

Curriculum and Syllabus Review Policy

To ensure the continuing relevance of OHC syllabuses and course design, it is OHC's policy to review syllabus and course material on an ongoing basis. In addition, a formal review is conducted annually.

Syllabus review is the responsibility of the Group Academic Manager (based in London). In reviewing syllabus and course material, the academic manager makes reference to:

- changes/developments to core standards;
- developments in teaching/course design methodology;
- feedback from academic staff and from learners;
- the availability of new course material.

In addition, the Group Academic Manager conducts an annual 'academic audit' involving a comprehensive review of teachers' use of syllabus material and classroom delivery including: monitoring schemes of work and lesson records, reviewing test grading and responding to any concerns expressed by teachers. Any issues arising during the audit are initially discussed with country directors and where necessary or appropriate with Centre Directors.

In order to maintain currency of methodology, and to keep informed of developments in ELT, the Group Academic Manager regularly attends international conferences and events in the industry. In addition, college academic staff participate in reviews of standards with external bodies, for example the development of the British Council/Equals core curriculum inventory and more recently in the development and refinement of improved CEFR pronunciation descriptors.

Feedback is solicited from teachers at regular teachers' meetings and from students during and at the end of their course. Feedback received is shared throughout the organization through a series of local, regional and international meetings with issues relevant to academic matters (including course and syllabus design) passed on to the Group Academic Manager for comment and response.

The Group Academic Manager maintains close contact with major ELT publishers in order to keep informed of new material as it becomes available.

Where changes to international standards or to current best-practice indicate the need for a largescale review/revision, changes to curriculum or syllabus are trialled at one or more centers before rollout to the group as a whole