

University of Canberra College Pty Limited
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UC College English Language Centre
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UC College English Language Centre

ELICOS STUDENT MANAGEMENT POLICIES AND PROCEDURES

Guiding legislation

Education Services for Overseas Students (ESOS) Act 2000

National Code of Practice 2017

The ESOS Amendment Act 2012

Issued:	8 June 2007
Updated:	27 July 2012
Updated:	2 June 2014
Updated:	29 October 2015
Updated:	1 August 2017

BACKGROUND

The UC College English Language Centre

The UC College English Language Centre was the first ELICOS Centre in Australia. It has been part of the University of Canberra College since 2010, and part of the University of Canberra since 1969. It is led by a highly experienced Director of Studies (DoS) who reports directly to the College Director and Principal. The qualified teaching staff and students are supported by the administrative support group. The **English Language Centre** has the following sections:

- **ELICOS:** English Language Intensive Courses for Overseas Students (ELICOS) are central to student success at UC College. Our students come from all over the world to study the English language in Canberra and we are excited to be part of the experience. We offer a continuing program of regular English classes for overseas students who are seeking either to qualify for entry to UC or UC College award courses, or to improve their English for other educational and professional reasons. The ELICOS program received Quality Endorsement from the National ELT Accreditation Service (NEAS) in December 2014 (former regulator). The ELICOS centre is managed to the ELICOS Standards 2011 which sit under the ESOS Act 2000.
- **Special English Programs:** UC College offers tailored English language courses and study tours on demand to satisfy the requirements of tendering organisations as well as the provision of English Language testing and support to assist Faculties within the University of Canberra.
- **Off-shore English Testing:** To place students in the best possible class we assess all qualifications presented for application to our courses.
- **Test Preparation:** UC College is an accredited IELTS and OET Test Centre. In addition to our English Language classes we offer regular part-time, 4-week evening courses to help candidates to prepare for either the IELTS or OET test.

PREFACE

The provision of ELICOS is governed by the *Education Services for Overseas Students (ESOS) Act 2000*, and in particular the National Code of Practice for Providers of Education and Training to Overseas Students (the *National Code 2017*). In June 2011, the ELICOS Standards were made legislative instruments under ESOS. In July 2012, the Tuition Protection Service provisions were introduced. All ELICOS providers are required to meet the standards for ELICOS providers and courses.

The purpose of this document is to state how the *National Code 2000* and subsequent updates are to be applied to ELICOS students (English Language Intensive Course for Overseas Students) on student visas in UC College English Language Centre (ELC). Specifically it is intended for the guidance of the ELC teaching and administrative staff in the management of international students. All ELC unit outlines provide an appropriate level of advice to ELICOS students on these policies.

The key principle in these policies is that all ELICOS students must be informed from the outset of their privileges and responsibilities relating to key issues including enrolment, attendance 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. In the event that, after receiving counselling and warnings, a student continues to fall short of the standard required, the UC College ELC is obliged to follow a documented, structured approach in dealing with the case. These procedures are explained in this document.

All ELC staff members are expected to read these policies and apply them. If any queries or concerns arise, the staff member should bring them to the attention of the Director of Studies as soon as practicable. Regular staff meetings will be conducted to ensure all staff can meet together to discuss teaching practice and proactively solve and resolve issues that may occur from time to time. The following websites provide further information on the ESOS Act 2000.

General ESOS information:

<https://internationaleducation.gov.au/regulatory-information/pages/regulatoryinformation.aspx>

National Code of Practice for Providers of Education and Training to Overseas Students:

<https://internationaleducation.gov.au/Regulatory-Information/Education-Services-for-Overseas-Students-ESOS-Legislative-Framework/National-Code/Pages/default.aspx>

National standard for ELICOS providers and courses:

<https://internationaleducation.gov.au/Regulatory-Information/Education-Services-for-Overseas-Students-ESOS-Legislative-Framework/ELICOSnationalstandards/Pages/Default.aspx>

Paulo Vieira
Director of Studies
ELICOS

Jo Asquith
College Director & Principal
UC College

DEFINITIONS

1. Following are the definitions of the English Language Centre's organizational terms used in this document.

Term	Definition
Director of Studies (DoS),	The senior manager in the ELICOS section of UCCEL, responsible for the day-to-day management of all ELICOS courses.
ELICOS	English Language Intensive Course for Overseas Students is the nationally accredited suite of English programs for international students who wish to learn the language for further study, and/or a range of other personal reasons. The teacher to student ratio in ELICOS classes may not exceed 1:18. Students can acquire a student visa to study in an ELICOS program and this is the intensive and continuous English teaching area of UCCEL.
EA	English Australia is the peak body for the English language teaching centres of Australia.
English for Academic Purposes (EAP)	A 10-week ELICOS course for students with an IELTS score of 5.5 overall or equivalent, the successful completion of which will allow students to gain entry to most UC undergraduate programs.
English for Academic Purposes Plus (EAP Plus)	A 10-week ELICOS course for students with an IELTS score of 6.0 overall or equivalent, the successful completion of which will allow students to gain entry to postgraduate programs and to undergraduate courses with higher English language entry requirements.
General English Course	ELICOS courses for lower proficiency students (below 5.0 IELTS or equivalent) where the emphasis is on gaining a solid foundation in all language skills; specific academic skills or tasks such as assignments are not included in the curriculum.
Pathway Course(s)	Collective term which refers to the EAP Plus, EAP and Pre-Access courses as leading directly into an award course of study at UC College or at UC.
Pre-Access English Course (PA)	A 10-week ELICOS course for students with an IELTS score of 5.0 overall or equivalent, the successful completion of which will allow students to gain entry to the UC College diploma program or to further English study in EAP.
UC	University of Canberra.
(UCC)ELC	University of Canberra College English Language Centre. The abbreviation ELC also refers to the same entity.

ELICOS Standard 1

Course contact hours Standard P1 – Scheduled course contact hours Outcome of Standard P1

Written agreements between registered ELICOS providers and students provide accurate information to students regarding scheduled course contact hours for the ELICOS course.

