

Emergency decree corona II – effective date: 16 March 2020

Addendum centre regulations 2019 - 2020

The board of directors has decided that CLT will continue running its courses online until the start of the next school year 2020-2021.

This means that also the exams and the summer courses Dutch for Foreigners (NT2) , French, German, English, Italian and Spanish will be conducted online.

This way we hope to maximally protect the health of our students and staff.

Art. X. By way of derogation from Article 37, section 2, 3°, of the decree of 15 June 2007 on adult education, after the suspension of classes and activities with effect from 13 March 2020 as a consequence of measures taken by the federal government for the remaining period of school year 2019-20, the board of the centre or mandated agent can implement measures regarding the evaluation that differ from those stipulated in the centre regulations, and this without consent of the student.

CLT office opening hours

The secretariats in Dekenstraat, Leuven and on Naamsesteenweg, Heverlee are closed until further notice and can be reached via mail clt@kuleuven.be. When the office reopens, opening hours will be limited. These will be communicated via the website. After 30 June, during the official holiday period, the secretariat will follow up the mails weekly.

27. How can I have documents filled in?

In view of the current circumstances, the service of the secretariat is unfortunately limited. BEV certificates and other documents can be collected as soon as normal operations are resumed.

In the meantime, depending on the situation it will be explored whether the certificate / documents can be delivered by e-mail or by mail.

30. Tidiness, safety and health at our centre

Our prevention advisor provides the following corona guidelines:

- wash your hands thoroughly when entering and leaving the building (40 seconds);
- always monitor a physical distance of at least 1.5 meters;
- office desks / tables must be set up in staggered fashion, with a sufficient number of tables between staff member and student;
- physical distance is crucial; A mouth mask is mandatory at Campus Heverlee and optional at Campus Leuven.
- shared work surfaces must be disinfected by KU Leuven with disinfectol (isopropanol for computer screens)

The facility services of KU Leuven have been asked to schedule additional cleaning sessions in the rooms and offices on floor 00, including the photocopy room and excluding TP1.

KU Leuven cannot supply disinfectants for the time being. There is a great scarcity and all products are reserved as a priority for the university hospital. We recommend bringing the necessary products and protective equipment from home, when you visit the building.

32. Parking cards

Also in corona times the parking card has to be returned in perfect condition to the secretary's office by 30 June at the latest to have the €30 deposit refunded. Kindly leave the card sealed in an envelope with your name, your student number and your bank account number in the CLT mailbox (outside Dekenstraat 4, next to the entrance gate) or send it to us by mail. The centre cannot be held responsible if the shipment is lost.

36. Computers in the CLT

Due to corona measures, computers cannot be provided.

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ADDENDUM evaluation regulations 2019 - 2020

Art. X. By way of derogation from Article 37, section 2, 3°, of the decree of 15 June 2007 on adult education, after the suspension of classes and activities with effect from 13 March 2020 as a consequence of measures taken by the federal government for the remaining period of school year 2019-20, the board of the centre or mandated agent can implement measures regarding the evaluation that deviate from those stipulated in the centre regulations, and this without consent of the student.

These measures must not affect the essential provisions of the evaluation regulations, such as the right to an adequate motivation of a negative final decision, the right of redress, etc., but relates to the transposition of these provisions into practice.

This could include a different frequency or other forms of evaluation, a revision of the usual form of notification of an evaluation decision or of the usual deadlines for appeal without sacrificing reasonableness.

In this corona period we continue to focus

- on the realization of the essential curriculum objectives;
- on fair, high-quality and feasible evaluations.

Some concrete examples of possible deviating measures are ('art.' refers to the current centre regulations)

Art. 49. What is evaluated?

We strive for the greatest possible validity of the evaluation. In corona times, when determining the success criteria, we can limit ourselves to essential curriculum objectives. The language and level teaching teams discuss whether all curriculum objectives are achievable. If this is not the case, a checklist will be drawn up of essential and somewhat less essential curriculum objectives and contexts. This selection takes into account

- the centre's vision on language teaching and evaluation;
- the importance of progression to the next module;
- the importance for the qualification / profession / needs / social roles of the student (needs-oriented).

In the selection, account will be taken of whether there are certain basic conditions of entry for a subsequent module and whether there is room in the next modules to practise and consolidate the curriculum objectives that have not yet been sufficiently mastered.

