ELICOS Policy and Procedure

1. Purpose

This policy and procedure, together with the guidelines, establishes the regulatory framework of ELICOS by the Institute and its approach to management of ELICOS students.

2. Scope

This policy and procedure applies to all ELICOS staff and students.

3. Definitions

Term	Definition
Academic Manager	is the person appointed the head of the Institute's English Language Intensive Courses of Overseas Students Centre.
Academic Registrar	is the person appointed Academic Registrar by the Institute. The Academic Registrar may be accessed through the Principal Administrator of the Centre.
Assessment Task and Assessment Overview Guidelines	as detailed in Annexure 2 to this policy and procedure.
Centre	means the Institute's English Language Intensive Courses of Overseas Students Centre.
CoE	means Confirmation of Enrolment.
compassionate and compelling circumstances	Compassionate or compelling circumstances are generally those beyond the control of the student and they have an impact on the student's capacity/ability to attain satisfactory attendance. These could include: • serious illness or injury, where a medical certificate states that the student was unable to attend classes; • bereavement of a close family member such as parent or grandparent (where possible a death certificate should be provided);

	- Major political upheaval or natural disaster in the home country requiring emergency travel leading to a low attendance percentage; - A traumatic experience such as domestic violence, an involvement in or witnessing of an accident or a crime committed against the student. (In such instances, supporting police or psychologist reports must be provided). The above is not an exhaustive list. The Institute staff will use professional judgment and the resources available to them to assess each case on its individual merits. Staff will consider documentary evidence provided to them support students' claims and keep copies of these documents, in the student's file, along with a well-documented record on how and why the decision was made.
ELICOS	means English Language Intensive Courses for Overseas Students.
ELICOS course (course)	is a course of education or training that is solely or predominantly of English language instruction; and is provided, or intended to be provided, to an overseas student.
Reporting Guidelines	are detailed in Annexure 1 to this policy and procedure.

4. Policy Statement

The Institute is a provider of courses that are solely or predominantly of English language instruction to student visa holders in Australia. ELICOS students must be informed from the outset of the key issues relating to their course including attendance, assessment and academic progress. When a student is noted to be falling short of the expected attendance or academic progress requirements, they must be given timely counselling and, if necessary warnings, with a view to enabling them to correct the problem and achieve successful outcomes.

5. Procedure

5.1. The Institute will optimise opportunities for ELICOS students to successfully complete their ELICOS course. Measures to support the Institute's English language programs include, but are not limited to, the requirements detailed in clause 5.6 below.

5.2. Students who are enrolled in ELICOS courses at the Centre are required to attend classes as set out in the official timetable. The delivery period for classes will be in accordance with the length of the accredited course in which the student is enrolled.

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5.3. A student's IELTS score or equivalent is the predominant determinant of his/her course level placement (see *MIT English Language Requirements Guide*), with students also being required to sit a MIT placement test prior to commencement of their ELICOS course. To progress satisfactorily through the accredited course, students should attend all classes. The minimum attendance rate for scheduled courses contact hours is 80%.

5.4. Assessment is an essential part of the teaching and learning process. It promotes learning, measures student progress and helps to improve student performance. The reporting of assessment also provides an official record of student learning achievements that leads to issuing a qualification or ELICOS Achievement Certificate.

5.5. The Centre's assessment methods and content are designed to measure student-learning outcomes against the stated subject and course objectives.

5.6. **ELICOS Requirements**	**Responsibility**
5.6.1. Attendance Process for Monitoring Attendance The Centre will establish, maintain and publish an official timetable of contact hours for each course in accordance with course requirements, including the length of each course. Students will be notified immediately of any changes to the timetable after the course begins, and students will have this attendance requirement together with the following process explained to them during orientation and it is ⌜SEP⌟displayed in all of the Centre's classrooms. 1. Attendance will be regularly assessed to enable the Centre to: - make a judgement about each student's level of attendance in each study period; - determine when a student is at risk of not attending at the required level; and - determine when a student has actually fallen below the required level for that study period. In determining how often to assess attendance, the Centre will consider the length of each student's study periods (ie. shorter periods need to be assessed more frequently). If a student changes or extends their course and gets a new CoE, the student's attendance is monitored over each of the CoEs separately, rather than over the	Centre

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5.6. **ELICOS Requirements**	Responsibility

entire period of the student's enrolment with the Institute.
 	