P1.1 Written agreements between registered ELICOS providers and students specify the scheduled course contact hours for the ELICOS course in which the student is to be enrolled, ensuring that they indicate the student's scheduled course contact hours, and include:

- a) a minimum of 20 scheduled course contact hours per week of face-to-face classes of English language instruction for the course;
- b) any other scheduled course contact hours required by the course.

National Code Standard 3

Formalisation of enrolment

Written agreements between registered providers and students set out the services to be provided, fees payable and information in relation to refunds of course money.

ELICOS students are enrolled via the UC Callista student management system, which incorporates the written agreement required. The written agreement must be ESOS compliant and written agreements for ELICOS students are made in a UC template and sent to the student by UC Admissions. The UC Compliance Office is responsible for producing Confirmation of Enrolment documents (CoEs) for ELICOS students.

The Tuition Protection Service introduced in July 2012, incorporates a number of requirements for English teaching centres.

- A limit to the amount of upfront pre-paid tuition fees that may be collected by providers before the student commences to no more than 50 per cent (unless the course is 24 weeks or less)
- A requirement to keep initial pre-paid fees in a separate account until a student commences study
- A strengthening of record-keeping obligations

In general while the ELC has a separate international student refund policy, it aligns with the University of Canberra international student fee policy.

The ELC policy relating to ELICOS student fees and refunds can be found at:

<http://www.canberra.edu.au/uc-college/attachments/pdf/UCELI-Refund-Policy.pdf>

ELICOS Standard 2

Younger students Standard P2 – Needs of younger ELICOS students Outcome of Standard P2

Where a registered ELICOS provider enrolls students under the age of 18 years, the operations of the provider are appropriate for the age, maturity and English language proficiency of the students.

P2.1 Arrangements for students aged under 18 years comply with Australian, state and territory government legislation.

P2.2 Facilities and operations for any mixed-age student cohorts are appropriate to the enrolment of younger students.

National Code Standard 5

Younger overseas students

Where students under the age of 18 are not being cared for in Australia by a parent or suitable nominated relative, registered providers ensure the arrangements made to protect the personal safety and social well-being of those students are appropriate.

The University of Canberra, UC College and its ELC will not take responsibility for approving the accommodation, support and general welfare arrangements for any international student who has not turned 18. In all cases, prospective international students under the age of 18 will need to secure a student visa by demonstrating that, until such time as they turn 18 years of age, they:

- will live in Australia with a parent or legal custodian; or
- will live in Australia with a relative over 21 years of age who has been nominated by a parent or legal guardian; or
- will live in Australia in accommodation and welfare arrangements approved by the University. An application should be lodged by the student's family for homestay through [Australian Homestay Network](#), the Homestay partner of the University of Canberra. For welfare arrangements with an approved provider, e.g. International Student Alliance (ISA), applicants should go to www.studentguardians.com. Please note that for this option, the University requires a student to be at least 17 years of age.

Exceptions to this policy must be approved by the College Director and Principal (CDP) of the University of Canberra College. *Send your request for consideration of an exception using the following -*

In person: To the Reception Desk, Building 5, Level B

Email: uceli@canberra.edu.au marked to the attention of the CDP

The request will be processed within four weeks.

The ELC is required to follow the policy and procedures as set out in the University of Canberra's policy #3166: Welfare Arrangements for Under 18 International Students.

https://guard.canberra.edu.au/policy/download.php?file_id=2488

ELICOS Standard 3

ELICOS Delivery and Assessment Standard P3 – Teaching ELICOS Outcome of Standard P3
Policies and procedures for the teaching of ELICOS provide students with optimal opportunities for achieving successful outcomes from their courses.

P3.1 The provider has policies and procedures in place to ensure that:

- a) students are placed in a class appropriate to their current language proficiency level, learning goals and learning needs and consistent with their written agreement;
- b) students' special learning needs are identified as early as possible and arrangements are put in place to address these needs;
- c) class sizes are appropriate;
- d) teacher-to-student ratios do not exceed 1:18 per class;
- e) students are informed of the outcomes to be achieved from the course and, for each learning block, the learning outcomes for that block.

P3.2 Planning policies and procedures enable teachers to:

- a) customise teaching to student needs;
- b) access resources required for delivery of the course;
- c) research any special purpose course content and developments in English language; teaching to meet student needs.

P3.3 Records of teaching delivery ensure:

- a) efficient administration;
- b) learning outcomes to be achieved are documented;
- c) effective review, revision and delivery of courses.

P3.4 Delivery of courses is continuously improved by:

- a) making adjustments based on collection and analysis of feedback from students and other stakeholders as appropriate;
- b) monitoring appropriateness of delivery for student groups;
- c) regularly evaluating learning outcomes achieved.

National Code Standard 10

Monitoring course progress

Registered providers systematically monitor students' course progress. Registered providers are proactive in notifying and counselling students who are at risk of falling to meet course progress requirements. Registered providers report students, under section 19 of the ESOS Act, who have breached the course progress requirements.

Students are assessed using accepted language proficiency assessment instruments such as the UC College overseas placement test. Students are tested upon arrival using the UC College English Language centre placement test. This is used to validate the application. IELTS or OET and/ or education completion delivered where English has been the medium of instruction are also accepted. Once the assessment is complete students are placed into classes that reflect their language proficiency level. Classes are enrolled to a maximum of

18 students. Upon successful application the student is issued a letter of offer (written contract).

Study programs are to be consistent with the learning needs of students at each level within ELICOS classes and must document learning goals and outcomes. Study plans are to be approved by the DoS. Where special needs have been identified ensure appropriate support is offered. Ensure all students are aware of student support services.

<http://www.canberra.edu.au/current-students/canberra-students/international-students/international-student-services>

Each student has a learning portfolio and this is to be kept up to date by the classroom teacher. The records are treated in accordance with the Australian Privacy Act and access restricted to the DoS who will facilitate appropriate access to the current teacher/s.

