

ELICOS POLICIES AND PROCEDURES

THE STANDARDS

Standard C1 – Mandatory requirements for course applications

Providers address the information requirements of the ESOS agency to demonstrate that their proposed courses meet the required standards.

Salford College will ensure our course applications meet all legislative requirements and include the following information:

- a) course name
- b) course component
- c) copyright information
- d) course duration (expressed in weeks)
- e) course purpose
- f) relationship with other course(s)
- g) details of any articulation arrangements
- h) profile of target learner group, including arrangements to meet the learning needs of students of different age groups and learning capabilities
- i) course outcomes expressed in learner-oriented terms
- j) course entry requirements
- k) strategy for monitoring student learning progress
- l) strategy for assessing achievement of learning outcomes including policies and procedures, materials, and resources
- m) samples of certification of completion and partial completion that set out the CRICOS course name, levels of achievement or proficiency, course duration, date of completion, name and contact details of the registered ELICOS provider, and name and title of the signatory
- n) modes and methods of course delivery
- o) course structure demonstrating that it meets the minimum requirement of 20 hours face-to-face scheduled course contact per week, as well as any other study requirements and any scheduled holiday breaks.
- p) course syllabus that provides a statement of the purpose and objectives of the course, expected learning outcomes, subjects, structure and assessment of learning and progress.
- q) strategy for ongoing course evaluation and review

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- r) experience and qualifications of course teachers
- s) key and supplementary teaching resources
- t) maximum course fee.

All documentation must be vetted by the Academic Manager /Compliance Officer before distribution to ensure quality control.

Standard P1 – Scheduled course contact hours

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

ELICOS courses MUST have a minimum of 20 hours face to face schedule classes each week. These hours must be clearly written on every agreement with students.

Any additional hours above the required 20 hours will also be clearly identified in the written agreement and marketing information.

Standard P2 –Needs of younger ELICOS students.

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

Salford College is not enrolling students under 18 years of age at the commencement of their study. However, should we in the future enrol such students, we will ensure we abide by the ESOS Framework for Younger Students and the ELICOS Standards for younger students and all other relevant State and Commonwealth legislation.

Any future arrangements for students under 18 will address all requirements of the National Code and all other State and Commonwealth Legislation.

Additionally, our facilities, orientation process and operations will meet any additional requirements for younger students. Current practices will be reviewed to ensure the needs of the different ages and mixed-aged student cohorts, as well as maturity and the mixed levels of English Language, are catered for in the programs.

All students will have access to services, support, facilities and equipment to meet the learning needs and language levels of all students.

All course material, assessments, support and tutoring is customised to meet the learning requirements of all students considering their individual age, maturity.

Also refer Policy and Procedure to National Code Std 5

Standard P3 – Teaching ELICOS

Policies and procedures for teaching provide students with optimal opportunities for achieving successful outcomes.

Salford College will only hire high quality teachers/trainers and staff to ensure our students reach all their learning goals.

We encourage a culture of continuous learning and performance improvement; staff participating in regular professional development; regular constructive performance reviews of staff with the

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Academic Manager that includes a process of giving and receiving feedback; clear and transparent expectations about attitudes and behaviour inside and outside the classroom. All staff professional development is recorded and kept on file.

Salford College will assess every student's application and English Language experience and capabilities and proficiency level to ensure they are placed in the appropriate class to suit their ability.

Students learning goals and needs as per their written agreement will be incorporated in this process, where necessary teaching will be customised to suit student's needs.

Any student identified as having special needs will be provided additional support or the necessary arrangements made to ensure they can learn effectively.

Salford College ELICOS classes must never exceed 1:18 per class.

Students are given clear information on the outcomes for every course and outcomes for each learning block. Students will be provided feedback constantly by their teachers and provided with a written record of results at the end of each learning block.

The learning material provided to teachers will always enable them to customise their teaching to meet the needs of all students in their class.