2. ELICOS teachers ("teachers") are required to record student's attendance at the start of every session Monday to Friday, as follows:
  • "A" indicates a student is absent- If the student does not attend or arrives at class more than 15minutes after the start of the session. (1 session absent = 2.0 hours)
  • "L" indicates a student is less than 15 minutes late after the commencement of the session. The teacher will record the time the student arrives at class on the roll. (2 Late arrivals = 1 Absent)
  • / indicates a student is present.
3. The Academic Manager or nominee monitors each student's attendance at the end of each week, by tallying the number of sessions each student has been absent and registering the attendance electronically in a spread sheet.
4. The total number of sessions a student has missed class and the attendance percentage are calculated for each student. The percentage of attendance is calculated by comparing the number of sessions a student is absent, with the maximum number of sessions offered. (For example, the maximum number of sessions of attendance for a student who has completed week 6 of a 10-week program would be 60 sessions. A student, who attended 54 of a possible maximum 60 sessions, would have a record of attendance of 90%.)
5. The Academic Manager determines individual cases of attendance of 85% or lower and initiates a warning to the student in accordance with the reporting guidelines contained in Annexure 1.
6. If, at any stage of the attendance counselling process, it becomes apparent that the student is experiencing emotional or psychological problems that are preventing the student from attending, the student should be referred to Student Services for the appropriate support and counselling.
	Academic Manager

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5.6. **ELICOS Requirements**	**Responsibility**
7. Where a student is absent for five or more consecutive days without approval, the teacher will notify the Academic Manager. The Academic Manager will contact the student to check that they are safe and if necessary, warn the student of their attendance obligations. The Academic Manager will request a meeting with the student. A written record will be kept of this meeting. 8. On completion of the notification and counselling of students who are at risk of failing to meet attendance requirements under the Reporting Guidelines, when a student can no longer achieve a minimum of 80% attendance overall for the course, the student will be notified in writing (a Notice of Intent to Report) of the Institute's intention to report the student's unsatisfactory attendance to the Department of Home Affairs (HOME AFFAIRS). Students will also be notified of their right to access the Institute's Academic Appeals Policy and Procedure within 20 working days. ⌊SEP⌋ 9. The Institute may choose not to report a student for attending less than 80% of the course contact hours where the following conditions are met: • the student has demonstrated compassionate or compelling circumstances apply; and • the student has attended at least 70% of the course contact hours.	Student
5.6.2. Appeal 1. Any appeal will be made by lodging a notice of appeal in the prescribed form with the Academic Registrar (via the Principal Administrator of the Centre) not later than 20 working days of the date of the Notice of Intent to Report letter. 2. A student who can demonstrate that this policy or other ELICOS policies and procedures have not been followed may lodge an application for appeal. Students are required to attach detailed documentation that specifically indicates a breach of policy/procedure. 3. Appeal requests that do not relate to the adherence of ELICOS policies and procedures will not be considered.	Student

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5.6. **ELICOS Requirements**	Responsibility
4. During the internal appeal process, the student's enrolment will be maintained unless the student notifies cessation of studies or fails to re-enrol. Students should attend all classes and continue with their study program if enrolled during the Appeals process. 5. If the appeal is successful the student will continue in the course and allowed to continue enrolment. **5.6.3. External Appeal** 1. If the internal appeal is unsuccessful, students will be notified of the outcome in writing and may follow a further avenue of appeal through the Office of the Commonwealth Ombudsman. All internal avenues of appeal must be exhausted before lodging an external appeal. 2. The decision of the Ombudsman is final. 3. Where an international student is excluded for unsatisfactory academic progress, the Academic Registrar will report the student to the Federal Government via PRISMS, in accordance with the Education Services for Overseas (ESOS) Act and the National Code.	
5.6.4. Course contact hours Scheduled ELICOS course contact hours must be provided to ELICOS students in a written agreement and specify: • a minimum of 20 hours face-to-face scheduled course contact per week for the course; • any other scheduled course contact hours required by the course.	Institute
5.6.5. Assessment 1. The Centre recognises the need for ongoing assessment tasks to maximise student progress and to assess whether student has reached an acceptable level to progress further in their studies. 2. Assessment is both formative and summative and takes place throughout the 10-week program with the emphasis on mid and end of term points (weeks 5 and 6 and 9 and 10 respectively) 3. Formative and summative assessments are taken throughout the ten-week course to provide a measurable learning outcome for the	Centre