Teachers are to schedule meetings with students on a needs basis but formal feedback to students is required on a regular basis. Students must be informed of their progress and strategies for improvement as part of the teaching program. In the event a student is identified as being at risk by the classroom teacher a meeting must be scheduled with the DoS to identify appropriate intervention. Refer to following section on Intervention.

If the student falls below 90 percent attendance the student is sent an initial warning letter to make an appointment to see the DOS. In the meeting the DOS will work with the student to understand the reason for the absence. Compassionate and/ or compelling explanations will be considered and accepted upon provision of evidence. The DOS has the discretionary power to accept the evidence. In the event attendance falls below 70% and the student does not meet the criteria for compassionate and compelling reasons for the extended absence they are advised of the course of action to be taken. Students will be provided with information about the Student Appeals system and offered support with any appeal.

Teachers are required to collect feedback from each student at the end of each course. Teachers meet with the DOS to discuss learning outcomes and the feedback received to incorporate suggestions for improvement.

It is a requirement of the *National Code* that policies and procedures for checking course progress are in place and observed.

Providers must systematically monitor the progress of student visa holders in ELICOS and have a documented intervention strategy for any student who is at risk of not completing course requirements. UC College has reporting obligations to the government departments responsible for visa management (www.border.gov.au) and quality of educational delivery (www.education.gov.au/)

Process: Under the terms of the *National Code 2017*, course progress must be assessed at the end point of every study period, for UC College ELC assessment purposes, “study period” is defined as a ten-week period. For ELICOS, assessment will be regular, and the assessment tasks and results recorded in electronic class files (class score spreadsheet). Progress monitoring (progress tests with feedback) takes place at the mid-point of each 10-week study period. Caution Letters may be issued

to students at mid-point in the course if the DoS/Course Level Coordinator feels they need more official and detailed early intervention.

Students and teaching staff must be advised of the ELC course progress policies and procedures and the consequences of not meeting progress requirements. They must also be informed about how to access the complaints and appeals process in the event that they wish to appeal a decision by the provider. Information on both of these aspects is contained in the students' Unit Outline, to which teachers must refer regularly in reminding students of their obligations.

Requirements for achieving satisfactory course progress

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.

Determining failure to make progress for guidelines on ascertaining the circumstances necessary to cancel a student's enrolment due to unsatisfactory progress.

Responsibility for monitoring progress

The DoS is responsible for monitoring course progress and ensuring the outcomes are recorded in student files.

Teachers in consultation with the DoS are responsible for assessing whether or not a student has demonstrated satisfactory course progress.

Monitoring course progress

A full assessment of student progress will take place at the end of each ELICOS course as follows:

- EAP Plus - at the end of the 10-week course. EAP - at the end of the 10 week course.
- Pre-Access - at the end of the 10-week course
- General English — at the end of each 10-week study period

A progress assessment of students' performance will take place at the mid-point of each 10 week study period.

In both cases, assessment tasks (tests and assignment tasks) will cover all four macro-skills — Reading, Writing, Speaking and Listening - and will be approved prior to use by the DoS. All assessment tasks for all class levels are fully standardised. There are several versions of student tests for each level and these are rotated. The control of test versions is done by the Course Level Coordinator.

Assessment tasks may include:

- Class participation
- Homework tasks
- Formal and informal class tests
- Interview with a staff member
- Research (academic) assignments
- Completion of online language tasks through Moodle
- Completion of CALL tasks
- Participation in group activities

Students are made aware of their achievement levels and be given feedback or remedial work

suggested if they are experiencing difficulty with an activity.

Course Completion

Academic requirements for the successful completion of pathway courses are specified in the respective unit outlines issued to students at the start of each course. Students are required to achieve an aggregate mark of 60%, with minimum scores of 55% (undergraduate entry) or 60% for each of the macro-skills (postgraduate entry). Higher scores may be required for students progressing to UC award courses requiring higher English language proficiency. These are detailed in the Unit Outline. Students need to refer to their Offer Letter to ensure they are aware of the English language level required for entry to their award course.

Moderation Procedures

Following the marking of assessment items by class teachers, the ELICOS level coordinators are responsible for organising the moderation of scoring at the particular class level. This is done by all class and skill teachers of a particular class level. Moderation should take place on all major pieces of assessment. Fail grades and sample monitoring will be reviewed by the coordinator or other experienced teaching staff, and teachers counselled on the application of assessment criteria. Moderation meetings between active teachers monitor the accuracy and fairness of scoring. Records of moderation meetings are kept electronically.

The UC College ELC English Assessment Committee (EAC)

Decisions on the progress of students at the end of the EAP Plus, EAP and Pre-Access courses are made by the UCCELC English Assessment Committee (EAC). At the end of these courses, students' scores and major tests and assignments are presented to the members of the EAC for review. The purpose of this process is:

- to ensure that each student has attained the appropriate level of English for entry to study at university level (EAP Plus and EAP) or, for students in the Pre-Access course, to progress to one of UC College diploma programs, to EAP or to EAP Plus.
- to make recommendations to the student regarding future study pathways if required; this might include repeating the course, or seeking an alternative pathway program or seeking an offer to an alternative award course. The student may be asked to make an appointment for academic counselling with the DoS.
- to record the official and final result for each student in order for progression of students on the UC student data base (Callista).

The English Assessment Committee is composed of the following members:

- **The Convenor:** DoS, ELICOS, or a nominated representative.
- **Senior teaching staff members from these areas:**
 - (1) The UC College English Language Centre, and
 - (2) The UC College International Diploma, and/or
 - (3) UC award courses, usually from the postgraduate TESOL Programs, and/or
 - (4) Staff members with IELTS Examiner certification and experience

Scores for major assignments and the end of course tests are provisional until they have been reviewed by the English Assessment Committee. Following the review process, final results are released to students. Student results may be withheld under certain conditions such as non-payment of fees or if a student's assessment is incomplete due to ill health. In this latter case, students will be able to complete rescheduled tests on provision of a medical certificate. The EAC will be reconvened

at a later date, if necessary, to finalise results of students who are ill during the assessment period.