Teachers can research from the resources provided in hard copy and additional resources are available electronically to ensure they are abreast of course developments and content changes to meet student needs.

Teachers are strongly encouraged to keep teaching practice current by participating regularly in professional development and subscribing to ELICOS material and newsletters available by industry and English Bodies.

Salford College will retain records of student assessments in line with the ESOS Framework being 2 years after the student completes their study.

These records will include learning outcomes, effective review, revision and delivery of courses.

Salford College will continuously improve the delivery of our ELICOS programs/courses by making adjustments from feedback and consultation with students and stakeholders. We will regularly evaluate the learning outcomes achieved and require teachers to moderate their learning outcomes with other teachers in and outside of Salford College. The appropriateness of the delivery for the various student groups will also be monitored and adjusted as needed.

STUDENT / TEACHERS SURVEYS

Student and teacher surveys will be conducted every 2 months. The Academic Manager is to review these surveys and discuss any areas of concern with teaching staff and senior management. Any improvements identified in the process will be actioned and added to our continuous improvement log. All surveys will be anonymous.

The Academic Manager will also run a fortnightly staff meeting to monitor appropriateness of delivery for student groups, discuss any issues pertaining to teaching practices and evaluate learning outcomes.

REFER STUDENT AND TEACHER SURVEY QUESTIONNAIRE

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Standard P4 – Assessment of ELICOS students

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

Assessment of students must be both ** formative and **summative.

Student assessments must clearly identify the assessment outcomes as they relate to progress throughout the course.

Assessments must be valid, reliable, fair, flexible, and clearly referenced to criteria.

Assessments must include appropriate oversight or moderation of assessment outcomes.

Assessments will be continuously improved by making adjustments based on data collection/feedback from students, teachers and stakeholders.

ELICOS courses that provide direct entry into a tertiary education course must have formal measures in place to ensure the outcomes are comparable to other criteria used as part of the admission into a tertiary or similar course. Salford College will conduct regular moderation of all course outcomes internally and externally as required.

All students will be provided with assessment outcomes and progress throughout their courses, a minimum every 3 weeks when formal assessments have been undertaken and weekly informally with the teacher. If under 18 students are ever enrolled their parents will be notified of course progress.

Teachers must report any concerns with student progress to the Academic Manager as soon as it is identified (e.g.: student does not pass a test/ student complains they don't understand, Teacher believes the student is struggling with the level they are enrolled in, student is identified as 'at risk' of not meeting course progress). Appropriate intervention / support can be implemented as soon as identified; you do not have to wait until a student fails an entire unit/subject. ELICOS courses allow students to be moved up or down as level (dependent on the level they are in), which enables students to be placed into a more suitable level course. If identified a student is in a level too high or too low for their current capability, to learn and progress in the duration of the current level in which they are enrolled, intervention discussions should commence with the Academic Manager.

On completion or partial completion of a course, Salford College will provide each student a report that includes the CRICOS Course Name, Provider Name, contact details and study dates, course duration, levels of achievement or proficiency. This record will be signed by the Compliance Manager / CEO with their name and position included.

It will also include clear English explanations of terms used and how the grades are awarded on the back of the Certificate.

Salford College will continuously improve our student assessments by making adjustments as needed based on student and stakeholder feedback.

Salford College will monitor student cohorts/groups to provide further advice in the implementation of continuous improvements to assessments.

Salford College will regularly monitor student outcomes that are achieved, to ensure student outcomes are attainable to the students, and enable any improvements to be made.

Also refer National Code Standard 8 Policy and Procedure – Overseas Student Visa requirements

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Standard P5 – ELICOS educational resources

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.

Salford College retains sufficient resources to provide to every student at every level of their course.

Salford College will purchase additional resources as needed to ensure they are always sufficient and appropriate for the type and level of course being offered. New resources will also be purchased as needed to address new developments in TESOL (Teaching English to Speakers of Other Languages), theory and practice and any changes to course scope of student profiles.