5.6. **ELICOS Requirements**	**Responsibility**
progress of individual students. The formal results are used to determine whether a student is ready to move to the next level. By monitoring student progress, students are kept informed of progress in meeting individual goals. 4. Assessment will clearly identify assessment outcomes as they relate to progress through the course and will be- • formative and summative, including- weekly assessment tasks, report/essay/descriptive writing, oral presentations and assignments and formal testing every five-weeks for proficiency (as detailed in ELICOS course guides); • valid, reliable, fair, flexible and clearly referenced to criteria and, where the course provides direct entry into tertiary education, equate to tertiary education admission criteria; • clear with regular reporting to the student on assessment outcomes and progress via feedback sheets/reports. 5. Assessment tasks and the assessment overview are detailed in the Assessment Task guidelines. 6. A proficiency test (The Password Test) is an independent diagnostic test taken at the end of an advanced course to provide a measurable learning outcome for the progress of individual students. These results may be used to determine whether a student is ready to progress to the mainstream study. 7. All assessments are moderated every 6 months to ensure that they are valid, reliable and fair. In addition, most of the English for Academic Purposes advanced assessment tasks are moderated prior to and at the end of each 10-week course. A representative sample from each campus and a selection of different assessment tasks will be included in the overall sample for moderation at least once each year.	

5.6. **ELICOS Requirements**	Responsibility
5.6.6. Satisfactory Academic Progress • The Academic Manager and the teachers will meet and monitor each student's academic progress and levels of achievement at the end of each five-week block of a course. The progress is recorded in the student's file. • Satisfactory course progress will be measured against regular class attendance (80%) and participation, completed course assignments/tests/activities and demonstrated improvement in English language skills. • Where a student is judged to be at risk of failure (with aggregate marks of 49% or less) the student will receive a letter informing them that they are not making adequate course progress. Appropriate intervention and counselling is provided, and supported by a study plan and/ or remedial work, as detailed in clause 5.6.7 below. • Where an extension to the length of the ELICOS course is required, the changes will be reported to Student Administration. A student will be deemed to have achieved satisfactory course progress at the end of each study period if he or she has participated regularly during classes, completed all scheduled course assignments, tests and activities and has demonstrated improved language skills.	Academic Manager

5.6.7. Intervention Strategy
 	
An intervention strategy may include the following:
• Student counselling – the Executive Dean, teacher and/or a student counsellor will counsel the student to identify any academic and/or personal issues affecting his/her course progress. The minutes of the meeting will be recorded and kept in the student's individual file. The student is given the opportunity to seek additional assistance.
• The student counselling may result in the development of a *learning contract* in with the student, which will include an agreement that the student takes more responsibility for their learning in order to address the areas of weakness and may include the following:
    ○ Computer assisted learning
    ○ Reading and writing tasks
    ○ Grammar exercises, etc.
    ○ a commitment to attendance.
	Centre

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5.6. **ELICOS Requirements**	**Responsibility**
• The student may be required to do additional weeks of a course, or be moved to a lower class or repeat the level of study, if after applying the intervention strategy he/she still fails to progress. • Teachers will be asked to recommend to the Academic Manager a set of strategies, which would most benefit the student at risk in their class. • Regular meetings will be held with the student to monitor progress on the agreed learning contract.	
5.6.8. Teaching ELICOS • ELICOS students will be placed in a class appropriate to their current language proficiency level, learning goals and learning needs as contained in their written agreement. Where a special need is identified, arrangements will be put in place to address the need and support the student to learn effectively. • Teacher-to-student ratios will not exceed 1:18 per class • Students are informed of the outcomes to be achieved from the course and for each learning block. • The Academic Manager and the teachers will review the course curriculum twice a year, taking into account student progress, results of assessment, changes to the mix of nationalities of students, teacher and student feedback, survey results.	Centre

5.7. Course evaluation and review

5.7.1. The Centre is committed to evaluating and reviewing its courses to ensure that all students are given the best chance of achieving academic success based on up to date and current teaching practices.

5.7.2. Curriculum review is influenced by both formal and informal procedures, with both students and teachers influencing curriculum change. Curriculum review meetings are held twice a year, with changes to the curriculum and assessments communicated to teachers. The following factors are considered during curriculum reviews:

- Student progress- including evaluation of assessments and a review of students' results;
- Teacher feedback- based on students level and their needs;
- Changes in nationalities- where changes to curricula are necessary to cater to different student cohorts;
- Student feedback- collected from teachers, or through surveys conducted every five weeks, plus any additional surveys.