Guidelines for Class Teachers attending EAC Meetings

At each meeting of the EAC, the relevant Class Teachers (or substitutes nominated by the DoS) are to attend bringing the composite class assessment record, major assignment papers, final in-class writing tests and any other academic records relevant to the students being considered.

Additionally, the Class Teacher is to prepare the class scores spreadsheet containing the individual assessment task scores for each student in the class. If a student is a repeating student, having failed the same course level in the previous study period, the best scores from the two consecutive courses of the same level may be entered. The DoS will ensure that appropriate records are kept of the EACs decisions.

The Class Teacher or nominated substitute is required to inform all students of the outcomes of the EAC considerations, as soon as practicable after the meeting and not later than two days. At this time, students may be given their portfolio of results and feedback on assessment items

NB *It is vital that students being considered by the EAC, are not shown their final scores for any assessment task, nor their score portfolios, until after the EAC has completed its consideration of student work and scores.*

Guidelines for teachers assessing ELICOS student progress

Progress Monitoring

A progress assessment of all students in each class is to be made, based on the criteria specified at Section 1.3 above. Class Teachers are to identify from the assessment any student whose progress is a matter for concern. As a guideline, teachers should categorise such students as follows:

Aggregate marks 55-60%	Class level counselling required
Aggregate marks below 55%	Caution Letter (detailed advice and counselling in writing) issued

Students are informed in writing (Caution Letter) if their progress is poor and alerts them to the fact that they may be at risk of failing to successfully complete the course in the stipulated time.

General English Students

Students are to be assessed at the end of each 10-week session, based on the criteria provided at Section 1.3 above, using the score portfolio approved by the DoS as shown in the Unit outline.

Students who wish to advance to the Pre-Access level will be required to successfully complete the Intermediate 2 level assessment requirements. The Course Level Coordinator for General English will assist class teachers with appropriate moderation and finalisation of student scores. Students will be advised of their final result through receipt of a score portfolio in class.

General English students will have progress monitored through mid-point testing (Week 5), and will receive counselling from Class Teachers and the Course Level Coordinator if their performance in progress tests is under 55%.

Pathway Course Students

Students completing the Pre Access, EAP or EAP Plus pathway ELICOS programs will have their final result determined at the EAC as outlined in 1.4 above. In addition, all pathway students will have progress monitored at the midpoint (Week 5) of the course.

Documented Intervention Strategy

Standard 10.4: The registered provider must have a documented intervention strategy, which must be made available to staff and students, that specifies the procedures for identifying and assisting students at risk of not meeting the course progress requirements. The strategy must specify:

- **procedures for contacting and counselling identified students**
- **strategies to assist identified students to achieve satisfactory course progress, and**
- **the process by which the Intervention strategy is activated.**

A review of the scores of all students at the completion of pathway courses will be conducted by the EAC as described above. Additionally, the DoS will review the overall progress of all students in the ELICOS program.

If a student has been identified as being at risk of failing to demonstrate satisfactory course progress, there must be documentary evidence of this (e.g. repeated failure of the same level course, poor attendance records¹, samples of the student's work, written reports on participation and homework etc.). It is a requirement under the terms of the National Code 2017 that the ELC must undertake an intervention strategy to attempt to resolve the problem. Intervention strategies may include the following:

- The student may be advised by their class teacher or the DoS to move to a class at a lower English language level, e.g. from an Upper Intermediate level to an Intermediate level.
- The student will be counselled by the DoS to identify any personal issues affecting course progress.
- The student may be encouraged to develop a learning or study plan.
- The student may be recommended to do practice tasks in addition to regular class and homework to assist progress, particularly in areas of skill weakness.
- The student may be directed to utilise particular resources in the ELC library to target areas of weakness.

Teachers and the DoS will work together to prepare advice and strategies for the benefit of any student at risk of failing to make progress.

¹ Attendance records are kept by the ELICOS Student Services Officer.

A written record of counselling and of intervention activities, or measures to be taken by the student and/or teachers, will be kept on the student's file. The DoS may refer to this record in follow-up meetings with a student.

Determining failure to make progress

Assessing an acceptable level of progress is a complex issue in relation to ELICOS students. Language background, aspects of educational background and culture, individual language learning capacities (as opposed to other learning capabilities), the objectives of the particular student and adjustment to life in a new country can make determining progress difficult in the case of some students. In the lower level classes in particular, there is no definitive judgement on satisfactory progress; rather that the student is fulfilling all their obligations as a student, and the student and his/her family are happy with their participation in the language learning process. As problems arise, intervention strategies, as detailed earlier, will be put in place to assist individual students who are experiencing difficulties with their studies.

A student who does not pass in a particular level of ELICOS is permitted to repeat that level in the next ELICOS study session. This may require an extension of a Confirmation of Enrolment (CoE) or even perhaps a new Offer Letter.

Students who have completed a course level twice and still not have attained a pass score, will be required to attend a meeting with the DoS. Such students may be permitted to enrol in the same course level for a third attempt, if the DoS is satisfied that the student is making genuine efforts to progress.

A student who fails to pass on their third attempt at a course level will not be permitted to enrol in that course level again. This is in line with the University of Canberra's Academic Progress Policy, clauses 15 – 17.

An ELICOS student in this situation may be advised to return home and attempt to demonstrate a higher level of proficiency through an IELTS test. The student may also be issued with an Intent to Report Letter for unsatisfactory progress and their CoE may be cancelled.

Students who receive a Letter of Intent to Report for unsatisfactory progress may lodge an Appeal against this decision, as per the ELC Grievance Procedures printed in their Unit Outline.

ELICOS Standard 4

Standard P4 – Assessment of ELICOS students

Outcome of Standard P4

Policies and procedures for the assessment of students provide them with optimal opportunities for achieving successful outcomes from their courses.

P4.1 Assessment policies and procedures provide for:

- a) formative and summative assessment
- b) clear identification of assessment outcomes as they relate to progress through the course
- c) assessment that is valid, reliable, fair, flexible and clearly referenced to criteria
- d) clear, regular reporting to the student and their parent or guardian, where the student is under 18, of their assessment outcomes and progress through the course.