It is also possible, for example, for a language or level teaching team to choose to extensively test only the productive skills. While the receptive skills will continue to be practised during the lessons, they will not be tested separately but in integrated fashion. This means that speaking and writing exam assignments

will be based on listening and reading texts, so that minimal feedback can still be given and, where necessary, also practice and remedial tips.

If objectives are prioritized, this will be done in horizontal (per level) and vertical (cross-level) consultation per language team. A motivation for the selection is submitted to the language centre management. This motivation will help us substantiate why students have or have not passed. When all objectives prove attainable and can be reliably evaluated, the regular situation remains unaltered.

Art. 50. How is the exam organised?

We strive for the greatest possible reliability of the evaluation and the online tools. If it turns out that not all objectives can be tested sufficiently reliably, this may be a reason to prioritize certain objectives to be tested. The form (tool, format, activity) of the evaluation is determined, taking into account that the student must be sufficiently familiar with it.

Students who do not have a computer or an adequate Wi-Fi connection contact their teacher to discuss the exam modalities. In these exceptional cases exams can be organised at the centre. Appointments are always made in consultation with the school management.

Differentiated evaluation is possible. In essence, students receive the same evaluation, but the tasks can be offered via different channels (e.g. the same task can be offered online via computer, online via smartphone or on paper) adapted to student characteristics (access to certain instruments...). The formal exam moment at the end of the module does not need to consist of the same assignment for all students. It is possible to opt to cluster certain essential curriculum goals in an additional assignment for those students about whom we have not collected sufficient evidence during the module to be able to provide an adequate final assessment (due to absence of the student for instance) .

Tasks are adjusted and tools are chosen in such a way that plagiarism and fraud are excluded as much as possible. During the oral exam, the teacher can ask additional questions about tasks that were performed in distance mode. When plagiarism and fraud are ascertained, the same procedure will be followed as in non-corona times.

Art. 51. When is the exam organised?

The formal exam is supplemented with data from class observation and continuous evaluation. The share of the latter in the evaluation process may be increased in these corona times. We aim to gather as much evidence as possible to substantiate the language skills of the student. It suffices to indicate how an objective was tested (task + class observation / formative / summative) and to mark it as "achieved" without the qualification "good, very good".

The teacher informs the students via the online class diary and possibly by email about the (changed) exam schedule and deadlines. The examination period ends on June 27, as there must be sufficient time for the administration to process exams and results.

Art. 52. What is the weight of the components?

With the aim to provide a high-quality, reliable and valid evaluation, the language and level teaching teams decide whether the weight of the various components (first versus second semester; 4 skills...) is

maintained or whether adjustments are necessary. Much depends on whether the teacher could offer enough practice to realise the objectives of the level sufficiently and on the availability of reliable test material per level. Any changes will be communicated to the students and the motivation submitted to the school management.

Art. 53. What are the pass criteria?

If you failed in one or more skills that were part of the evaluation, your performance will be discussed during the deliberations. We use a wide scope in the deliberation: in addition to class observations, exercises, formative and summative tests, we also use the history of the student, which contains information and feedback from the entire training program. We include this data in our assessment of whether a student qualifies for the (final) certificate of the programme.

The evaluation can also take into account competences previously acquired in other modules on the one hand, and the programme that follows on the other. Are there certain basic conditions (mandatory sequence relationships, for example) to be met to start the next module or is there room in future modules to further refine / remedy curriculum objectives that have not yet been sufficiently mastered? The achievement of a sufficient number of skills objectives and the presence of progress remain important criteria in the final decision.

Art. 54. What is a language profile?

The degree to which you master the objectives per skill is normally mapped out in a language profile. Where it is impossible or difficult to set tests that are as valid, reliable and in-depth as in a class situation, it may be decided to just use "pass" or "fail" instead of the 4 nuanced categories ("very good, good, sufficient, insufficient"). It is also possible to work with a mixed system depending on the skill.

However, we continue to focus on quality feedback for all skills, and communicate it to the students orally in individual feedback conversations, and in writing in the online feedback field or in the report. This feedback is all the more important this year for the progression to and possible remediation in the next module.

This year only (partial) certificates will be issued. The supplement, the language profile with a breakdown of scores per skill, is not awarded.

Changed evaluation measures are determined in consultation with all language and level colleagues and are communicated to the students in the diary/ by e-mail. Also LOC members have taken note of this addendum.