Salford College will provide a range of multimedia including computer programs to learners.

Teachers are to ensure learning activities are varied and teaching methodologies.

Teacher resources will address both individual and classroom use and address specific student needs and the course learning outcomes.

Salford College will maintain sufficient resources and equipment for the number of enrolled students to undertake classroom teaching and learning activities, independent study and research and teacher study, research and teaching preparation.

ELICOS material is to be catalogued and available to student and teachers for easy access and availability.

Salford College provides students with free Wi-Fi and learning/library areas to enable independent study.

Standard P6 – ELICOS specialist staff

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

ACADEMIC LEADERSHIP

Salford College uses (Student Management System / Smartsheet's to record and monitor the progress of all students.

Salford College's teachers who develop any learning or assessment material must provide such material to the Academic Manager / Compliance Manager for checking and approval prior to use.

Regular moderation between the teachers and staff is to be undertaken (at the minimum of once per term). These meetings are to review current curriculum, ensure consistency across marking as well as discuss improvements, plan, implement and develop new material as needed.

The Academic Manager will continually update staff on any new resources purchased and ensure they are catalogued promptly. Teachers can approach the Academic Manager at any time should they need any guidance or advice.

The Academic Manager must hold a degree, suitable post graduate TESOL qualification/s, appropriate to educational management, TESOL teaching experience or equivalent and, maintain an up-to-date knowledge of significant developments in TESOL theory and practice.

Part of the Academic Manager role is to manage educational resources provide guidance to teaching staff and maintain open communication between senior management and teaching staff and communicate any professional development opportunities to teaching staff.

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Teaching staff

All potential ELICOS staff will be made aware of the college expectations, attitudes, and behaviours. Only staff that agree to abide by and support the college expectations, policies and procedures will be hired.

Salford College's ELICOS teachers MUST 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.

The Compliance Manager is to ensure all teacher qualifications are recorded and checked during interview and are updated as needed, to ensure they continually meet current ELICOS and other Regulatory requirements.

The Compliance Manager or administrative staff (as instructed) must verify all teacher qualifications.

Should Salford College offer courses for entry to Australian secondary schools, an appropriate percentage of the TESOL teachers must be registered to teach as governed by the legislation/rules of the State or Territory.

Salford College will not be teaching students under 18 years of age, however if we do so in the future the teacher must hold a TESOL qualification as well as a nationally recognised primary school teacher qualification.

All ELICOS staff are provided with the opportunity to undertake professional development each year. All teaching staff will be reviewed a minimum of annually to ensure they are following the College's policies and procedures, providing regular feedback to students and the Academic Manager, and maintaining accurate records. A class observation may be part of this review and / or preparation of lesson plans and/or assessments at the discretion of the Academic Manager / Compliance Manager

Teachers new to the college will be offered mentoring with a senior teacher to ensure they fully understand the college requirements and they are able to reach their full potential as a teacher with Salford College.

TEACHER INDUCTION:

All teachers will receive induction prior to commencing teaching. This will include a copy of the Teacher Handbook for their course/TAS/Timetable, Staff Manual, course curriculum & resources, access to relevant policies and procedures, shown around the college and introduced to key staff.

Teachers are expected to always behave in a professional manner upholding the college rules, policies and procedures. Teachers should always act responsibly with integrity and treating others with courtesy and respect.

Teacher duties include, but are not limited to, the following:

Prepare lessons following college - templates/instruction.

Set, check, and mark homework.

Create, grade and record assessments.

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Complete student Records of Work weekly
 Record attendance accurately and report any concerns to the administration promptly.
 Prepare transcripts for graduating students.
 Provide academic counselling for students as required.
 Monitor and enforce the English Only Policy
 Classroom management
 Attend staff and professional development meetings.
 Other tasks as directed by the Academic Manager or management.