P4.2 Records of assessment ensure:

- a) efficient administration
- b) documented learning outcomes
- c) effective review and revision of assessment as necessary.

P4.3 The registered ELICOS provider issues a document to each student, on completion (or partial completion) of study, that:

- a) indicates the ELICOS course name, registered ELICOS provider and contact details, dates of study, course duration, levels of achievement or proficiency, authorised signature and name of signatory
- b) includes, or is accompanied by, an explanation in plain English of the terms used in awarding grades at all levels.

P4.4 Assessment of courses is continuously improved by:

- a) making adjustments based on collection and analysis of feedback from students and other stakeholders as appropriate
- b) monitoring appropriateness of assessment for student groups
- c) regularly evaluating course outcomes achieved

Tests and Assessments

Assessments of course progress take place as follows:

Week 5: Progress Tests

Weeks 9 and 10: End of Course Tests

Students must take the course tests, and complete other assessment tasks including Interviews. If a student is feeling unwell, it is better not to attempt tests. They should call UC College Reception Desk on 6201 2982 in the morning and report their illness, and that they will be missing a test, and later arrange to see a doctor and get a medical certificate. Students should take the certificate to the Reception Desk and complete an Absence from Assessment Form. A re-scheduled test time will be arranged. Students must check their UC email for details of the rescheduled test time.

If there is another serious and urgent reason for missing tests, students will also need to contact the ELC to report their absence from the test, and make an appointment with the DoS to discuss the situation. Rescheduling of tests may only be made in the most urgent personal situations and compelling compassionate reasons.

Additionally all students are required to complete the major assignment which is spread across the 10-week session of the EAP Course.

Every teacher will also be assessing language skills during class. Students will make good progress with their English language studies if they use English as much as possible, participate regularly during classes and complete all of their homework, course assignments, tests and activities.

Some of the activities which are included as assessment tasks are:

- In-class participation
- Homework tasks
- Formal and informal class tests
- Interview with a staff member
- Research assignments
- Completion of online language and Computer-Assisted Language Learning (CALL) tasks
- Participation in group activities, including excursions

If a teacher considers that a student is having difficulty making progress in the course, he or she will meet with the student to talk about this. Such students will be given suggestions to help them. Some of these may be:

- Developing a learning plan or program of extra self-study
- Doing extra tasks to work on a particular area of weakness
- Using particular ILTC or other resources to strengthen skills

A student who is not making satisfactory course progress will be sent a written Caution Letter, formally advising them that they are at risk of not passing the course and suggesting ways to help them improve.

In addition, such students may also be referred to the DoS who will help the student identify potential factors in student progress such as poor attendance or illness. Students may have certain conditions placed on their enrolment in ELICOS if course progress is not satisfactory.

Under the ELICOS Student Management Policy, a student may be permitted three (3) attempts to pass a particular course level. After this, the student may be issued with an Intent to Report Letter for unsatisfactory progress. The student may be required to discontinue and return home.

ELICOS Standard 5

Staff, Educational Resources and Premises

Standard P5 – ELICOS educational resources

Outcome of Standard P5

Registered ELICOS providers 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.

P5.1 The registered ELICOS provider demonstrates access to educational resources that:

- a) are sufficient to provide for each student at every stage of their course, as appropriate
- b) are appropriate for the type and level of courses offered
- c) include access to a range of multimedia, as appropriate
- d) enable varied learning activities and teaching methodologies
- e) are developed for classroom and individual student use and address specific student needs and course outcomes
- f) reflect new developments in TESOL theory and practice and changes in course offerings and student profiles.

P5.2 The registered ELICOS provider has educational facilities with sufficient equipment and support resources for the number of enrolled students, including:

- a) educational and computer technology that supports classroom teaching/learning activities; independent student practice, study and research; and teacher study, research and preparation
- b) where the registered ELICOS provider makes material available for self-access or self-study, that material is catalogued and presented for easy access
- c) self-study areas and equipment organised to facilitate access and independent use by students.

P5.3 The registered ELICOS provider provides its teachers with easy access to reference resources that reflect contemporary knowledge of the theory and practice of TESOL in its own facilities or through easily accessible jointly managed facilities.

National Code Standard 14

Staff capability, educational resources and premises

The staff of registered providers are suitably qualified or experienced in relation to the functions they perform for students. The education resources of registered providers support the delivery of courses to students. The premises of registered providers, including the floor space available for each student, support students to achieve their course outcomes.

ELC Resources for Students and Teachers

Learning and teaching resources are managed and stored in the International Learning and Teaching Centre (ILTC) in Building 5. Access to and borrowing of materials is supervised by the staff of the Centre. Teachers have access to a wide range of resources including those from the ILTC. These include but are not limited to

- online resources;
- class teaching texts;
- syllabus materials; and
- audio-visual equipment.

ELC students are provided with a self-access centre, called the International Learning and Teaching Centre, in Building 5. This is a supervised area which contains books, texts, magazines, computers, videos and sound equipment for promoting language learning. An adjacent set of rooms houses the Student Common Room and study rooms. Students have access to microwave ovens and a refrigerator and chairs and tables for eating, relaxation and study in an informal environment.

Standard P6 – ELICOS specialist staff

Outcome of Standard P6

Registered ELICOS providers employ suitably qualified specialist staff and provide them with ongoing opportunities for professional development.

Academic leadership of ELICOS

P6.1 The registered ELICOS provider has an academic management system that ensures:

- a) clear organisation-wide academic leadership of ELICOS.
- b) a coordinated and effective approach to developing, implementing and reviewing curriculum.
- c) management of educational resources.
- d) provision of guidance to teaching staff.

P6.2 Senior academic leadership staff have a degree, suitable postgraduate TESOL qualification/s, and appropriate educational management and TESOL teaching experience or equivalent.

P6.3 Senior academic leadership staff maintain an up-to-date knowledge of significant developments in TESOL theory and practice.

Teaching staff

P6.4 ELICOS teachers have the following:

- a) a degree or diploma of at least three years full-time or equivalent (teaching or other).
- b) a suitable TESOL qualification or qualification that contains TESOL as a method.
- c) appropriate TESOL teaching experience or are formally mentored by a senior staff member with this experience.

