

NYESZE – HUNGARY

Guide to the Accreditation Scheme of the Association of Language Schools

A/I-II-III Professional Standards		Max.No.of points		Pass rate	
		65		39	Pass
A/I	Course Structure	12	<ul style="list-style-type: none"> -Placement tests -Oral interviews -Level system -Syllabus -Course plan -Logbooks -Resource library (size & structure) -Catalogue system and accessibility of the library -Supplementary materials -Exit tests -Certification -Students' feedback 		7
A/II	Academic Management	18	The Academic Manager	<ul style="list-style-type: none"> -The professional background Of the AM(s) -Ratio of Ames to teachers - Authority of Ames -Job description and responsibilities of Ames 	11
			The teaching staff	<ul style="list-style-type: none"> -Selection of teachers -Teachers' job interviews -Structure of academic management -Channels of information 	
			Lesson observations	<ul style="list-style-type: none"> -Regularity -Observers -Documentation -Post observation procedures -Evaluation 	
			Training and development	<ul style="list-style-type: none"> -T&D plan -Frequency of internal teacher training -Content of internal teacher training -External training possibilities -Global assessment of professional support 	
			The learning group	<ul style="list-style-type: none"> -Language levels within the group -Teaching techniques –appropriacy -Teacher's suitability for the group -Group dynamics, cohesion -General atmosphere -Teacher –student relationship 	

A/III	Quality of Teaching	35	The teacher	Lesson planning	-Aims and objectives -Steps of the lesson -Timing -Types of activities -Teaching materials and aids -Global assessment of lesson planning	21
				Classroom Management	-Teacher's personal style -Classroom language -Non-verbal communication -Instructions -Explanations -Teacher talking time -Blackboard use -Use of technical equipment -Variety and dynamics -Class organization -Error correction -Students' participation, motivation -Individual needs -Teacher's questions -Feedback to students	
				Linguistic competence (5)	-Accuracy -Pronunciation, intonation -Fluency and use of language -Language awareness -Language examples and models	
				Overall impression		
						(3)

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Accreditation Scheme (*Excerpts*)

A	Professional standards	Max. No. of points	Grades (1 = satisfactory; 0 = none / not satisfactory)		The criteria of assessment Course structure, documentation and processes of implementation
A/I	Course structure	14			
1	Placement tests	1	1	0	The school has coherent placement testing system. Minimum requirement: the tests assess language accuracy and at least one language skill. The placement tests are suitable for creating homogeneous groups. Tests with language mistakes quality as” not satisfactory”.
2	Oral interviews	1	1	0	Placement tests include a written format for oral skills, and this is documented.
3	Level system	1	1	0	The school has a coherent level system to guarantee students’ progress.
4	Syllabus	1	1	0	The syllabus outlines language functions, grammar points, vocabulary items and topics, which are covered at the different levels.
5	Course plan	1	1	0	There is a written course plan in line with the syllabus for each group and level, specifying the course book and supplementary materials used.
6	Logbook	1	1	0	There is a scheme of work which is detailed enough to enable cover teachers to implement the course plan at a high professional level.
7	Resource library (size & structure)	1	1	0	A sufficient number of original copies of teachers’ resource books are available to teachers to guarantee the adequate supplementing of the course books in use. The library contains different kinds of mono- and bilingual dictionaries, practice, methodology and reference books.
8	Catalogue system and accessibility of the library	1	1	0	Both printed and home produced teaching materials are catalogued and coherently organized.
9	Supplementary materials	1	1	0	There is a coherently organized and easily accessible resource library of written materials, visual aids, video and audio materials and other teaching aids available.
10	Exit tests	1	1	0	The exit tests are suitable for assessing language competence and different language skills at the relevant levels. Tests with language

					mistakes qualify as “not satisfactory”
11	Certification	1	1	0	There is an evaluation of students’ progress at the end of each course.
12	Students’ feedback	1	1	0	There is a system for analyzing students’ feedback. Feedback is taken into consideration wherever possible by the management of the school. Records of feedback are kept on file for at least a year.
A/I	Total:	12			

A/I I	Academic Management	Max. No. of points	Grades (1 = satisfactory; 0 = none / not satisfactory)		The criteria of assessment The academic management of the school
	The Academic Manager	4			
13	The professional background of the AM(s)	1	1	0	The AM(s) has (vet) a university or college degree and teaching qualification, and at least two years’ professional experience.
14	Ratio of AMs to teachers	1	1	0	One AM is responsible, on average, for fewer than 25 teachers.
15	Authority of AMs	1	1	0	The specific tasks and responsibilities of the AM are laid down in writing. The AMs have the necessary authority to carry out there is understood and accepted by staff.
16	Job description and responsibilities of AMs	1	1	0	The compulsory teaching load and the time allowed for managerial duties are in line with the job description of the AMs.
	The teaching staff	4			
17	Selection of teachers	1	1	0	Teachers are recruited on the basis of their CV and qualifications, which are kept on file.
18	Teachers’ job interviews	1	1	0	Teachers’ selection is done on the basis of a job interview and of a lesson observed by the AMs of the school. (A documented lesson observation within 2 weeks of employment is also accepted).
19	Structure of academic management	1	1	0	Areas of responsibility and line management are clearly laid down in writing and are understood by the teaching staff.
20	Channels of Information	1	1	0	There is an efficient and formalized system of conveying of information, which is known and understood by all staff.

		Max.	Grades (1=exc.; 0.8=good; 0.6=satisf; 0=not satisfy)				
	Lesson observation	5					
21	Regularity	1	1	0.8	0.6	0	AMs observes each teacher at least twice a year and at different periods of the teaching cycle. The lesson observation report clearly indicates the need for further professional development, both individual and institutional.
22	Observers	1	1	0.8	0.6	0	AMs or teachers who carry out lesson observation are specifically trained for the job.
23	Documentation	1	1	0.8	0.6	0	Lesson observations are based on a coherent and uniform set of criteria, laid down in a written document (observation sheet) stating the teacher's and observer's name, and the date, time and duration of the observation. The observation sheets are kept on file at least for a year.
24	Post observation procedures	1	1	0.8	0.6	0	The observer and the teacher discuss the observed lesson in detail and they draw up an agreed action plan in writing, which serves as a basis for the further professional development of the teacher.
25	Evaluation	1	1	0.8	0.6	0	The AMs prepares a written summary of each teacher's work and professional development. (This refers to teachers working at the school continuously at least for two years).

A/I	Professional support	Max.	Grades (1=exc.; 0.8=good; 0.6=satisf; 0=not satisfy)				The criteria of assessment The academic management of the school
	Training and development	5					
26	T & D plan	1	1	0.8	0.6	0	There is a long –term (minimum 6-month) plan available for the training and development programmed for teachers. The documentation of training courses and events is kept on file for at least a year.

27	Frequency of internal teacher training	1	1	0.8	0.6	0	Teachers who have an average of 10 or more teaching hours a week in the school participate in at least 4 teacher training sessions (min. 90-minutes) during the academic year. A full day programmed is considerate as 2 separate 90-minute sessions
28	Content of internal teacher training	1	1	0.8	0.6	0	The in-house teacher training and development has clear objectives which to the teachers' professional needs.
29	External training possibilities	1	1	0.8	0.6	0	The school financially supports external teacher training and/or conferences for its teachers , and the documentation of this is available for the previous and current academic years.
30	Global assessment of professional support(13-19)	1	1	0.8	0.6	0	The global assessment of professional support.
A/II	Total:	18					