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6. Responsibilities

6.1. The Institute will-

- upon completion (or partial completion) of study, issue each student with a document that includes the course and Institute name, contact details, dates of study, course duration, levels of achievement or proficiency, authorised officers name and signature,
- and is accompanied by a plain English explanation of the terms used in awarding grades at all levels.
- maintain a supply of sufficient educational resources that are aimed at achieving course objectives, encourage diversity in learning activities and teaching methodologies, and are appropriately organised and regularly reviewed.
- employ suitably qualified specialist teaching and counselling staff and provide them with ongoing opportunities for professional development.
- provide academic leadership and management for its ELICOS courses.
- only report a breach of course progress or attendance if the internal and external complaints processes have been completed and the breach has been upheld; or the student has chosen not to access the internal or external appeals process; or the student withdraws from the internal or external appeals process.
- comply with all ELICOS Standards 2018 made under Education Services for Overseas Students Act 2000.

6.2. The Centre will-

- keep a record of student attendance in each student's file;
- make appropriate information available to all students to assist them in understanding and completing their assessments;
- apply quality assessment methods and practices throughout all courses;
- retain and make accessible records, including electronically;
- document learning outcomes;
- regularly review and evaluate, and where appropriate revise, the delivery of courses;
- treat all students fairly and openly.

6.3. English language teachers' will-
- deliver student assessment tasks, prepare lessons, be involved in course evaluation, and complete mid-term and end of term course reports;
- prepare, collect and correct tests;
- work collaboratively to ensure the quality and consistency of the course;
- customise teaching to student needs and monitor the appropriateness of delivery for student groups;

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- access the resources required for delivery of the course;
- research course content and developments in English language teaching to meet student needs.

6.4. ELICOS students are responsible for understanding the requirements of their course.

7. Implementation and communication

This policy and procedure will be implemented and communicated through the Institute via:
- Announcement on the Institute's webpage;
- Internal circulation to staff;
- as part of Staff professional development and meetings.

8. Legislation

Education Services for Overseas Students Act 2000.
National Code of Practice for Providers of Education and Training to Overseas Students 2018
(National Code)
ELICOS Standards 2018

Supporting documents:

Academic Appeals Policy and Procedure
Advanced EAP Curriculum and Assessment tasks
ELICOS course guides
General English Curriculum Elementary to Advanced + Assessment tasks
General English Marking Guide
Students Attendance Monitoring checklist
MIT ELICOS program Student Handbook
MIT ELICOS program Teacher Manual
MIT ELICOS Centre Monitoring Course Progress guideline (2013)
MIT ELICOS Attendance guideline
MIT English Language Requirements Guide

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Annexure 1

Reporting Guidelines

The Institute will notify and counsel students who are at risk of failing to meet attendance requirements

1. Once a student's attendance falls to 85%, the first warning letter is sent to the student, a copy of which is kept on the student's file. The student is made aware of the risk and referred to the Academic Manager for further counselling. In the counselling session students have the opportunity to present documentation (such as a medical certificate) to explain their absence. In such circumstance's, the student will be advised that an absence supported by a medical certificate will still count towards the student's total absences when calculating attendance. In the counselling session students must again be referred to this policy and attendance requirements and made aware that they can seek additional help and support from their current teacher or the Academic Manager. Students are also required to sign the *Students' Attendance Monitoring checklist.*

2. If the student's attendance does not improve or worsens, a second warning letter is sent to the student, a copy of which is kept on their file. The student is made aware of the risk and referred to the Academic Manager for further counselling.

3. Once a student's attendance falls to 80%, the Final warning letter is sent to the student, a copy of which is kept on their file. The student is made aware of the risk and referred to the Academic Manager for further counselling.

4. Where a student is unable to achieve 80% attendance, the student will be required to meet with the Academic Manager and the Class Teacher ("the Panel") within a minimum of 2 days from the date the Final warning letter is sent.

5. At the meeting the student may provide medical certificates or any other supporting documents to explain his/her absences. If the Panel determines the documentary evidence is sufficient to justify the student's attendance record and if the student can still meet at least 70% attendance for the course, the student will be permitted to continue classes. Students are required to sign the *Students' Attendance Monitoring checklist*.

6. If the Panel determines that the student has not provided any reasonable explanations for their unsatisfactory attendance, the student is required to sign the *Students' Attendance Monitoring checklist* and the student will receive written notification of the Institute's intention to report the student to the Department of Home Affairs for not achieving satisfactory attendance. Furthermore, the student is not eligible to receive an ELICOS completion certificate. The Panel must ensure that the student fully understands the implications of the letter (a student translator may be present if necessary). Students must also be informed that they have 20 working days from the time the student receives the written notification of the Institute's intention to report letter to access the appeals process under the Academic Appeals Policy and Procedure.

