



POST-ENTRY LANGUAGE ASSESSMENT (PELA): BEFORE YOU BEGIN

Item	Some possible answers
What is the rationale for introducing a PELA? Do we need one at all?	<ul style="list-style-type: none"> ✓ Essential component of wider strategy ✓ Information gathering for quality assurance ✓ Recommendation from external audit
What purpose or function will the PELA serve? Can the purpose/function be met in any other way?	<ul style="list-style-type: none"> ✓ Diagnosis of language development needs ✓ Identification of student eligibility for specific programs ✓ Awareness raising ✓ Improved understanding of students ✓ Auditing or monitoring purposes
Whom will it target, bearing in mind that students should be treated equitably?	<ul style="list-style-type: none"> ✓ Any enrolled student in the university ✓ New students in all courses ✓ Specific categories of student ✓ Students enrolled in a specific course or unit
On what basis will it be available, taking into account its purpose?	<ul style="list-style-type: none"> ✓ Compulsory for all students ✓ Optional for all students ✓ Compulsory for specific cohorts of students ✓ Pre-requisite for coursework assessments
When will it be administered?	<ul style="list-style-type: none"> ✓ At the beginning of each study period ✓ Available on an ongoing basis ✓ During orientation programs ✓ At the conclusion of a course (exit assessment)
What will it assess? Are we sure that a PELA is an appropriate tool for this?	<ul style="list-style-type: none"> ✓ Generic skills such as reading, writing, listening, speaking ✓ Academic literacy ✓ Discipline-specific language
What delivery format suits our needs, taking into account what we need to assess?	<ul style="list-style-type: none"> ✓ Paper-based assessment ✓ In class activity ✓ Online instrument ✓ Test conditions (i.e. supervised) ✓ Self-access
What feedback will students receive, and how will they receive it?	<ul style="list-style-type: none"> ✓ A grade or score ✓ Individual feedback with staff member ✓ Written comments
What kind of PELA suits our needs?	<ul style="list-style-type: none"> ✓ A commercially available product ✓ An instrument designed in-house, if expertise is available
What costs are involved?	<ul style="list-style-type: none"> ✓ Cost of licence for commercial product ✓ Cost of development, trial, review, ongoing maintenance and revision for in-house product ✓ Staff administration and marking time ✓ Management, promotion and materials ✓ Staff training
What will we need to evaluate?	<ul style="list-style-type: none"> ✓ The validity of the instrument ✓ Uptake and use ✓ Perceived value to students and staff
Will it be sustainable?	<ul style="list-style-type: none"> ✓ Availability of ongoing language assessment expertise ✓ Management located in a permanent area of the university ✓ Ongoing dedicated funds