

## Course Review and Evaluation Policy

### Scope

This policy applies to all staff and enrolled students (“students”) of Kaplan International Languages National Provider schools (hereby referred to as “the School” or “Schools’), as follows:

- Kaplan International English (Australia) Pty Ltd (ABN 31 003 631 043) is trading as *Kaplan International Languages*.
  - Melbourne – Docklands Dr
  - Sydney - Goulburn St
  - Adelaide – Grenfell St
  - Perth - Hay St
  - Brisbane – Ann St

### Purpose

The purpose of this policy is to provide guidelines on course review and evaluation to ensure the School provides:

- engaging learning resources for students from a diverse background
- relevant application to the context of living in an Australian city
- structured program for teachers
- opportunity for feedback and input from students and teachers
- ensure all learning materials and assessment activities are aligned with the Common European Framework of Reference for Languages (CEFR), and the ELICOS Framework.

## **Policy Statement**

The School is committed to providing the highest standard of teaching. The School's approach to course review and evaluation plays a major role in achieving these high standards. The School has a four-tier (Regional Director of Academic, Director of Studies, Teachers and Students) open channel communication plan in place to facilitate the continuous review and evaluation of courses.

## **Guiding Procedures**

### **Regional Director of Academics**

The Regional Director of Academic will liaise with the Directors of Studies of all schools in Australia to ensure the quality of learning resources, teachers and professional developments meet the highest standards. The Regional Director of Academic ensures continuous review of the courses.

### **Director of Studies**

The Director(s) of Studies monitors the following:

- appropriateness of delivery for student groups
- teacher moderation meeting/notes of meetings, of the learning outcomes achieved against each other's student assessment outcomes to ensure consistency
- student, staff and stakeholder feedback and implements adjustments as required
- access to ELT industry journals for the "latest" articles on relevant theory & practice
- all test preparation courses for changes to tests and exams format, content, and reporting
- student progress through seeking specific feedback from teachers and other staff to ensure that the students are meeting their English language goals and
- aspects of timetabling and end of course documentation when required.

### **Staff Feedback and Input**

An informal, on-going review of the effectiveness of the course and student assessment activities is established by inviting teachers to submit to the Director of Studies and/or the Regional Director of Academic, highlighting areas of course materials or assessments that need review.

Teachers provide feedback on the students' results from their test (for example, KITE) as to the effectiveness of the courses, student assessment activities with suggestions for improvements on a 5-weekly basis. The Director of Studies or the Regional Director of Academic will respond/call a staff meeting to discuss further/make adjustments, as items are identified.

## Student Feedback and Input

Student feedback on courses is vital information for course evaluations. Students are invited to complete a 5-weekly survey or on the completion of their course. At any stage of their course students are also able to give feedback to their teachers or provide if they wish, anonymous feedback through student services.

The Director of Studies together with the Regional Director of Academic read, evaluate and process the feedback and report results to staff during Staff Meetings and Professional Development Sessions.

## Formal Review

Depending on the course, adjustments will be made based on the analysis of feedback obtained from students, staff and stakeholders, where deemed necessary by the Director(s) of Studies.

If the Director(s) of Studies deems any of the items brought forward by staff, students, stakeholders worthy of further investigation/research – then a small in-house/project team may be established to research further and to compile a recommendation report to be submitted to the Regional Director of Academic. The Regional Director of Academic will have the final say as to whether any feedback, research and/or recommendations justify a need to amend the curriculum and/or student assessment activities.

A formal review of the course is undertaken at least once per year by an ELICOS panel of industry experts and stakeholders.

## Relevant Legislation

- The Education Services for Overseas Students Act (ESOS Act)
- The National Code of Practice for Providers of Education and Training to Overseas Students 2018
- Education Services for Overseas Students Regulations 2019
- ELICOS Standards 2018

## Related Policies and Documents

This policy should be read in conjunction with the following:

- Assessment Policy
- Validation and Moderation Policy
- Evaluation Survey

## Version Control and Accountable Officers

It is the joint responsibility of the Implementation Officer and Responsible Officers to ensure compliance with this policy.

<b>Policy Category</b>	Academic			
<b>Responsible Officer(s)</b>	Regional Director of Academic			
<b>Implementation Officer(s)</b>	Director(s) of Studies			
<b>Review Date</b>	January 2023			
<b>Approved by:</b>				
Policy Committee				
<b>Version</b>	<b>Authored by</b>	<b>Brief Description of the changes</b>	<b>Date Approved</b>	<b>Effective Date</b>
2.0	Kaplan Australia Quality, Regulations and Standards Team in collaboration with the KIL Academic Team.	Revised policy.	23.01.2020	30.01.2020
2.1	Quality, Regulations and Standards Team	Immaterial changes to locations under one provider	14.06.2022	14.06.2022
2.2	Quality, Regulations and Standards Team	Immaterial changes to one provider	21.10.2022	21.10.2022