**PASSING STANDARD**	**SOURCES OF EVIDENCE**
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.	• existence of clear and accurate information on this, where relevant, and that it is received and understood by parents [*see* Add-On Criteria for Young Learners]	⇒ review of the relevant documents, discussion with admin. staff, phone conversation(s) with randomly selected parents
1.1 All members are committed to providing opportunities for language study in a teaching learning **environment** of high quality	• classroom and offices are big enough for the purpose, in good repair, clean, safe, well lit, sufficiently ventilated and/or heated, and not noisy; • there is large enough communal space for staff, and waiting space (or where relevant, recreational space) for students • there are sufficient toilets for the number of students and staff, and these are clean and in good repair; • [where relevant] accommodation for students is clean, at a reasonable distance and as advertised in student information;	⇒ inspection of all premises, or where to large or multiple sets of premises are used, of randomly selected samples of premises; checks of lighting, heating, ventilation, noise etc.; focus-group meetings with students and staff; observation of staff at work. ⇒ visits to randomly selected providers of homestay accommodation, including visits to

And within a clearly organised **curriculum framework**.	• there is clear printed information about the curriculum/learning programme and the principles behind it and each component of it [*see* also 1.5.1(h) above]; this information is available to staff and teaching is in accordance with it; there is a transparent system of levels or progression.	students' bedrooms, bathroom facilities etc. and discussion with provider; visits to randomly selected bedrooms in residential blocks or hotels. ⇒ review of all relevant documentation; focus-group meeting with teachers, lesson observation, and discussion with academic managers; [*see* 1.5.1(h) above]
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.	• There is no evidence or report of any discrimination against individual students or groups in publicity or the way they are treated by staff • There is no report or evidence of discrimination against any member of staff by management or colleagues	⇒ review of publicity including photographs, and notices, focus-group meeting with students, discussion with staff; checking of policy on quotas (if any); ⇒ focus-group meeting with staff; observation of interaction among staff
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	[*see* Country Notes] • there is documentary evidence of and clear notices for procedures for emergencies, and staff and students are familiar with them • there is safety equipment, especially fire extinguishers and (where relevant) fire escapes, etc; • provision (if any) or plans for disabled students • there is first-aid material and one or more trained first-aiders identified to other staff • there are staff designated to deal with student welfare matters, and students know who they are [where relevant] • [where relevant] there are leisure and sports facilities for	⇒ review of documents and notices, focus-group meetings with students and staff; ⇒ visual check of fire exits, fire escapes, extinguishers (including date of service), review of fire certificate; ⇒ discussion of policy and provision for disabled students; visual check of any special provision ⇒ meeting with designated first-aider(s), review of training, and visual check of first aid box; ⇒ meeting with managers, focus-group meeting with students, review of notices and information to students, especially regarding accommodation where relevant; ⇒ review of leisure programme and meeting with staff responsible; focus-group meeting with

	students, and one or more number of staff designated to look after students' leisure needs	students
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.	• there are printed guidelines which students read about lateness, absence, discipline, smoking, and complaints from students; • there is a system or systems for gathering feedback from all students on the services they receive	⇒ review of notices to students, noticeboards etc; focus-group meetings with students and staff; ⇒ review of feedback questionnaires and other procedures for gathering feedback; discussion with managers about the handling of this; focus-group meeting with students, question about knowledge of EAQUALS independent arbitrator [visual check of EAQUALS Code of Practice for students if school is already a member].