P6.5 Where the registered ELICOS provider offers courses of preparation for entry to Australian state or territory secondary schools, an appropriate percentage of the TESOL teachers are registered to teach in the Australian state or territory primary/secondary system as determined by state/territory legislation or policy.

P6.6 Where students are 12 years old or less, their teachers hold a TESOL qualification and a recognised primary teaching qualification.

P6.7 The registered ELICOS provider verifies the qualifications of all teachers employed by the provider.

P6.8 The registered ELICOS provider:

- a) has and implements policies and procedures for the induction and ongoing professional development of its teaching staff.
- b) develops and implements a program of professional development each year.

Counselling staff P6.9

The registered ELICOS provider:

- a) employs or contracts a person or persons with formal qualifications in counselling and/or relevant experience who is able to advise and provide counselling to students in an intercultural context about:
 - i. academic and future progress advice
 - ii. welfare matters.
- b) ensures that the person(s) described in 6.9a:
 - i. are available at suitable times for access by students; and
 - ii. are readily accessible to students.

1. Academic leadership of ELICOS

Academic leadership is achieved via the Senior Executive Management Team of which the DOS is a key member. This group is supported by the following

- Regular teaching staff meetings.

- Curriculum Review processes.
- Peer Review.
- Moderation of assessment approaches.
- English Language Assessment Committee.

2. Minimum Professional Requirements (MPRs).

All staff must meet the minimum professional requirements (MPRs). This includes registration for Working with Vulnerable People with the ACT government for those staff interacting with students under the age of 18.

3. Induction, Support and Mentoring of New ELICOS Teaching Staff

All new teaching staff, undergo an induction program in the first few days of their employment. New teachers are directed to this document, the *ELICOS Student Management Policies* in order to become familiar with the policies and procedures followed in the ELC. Teachers are also directed to the *ELC Guidelines for New Teachers*. This handbook details the practical, legislative and educational requirements for ELICOS teaching. In addition to the information contained in the Handbook, the DoS oversees the induction process and appoints a level coordinator or another experienced teacher to guide the new teacher. The program includes direction to online and printed resources, Unit Outlines and support materials, the assessment procedures, and company and campus familiarisation.

4. Staff Development Program

The UC College and the ELC conducts a regular in-house professional development for teaching staff members. This generally takes place outside teaching hours and may occur in the non-teaching breaks, the evenings or at lunchtimes. Sessions are widely advertised and teachers are strongly encouraged to attend. A teacher who is not otherwise paid for the time involved may claim the casual non-teaching pay rate to attend PD sessions. The proposed yearly program is submitted to NEAS as part of the quality endorsement process and records of attendance at PD session are kept.

ELC teaching staff members are also encouraged to attend the seminars and staff development sessions provided by the University of Canberra for all academic staff.

Management, Academic and Teaching staff are encouraged and supported to attend the Industry Conferences and to sign up for Navitas Limited Teaching and Learning webinars and other resources. Navitas Limited offers a Community of Practice for Directors of Studies. This promotes alignment with teaching practice within the network and supports successful student learning outcomes. Peer exchange is highly encouraged and is an established in-house program to exchange ideas and learning strategies.

Administrative staff members are encouraged to attend the staff development sessions at the University of Canberra and the UC College.

Specialist Staff

University of Canberra provides

5. Professional Development Review

The UC College is responsible for conducting an annual Professional Development and Review process for each on-going staff member. In the ELC, this is usually conducted by the DoS, using the PDR form supplied by the company, and working with teachers individually to reflect on their professional learning over the previous 12 months and assess PD needs for the following year. All

new teachers are required to undergo a classroom observation by the DoS or nominated senior teacher. Teachers may also be required to undergo classroom observation as part of regular monitoring or as a result of concern over their performance. Teachers may also request a Peer Observation, or provide this for a colleague, as part of professional learning and sharing amongst colleagues.

National Code Standard 7

Transfer between registered providers

Registered providers assess requests from students for transfer between registered providers prior to the student completing six months of his or her principal course of study in accordance with their documented procedures.

A student may request a transfer to another provider. If this is deemed to be in the student's best interests, and/or the student has acceptable academic or personal reasons to support the request, staff at the ELC can assist in this process.

Process: The student must consult the DoS to discuss their request to transfer to another institution. The DoS will explain the requirements of such a request with the student, including the need to have an Offer Letter from another registered provider. The student will be assisted in making their request formally to the UC International Compliance Office, which will make the decision in each case, and provide the student with a Release Letter if the request is successful. The ELC will maintain the student's enrolment during the request process.

If the student is sponsored, the ELC will inform the sponsor of the student's request to transfer.

The UC International Student Transfer Assessment policy can be viewed at:

<http://www.canberra.edu.au/college/attachments/pdf/International-Student-Transfer-Assessment-Policy.pdf>

ELICOS Standard P7 – ELICOS premises

Outcome of Standard P7

The premises of registered ELICOS providers provide teaching and learning environments that are appropriately designed and equipped to support the range of English language courses and student support services offered.

P7.1 The registered ELICOS provider's premises comply with all relevant legislation and regulations.

P7.2 The registered ELICOS provider ensures that students are safe and have access to facilities that support their education, including circumstances:

- a) where the provider accesses or uses areas that may also be used for other purposes
- b) where facilities are accessed by people not associated with the provider's operations.

P7.3 The registered ELICOS provider designates areas of its premises sufficient in size to support quality delivery of its ELICOS courses, including:

- a) rooms of a size appropriate to size of class
- b) teacher studies/staffrooms
- c) student recreation areas
- d) private study areas or areas for related activities, such as library, resource centre and language laboratory
- e) storage areas
- f) offices for the management of the ELICOS provider and for the confidential counselling of students.

National Code Standard 14

Staff capability, educational resources and premises

The staff of registered providers are suitably qualified or experienced in relation to the functions they perform for students. The education resources of registered providers support the delivery of courses to students. The premises of registered providers, including the floor space available for each student, support students to achieve their course outcomes.

