

P3.4-PP-MGS **ELICOS Course Review and Revision**

1. **Purpose and Scope**

This policy covers review/evaluation and continuous improvement of the MGS ELICOS course (High School Preparation).

It deals with the requirements of:

- National ELICOS Standard P 3: Delivery continuous improvement
- National ELICOS Standard P 4: Assessment continuous improvement
- NESA Guidelines, Requirement 4.1.4: ELICOS delivery continuous improvement
- NESA Guidelines, Requirement 4.1.5: ELICOS assessment continuous improvement

2. **Responsibility**

The **Director of Curriculum and Compliance** will be responsible for implementing this policy, disseminating its contents to teachers and other staff members as appropriate, and keeping it updated.

3. **General principles**

The formal and informal processes described in this document have the purpose of ensuring that:

- teaching is continuously evaluated and adapted while the course is operating in order to optimise relevance to the current students; and
- each implementation of the course is evaluated to allow for continuous improvement of future courses.

Assessment procedures for each course are detailed within the course documentation. They provide important data for many of the items listed below.

Course review includes review of the curriculum, assessment, materials and the technology used to deliver the course. Treating these areas together rather than in isolation is considered beneficial as it means that the effect of one on the other can be taken into account.

4. **Continuous Evaluation and Review During the Course**

Formal and informal processes for continuous evaluation and review during the course include those described below:

1. While not evaluation in the traditional sense, information obtained in the following way may lead to course adjustments in the same way that evaluation does. During the placement testing that every student undertakes at the start of their course, an interview will elicit information about the student's specific purpose for learning English. This information will be provided to the teachers through the enrolment process, which, where possible, will also include information from students' prior learning, such as reports from

school in their own country. The teachers will then use this information to make adjustments to the course to take individual needs into account.

2. Informally, teachers monitor their students' needs, progress and any problems they may have, and discuss these with the student, other teacher(s) on the same class and/or the Director of Curriculum and Compliance, as appropriate, on a regular basis. Apart from their training and experience, and the assessment activities mentioned in the syllabus, tools available to the teachers to assist in this are the Student Records, which includes information about the student's needs and relevant background, and student production from regular out-of-class work. Teachers are encouraged to keep a copy of an early piece of work completed by the student, as comparison of later work with this can be an effective way to show to the student that they have made progress.
3. An evaluation session will be held in class at the end of each week or unit of work (see page 9 of the curriculum rationale document). This should include a discussion about which areas of study the class, as a whole, felt comfortable with and which areas they feel they need more work with—these points can be incorporated into the next week's lessons. Various strategies can be used at the teacher's discretion to ensure that all voices are heard: small group discussions with feedback to the class, whole-class discussions where appropriate, or written feedback in the form of questionnaires or narrative-style writing in a diary.
4. Mid-course questionnaire, administered in week 6 of each level. This will also cover non-academic aspects of the student experience such as the orientation program, welfare support systems and appearance of the premises.
5. Semi-formal meetings at regular intervals, usually in weeks 2 and 7 of each course, between all teachers on the class and the Director of Curriculum and Compliance. Additional meetings may also be held if appropriate. At these meetings, progress, problems and successes of students, both as individuals and as a class, will be discussed, with a view to taking action to build on successes, solve any problems, and adjust the following weeks of the course to optimise outcomes. These meetings will be minuted, with action points decided, and a copy kept on file and distributed to teachers. Action points will be followed up at the next meeting.

5. Post-Course Review; Feedback to Subsequent Course Implementations

Formal processes for this include:

1. Administration of the end-of-course student questionnaire to all students in their final week.
2. End-of-course teachers' meeting. After the final assessments of each level have been marked a meeting will be held between the Director of Curriculum and Compliance and the HSP ELICOS teachers to evaluate the course. This meeting will include discussion of all relevant evaluation data, and will address any other relevant issues that could lead to continuous improvement, including answering these and any other relevant questions:
 - What could be adjusted to improve student progress and outcomes?
 - Were the materials adequate, up-to-date, relevant and engaging for the students? If not, what could be done to improve them or fill gaps? Have new materials become available which could be useful? What new teacher-generated materials were used? (seeP5.2 for the procedure for review of new resources).

- Could anything be done to improve validity, reliability and fairness of assessments and assessment procedures?
- Which aspects of the student experience beyond the classroom might be improved?

These meetings will be minuted, with action points decided for implementation in the next iteration of the course (which may already have started and which may involve the same teachers).

3. Tracking of former students. It is acknowledged that the full benefits of a language course are often not recognised until some time after the end of the course, when there has been opportunity for the new skills and knowledge to be put to practical use. Most students who complete the ELICOS HSP course at MGS will transition to MGS's high school. These students will be tracked, with the Director of Curriculum and Compliance looking at their progress at the end of each term of the first year of their enrolment in the high school. This may include asking for reports from, or discussing with teachers, how their English skills are impacting the student's high school studies. A post-course questionnaire will maybe administered to these students to gain their point of view. The Director of Curriculum and Compliance may also sit in on high school classes containing former HSP students. Information gathered in this way will be discussed at the end-of-course meetings (see item above) and used to further improve the curriculum across both delivery and assessment.

6. Revision history

Version	Date	Description of Modifications
1	25 Mar 2015	Original Draft
1.1	21 Mar 2016	Roles and Procedures
1.2	18 Mar 2018	Roles and Procedures reviewed and acronyms updated
1.3	27 Mar 2023	Roles and Procedures reviewed and acronyms updated