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Annexure 2

Assessment Task Guidelines

General English ("GE")-Beginner- Advanced	English for Academic Purposes ("EAP")-Upper Intermediate to Advanced
• Reading, writing, listening and speaking skills are tested on a weekly basis. • Grammar, vocabulary and pronunciation also form a part of the weekly assessment tasks. • A full progress assessment of students takes place at the end of every 5-week study period. • The teacher completes a detailed report to indicate the progress (or lack of progress) for each student. • All details of assessment tasks are available in the GE Elementary – Advanced curriculum, which are available in the Centre staffroom. • In particular, these are consistent and based on the course book for each level. • The Academic Manager must approve all assessment tasks prior to their use. This prevents a situation where only the teacher is responsible for student marking. • Teachers are informed (by the Academic Manager) before the commencement of the course of the details for all assessment tasks for the level that the teacher is teaching. • The assessment tasks are reviewed and validated in a formal assessment meeting every 6 months and in consultation with teachers at the end of the course. • The oral presentation will be taken from the General English course book and assessed according to the following criteria: pronunciation, fluency and coherence, lexical resource, grammatical range and accuracy. The Academic Manager may be called upon to moderate. The beginner and advanced writing tests are based on work covered in class in the preceding five weeks and can be found in the relevant course curriculum. • The listening, reading and writing tests will be taken from the General English course book for the appropriate level. The beginner and advanced writing tests are based on work covered in class in the preceding five weeks and can be found in the course curriculum.	• Student's progress is determined at the end of every 5-week period of study of their EAP course. • The assessment tasks for each study period are outlined in detail in the EAP curriculum folder and issued to each teacher at induction. • The teacher completes a detailed report to indicate the progress (or lack of progress) for each student every 5 weeks. • The Academic Manager must approve all assessment tasks prior to their use. This prevents a situation where only the teacher is responsible for student marking. • The assessment tasks are reviewed and validated in a formal assessment meeting every 6 months and in consultation with teachers at the end of the course.

General English

All assessment tasks are taken from The New English File Test and Assessment CD – ROM for the appropriate level, except for GE Advanced and starter, which are taken from the New Cutting Edge Series.

File tests take place on weekly basis. These are formative assessment tasks and they ensure that students are regularly informed of their performance and serves as regular revision in order to indicate to the students what areas and skills they need to spend more time practicing. In weeks 5 and 10 of the course students sit a formal progress test. These are designed to test a larger part of the course.

The advanced level also has Institute designed formal tests or assessment tasks throughout the course and at the end of each 5-week study block. The beginner level has Institute designed formal tests at the end of each 5-week study period.

Assessment Overview

English for Academic Purposes -Upper and Advanced level. Each course is 10 weeks in length.

1.   Assessment Overview for EAP Advanced:

Mid – Term Assessment (Weeks 1 – 5)

Week 2, (Friday), Reference List Development Test	**5%**
Week 3, (Monday); Annotated Bibliography Test	**10%**
Week 3, (Friday), Language Analysis Test (Grammar)	**5%**
Week 4, Friday; Argumentative Essay Test (600 Words)	**20%**
Week 5, Thursday: Oral Presentation (Based on topic chosen for reference list development)	**10%**

End of Term Assessment (Weeks 6 – 10)

Week 6, (Friday); Listening & Note taking Test	**5%**
Week 7, (Friday) Reading and Critical Thinking Test	**10%**
Week 8, Friday; Language Analysis Test (Grammar)	**5%**
Week 9; (Monday) Case Study/ Report	**20%**
Week 9, (Friday), Oral Presentation (based on the Case Study)	**10%**
Total:	**100%**

Reference List Development Test	**5%**
Annotated Bibliography	**10%**
Language Analysis Test	**10%**
Argumentative Essay	**20%**
Oral Presentation	**20%**
Listening & Note taking Test	**5%**
Reading and Critical Thinking Test	**10%**
Case Study	**20%**

2. Assessment Overview for EAP Upper Intermediate:

(these are all summative assessment tasks)

Mid – Term Assessment (Weeks 1 – 5)

Language Analysis (grammar) Tests – weekly	**10%**
Reading Comprehension Test– week 4	**10%**
Expository/ Informative Essay (500 words) - end of week 4	**20%**
Writing Test (complex sentences) – week 5	**10%**

End of Term Assessment (Weeks 6 – 10)

Language Analysis (grammar) Tests – weekly	**10%**
Listening Test (IELTS Test) - week 7	**10%**
Information Report (600 words) – week 9	**20%**
Oral Presentation – week 10	**10%**
Listening and Note taking Test – week 9	**10%**
Total:	**100%**

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