Premises

The premises of UC College provide teaching and learning environments that are appropriately designed and equipped to support the range of English language courses and student support services offered. The premises comply with all relevant ACT legislation and regulations. UC College management ensures that students are safe and have access to facilities that support their education, including-

- where the premises may also be used for other purposes such as orientation
- where facilities are accessed by people not associated with the provider's operations.
- UC College designates areas of its premises sufficient in size to support quality delivery of its ELICOS courses, including:
 - rooms of a size appropriate to size of class;
 - teacher studies/staffrooms;
 - student recreation areas;
 - private study areas or areas for related activities, such as library, resource centre & storage areas; and
 - offices for the management of the ELICOS provider and for the confidential counselling of students.

National Code Standard 8

Complaints and appeals

Registered providers' complaints and appeals processes are independent, easily and immediately accessible and inexpensive for the parties involved.

The UC College ELC ensures that students are able to quickly and easily access complaints handling and appeals processes. The document link below is a plain English ELC grievance procedure which is made available to all students. The process as set out in the Grievance Procedure document is without cost to the student. If the internal or external complaint handling process results in a decision that supports the student, ELC will immediately implement any decision and/or corrective and preventative action required and advise the student of the outcome.

The ELC must maintain the enrolment of the student throughout the appeals procedure.

There is a tighter time framework for appeals on academic matters than for grievance procedures in other areas of the University. This is due to the need to finalize the outcome of the appeal before the student commences in UC College or UC award programs. ELC students are given one week following the issuing of results to lodge their appeal. They are informed of grievance procedures in writing in their course Unit Outline. After the test results and continuous assessment items have been reviewed by the English Assessment Committee, students receive their results and information on appeals and timeframes by email or on Moodle.

A Plain English document for staff and students outlines the processes involved in the ELC Grievance Procedure:

<http://www.canberra.edu.au/uc-college/attachments/pdf/UCELIGrievanceProcedures2014.pdf>

National Code Standard 9

Completion within expected duration

Registered providers monitor the workload of students to ensure they complete the course within the duration specified in their CoE and do not exceed the allowable portion of online or distance learning. Registered providers only enable students to extend the expected duration of study for the course through the issuing of a new CoE in limited circumstances.

ELICOS students are monitored by the teaching staff and DoS/Assistant DoS to ensure that they are progressing through the ELICOS program levels in the timeframe necessary for completing their course within the expected duration as specified on their Confirmation of Enrolment (CoE).

Process: Progress is monitored by the DoS in cooperation with class teachers and level coordinators. Five weekly testing and feedback provides the necessary indicators in respect of course progress. If a student is found to be at risk of failure, the student is warned and counselled by the teacher and intervention strategies are put in place to assist the student to meet the timeframe. See Standard 10, 1.6, for the documented intervention strategies for maintaining student progress.

If an extension to the length of study is required, the Student Services Manager and the UC International Compliance Office is responsible for overseeing changes to the student's enrolment and updating documents on PRISMS and CALLISTA.

The student is counselled on the revised study pathway by the DoS and plans for resuming classes or returning at a later date are made clear.

The ELC does not offer ELICOS by distance or online learning.

National Code Standard 11

Monitoring attendance

Registered providers systematically monitor students' compliance with student visa conditions relating to attendance. Registered providers are proactive in notifying and counselling students who are at risk of failing to meet attendance requirements. Registered providers report students, under section 19 of the ESOS Act, who have breached the attendance requirements.

Under Australian visa regulations, ELICOS students who are holders of student visas are required to attend a minimum of 80% of face-to-face class time, and as a provider, the UC College ELC is responsible for monitoring attendance records. Students whose attendance falls below 80% may be sent an Intent to Report Letter, which may result in the cancellation of their CoE and notification to DIBP through PRISMS.

Students are advised of this as follows:

1. The written agreement (Offer Letter) contains the information that ELICOS courses consist of 20 hours per week classroom instruction
2. Information on attendance is included in the Orientation Student Handbook and each course Unit Outline. It includes:
 - The 80% attendance requirement
 - The consequences of not maintaining satisfactory attendance
 - The requirement to notify the provider if the student is sick, with the requirement of medical certificates to cover any missed assessment tasks
 - The information that lateness to class will be recorded in the class attendance roll and that all appointments of a non-urgent kind, e.g. visit to Embassy, job interview etc. must be made outside of class time.
3. Students are advised again about attendance requirements verbally by their teacher on the first day of classes and throughout the course as required.

Orientation and Late Arrivals

ELICOS students are required to attend the New Student Orientation which is usually held on the two days prior to the commencement of classes. This requirement and the date for Orientation is included in the Offer Letter. In addition, students will be sent an email detailing the venue and start time for Orientation prior to their arrival. During Orientation, students will be interviewed and undergo an arrival placement test, receive their student ID cards and be provided with key information about the campus and the support available to international students.

Occasionally students are delayed from arriving on time for the main Orientation and commencement of a teaching session by such factors as a delay in the granting of a visa or illness. In these cases, students will undergo a shortened Orientation on arrival and be allocated to their class as soon as possible. **However, a delay of more than one week for a 10-week study period generally necessitates deferment to a later study period**, the cancellation of the CoE for the current session and the re-issuing of a new CoE for future sessions. Delays to commencement of more than one

week are likely to have serious consequences to the student's ability to pass the course.

Students who do not arrive for the main Orientation or on the first three days of the teaching session are contacted by the Student Services Manager or delegated staff member to ascertain the difficulty and the likely period of delay. If the student is unable to commence study, or no information about the student's whereabouts can be obtained, the UC College Student Services Manager informs the International Compliance Office staff.

Students or their agents who inform the ELC of a likely delay before the commencement date of their course may be given a letter to present to the Visa issuing post which states that they are permitted to start at a later date **if this is within the acceptable time period of one week late.**

The UC International Compliance office will generally cancel the CoE once the ELC is able to confirm non-enrolment within the "one week late" period.

See the UC College ELC Refund Policy for matters related to late/non arrivals.

