Study Group 4 discussed the topic of language program quality assurance. The SG began the dialogue with two guiding questions: *How does senior language school management know whether the courses offered are meeting quality assurance principles?* and *What are the quality assurance principles, and what can management do to ensure that the programmes actually adhere to these principles?* Next, the SG discussed various approaches to quality assurance processes within their institutions. We learned that most, though not all, organizations have an overarching policy for training, that military directives and SOPs seem to dictate many of our processes, and that a quality assurance system often exists for aspects such as student feedback, course evaluation and graduation requirements.

The SG then broke into 3 smaller groups who focused on the topics of performance indicators, course development and course execution evaluations, and student feedback. The first group discussed performance indicators and identified 4 sub-categories: pre-course or predictive indicators; during-the-course; end-of-course; and other factors related to the topic. This group discussed aspects such as student selection, language qualifications and experience, student wash-out rates, final scores and external feedback. The second group discussed course development and course execution evaluations, developing some guiding questions such as *Are course objectives aligned with the course purpose?* and *Is there a method to validate the course to ensure it is meeting its objectives?* The third group discussed student feedback, stating that feedback should be valued and collected in order to deliver better learning outcomes and should be an integral part of the program performance indicators. The group also identified guiding questions, such as *Why do we need feedback?* and *How will it help?* Finally, the group brainstormed responses to questions about what type of feedback should be collected, how and when to collect it and what should be done with the feedback.

On the final day, the SG briefly discussed the topic of teacher hiring and evaluations to include the selection and hiring process, different evaluation systems and the value of student opinion on teacher performance. To conclude, the group put forth the following recommendations:

1. Inform the BILC community about ACT Policy/Quality Assurance by inviting a SME from ACT to present the QA policy
2. Create a WG to develop a framework for student feedback on language courses