<http://www.canberra.edu.au/uc-college/attachments/pdf/UCELI-Refund-Policy.pdf>

1. Procedures for monitoring attendance

- 1.1 Teachers mark the class roll for each session they are teaching. Class teachers submit the completed weekly rolls to the Student Services Officer responsible for ELICOS attendance monitoring after the last class each Friday, for inclusion into the Weekly Attendance Monitoring Record.
- 1.2 Teachers advise the DoS if any student is absent for two consecutive days without providing any prior notification. This generally triggers an email or SMS message to the student to assure their welfare and remind them to return to class.
- 1.3 The Student Services Officer, together with the DoS, will decide on the warnings provided to a student whose attendance is unsatisfactory, and keep a record of such warnings on the student's file.

2. Steps Taken to Address Unsatisfactory Attendance

- 2.1 **Week 3:** If a student's actual attendance is less than 80% but 75% or above, they will receive a caution note in the class folder or by email reminding them of their obligations. If a student's actual attendance is less than 75%, they will receive a Warning Letter and they will be required to make an appointment to see the DoS. They will be asked to complete and sign an Attendance Commitment Form (see below)

2.2 **Weeks 4 – 10:** The student’s attendance will continue to be monitored. If their actual attendance continues to be below 75%, they will be sent a Final Warning Letter, and required to undergo a second interview with the DoS. If at any time a student’s *projected attendance** for the length of their course (end date on the CoE for that course) is under 80%, it is a requirement that they be reported to DIBP through an Intent to Report Letter. The DoS may accept compelling or compassionate reasons for attendance under 80%, but these reasons must be substantiated with appropriate evidence.

**Projected attendance means the percentage a student would reach by the end of the course (end date of CoE) if they attended every lesson in the remaining weeks.*

2.3 **Attendance Commitment:** The DoS will encourage students to take steps to improve attendance rates. They may explore with the student the reasons why the student is missing class, and advise on the impact it will have on their progress in ELICOS. They will also ensure that the student is fully aware of the potential risk to their Visa should unsatisfactory attendance continue.

The student will be asked to sign the Attendance Commitment below:

ATTENDANCE COMMITMENT

I,, ID#..... in (Class)..... have been counselled today about my attendance in the ELICOS program at the University of Canberra College.

I understand that:

- unless I attend all classes, I am unlikely to make good progress in English.
- as a Student visa holder, I am required to attend at least 80% of my ELICOS classes.
- my current actual attendance of <insert number>% puts me at risk of failing to meet the attendance requirements.
- if my projected attendance falls below 80%, the University is required to notify the Department of Immigration and Border Protection (DIBP). My Student Visa may then be cancelled and my right to remain in Australia removed.

I will take the necessary steps to improve my attendance.

Student signature

Director of Studies signature

Date

DoS/ADoS comment:

3. Medical Certificates

- 3.1 Students will be asked to provide medical certificates if they are absent from class for health reasons. However, students should note that Medical Certificates explain absences, but they do not represent or substitute for attendance in class. The student will be marked absent. The medical certificate will be placed on the student's file
- 3.2 Students who have significant absence due to lengthy/recurrent illness will be required to meet with the DoS for counselling and may be required to apply for an Intermission on those grounds and return to their home country to recover fully before resuming their studies.

4. Intent to Report Letter

- 4.1 The ELC staff will take all possible measures to encourage students to attend class and make progress in their ELICOS studies. However, if, after the procedures above have been applied, the student does not improve their attendance to a satisfactory level, the DoS will issue an Intent to Report Letter on the basis of unsatisfactory attendance.
- 4.2 The Intent to Report Letter will be emailed to the student and sent to the student's residential address. The Intent to Report Letter explains the reason why the student will be reported, informs the student of their right to appeal and the time limit for an appeal to be lodged. It also refers students to the Grievance Procedures. The Grievance Procedures contain an explanation of the rights and obligations of students in making an appeal.
Grievance Procedures are printed in each student's Unit Outline and are also available through the Reception Desk. The student may make an appointment with the DoS for assistance regarding the appeals process.
- 4.3 The DoS is required to notify the UC International Compliance Office when an Intent to Report Letter has been issued and provide them with a copy. The Compliance Officer will report the student on PRISMS and cancel the CoE after the 20 days period has expired, if the student fails to lodge an appeal in that time, or fails to have the appeal upheld.

ELICOS Standard P8 – Business management

Outcome of Standard P8

The operations of the provider are supported by effective management actions.

P8.1 The registered ELICOS provider:

- a) complies with relevant Commonwealth, state or territory legislation and other regulatory requirements that are relevant to its operations
- b) ensures that its staff, students and other clients are fully informed of these requirements where they affect their duties or participation in ELICOS education with the provider.

P8.2 The registered ELICOS provider holds insurance for public liability throughout its registration period.

P8.3 The registered ELICOS provider:

- a) has its accounts prepared to Australian Accounting and Auditing Standards, at least annually
- b) provides the certificate of accounts to the designated authority on request
- c) provides a full audit report of its financial accounts from a qualified and independent auditor, if the designated authority reasonably deems this necessary
- d) provides other business management documents as requested by the designated authority, if reasonably deemed necessary.

P8.4 The registered ELICOS provider has management systems that are responsive to the needs of students, staff and stakeholders and the environment in which the provider operates, including:

- a) a systematic and continuous improvement approach to managing its operations
- b) management of records to ensure their accuracy and integrity.

UC College is a joint venture between the University of Canberra and Navitas Limited. There is a Joint Venture Board to govern UC College.

The company is listed on the ASIC register under the ABN 51 080 888 231. The company complies with the Australia Corporations Act and relevant Commonwealth and territory legislation.

The company engages external auditors annually and the accounts are signed off by the Board. The external audit firm is required to

- Prepare the audit to Australian Accounting and Auditing Standards;
- Provide a certificate of accounts to the Board; and
- Provide a full audit report of its findings to the Board.

The company holds insurance for public liability.

Records Management is systematic and is managed to ensure accuracy of content and integrity of access.