Counselling staff

Salford College will only employ counselling support staff for ELICOS students that have formal counselling qualifications and/or relevant experience. The counsellors must be able to provide support and advice to students from various multicultural backgrounds in a context that is understood by each student. The ELICOS counselling/support staff will provide advice on academic, progress and welfare matter as required.
 These officers will be available to students by appointment and via phone and email during class session times. After hours emergency support is also available to students via the Student Welfare/Support Officer.
 Also refer National Code Standard 6 Policy and Procedure

Standard P7 – ELICOS premises

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

Salford College's premises will always comply with all legislative frameworks & regulations including the ELICOS Framework. Salford College's training facilities are inspected regularly by the workplace health and safety officer to ensure they are safe for both students and staff.

Salford College have twenty-six (26) VET Courses on scope that provide no risk to our ELICOS students should they be on site at the same time.

<u>Course Name</u>	<u>Level</u>	<u>Duration (Wks)</u>
Advanced Diploma of Applied Blockchain	Advanced Diploma	78
Advanced Diploma of Business	Advanced Diploma	52
Advanced diploma of Civil construction design	Advanced Diploma	105
Advanced Diploma of Hospitality Management	Advanced Diploma	130
Advanced Diploma of Leadership and Management	Advanced Diploma	52
Advanced Diploma of Program Management	Advanced Diploma	52
Diploma of Applied Blockchain	Diploma	52
Diploma of Business	Diploma	52
Diploma of Hospitality Management	Diploma	104
Diploma of Leadership and Management	Diploma	54
Diploma of Project Management	Diploma	52

Graduate Diploma of Strategic leadership	Graduate Diploma	76
Graduate Diploma of Management (Learning)	Graduate Diploma	104
Certificate IV in Baking	Certificate IV	52
Certificate IV in Kitchen Management	Certificate IV	92
Certificate IV in Leadership and Management	Certificate IV	52
Certificate IV in Marketing and Communication	Certificate IV	26
Certificate IV in Patisserie	Certificate IV	86
Certificate III in Baking	Certificate III	76
Certificate III in Carpentry	Certificate III	105
Certificate III in Business	Certificate III	26
Certificate III in Commercial Cookery	Certificate III	55
Certificate III in Patisserie	Certificate III	52
General English	Non AQF Award	52
English Preparation for Academic Studies Program 1 (EAP20)	Non AQF Award	20
English Preparation for Academic Studies Program 2 (EAP10)	Non AQF Award	10

ELICOS students have designated classrooms that have all of the ELICOS resources and equipment easily accessible. Classrooms can easily accommodate 18 students.

Teachers have staffrooms, storage areas and resources areas.

Students have both recreation areas, private study areas with resources and equipment easily accessed.

The college has sufficient storage areas with student personal files/data secure.

Offices are available for the Academic Manager and college management also available for student counselling.

Standard P8 – Business management

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

Salford College will comply with all State and Commonwealth Legislation and Regulations as detailed below.

Regulatory Framework for ELICOS

English language courses provided to overseas students as defined in section 5 of the *Education Services for Overseas Students Act 2000* (ESOS Act) must be registered as ELICOS on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS).

Requirements for CRICOS providers delivering ELICOS programs

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<https://www.asqa.gov.au/cricos-registration/english-language-intensive-courses-overseas-students-elicos>

For CRICOS registration, providers delivering ELICOS programs must:

- meet the ELICOS National Standards
- comply with the:
 - National Code of Practice for Providers of Education and Training to Overseas Students 2018
 - Education Services for Overseas Students Act 2000, and
 - Education Services for Overseas Students Regulations 2001.

ASQA & ELICOS:

<https://www.asqa.gov.au/cricos-registration/english-language-intensive-courses-overseas-students-elicos>

Students are provided a thorough orientation program that includes information to the students on the Regulatory requirements Salford College must abide by. Orientation is customised to suit the age and culture of the cohort as needed.

Staff and relevant clients/stakeholders are inducted on all of the regulatory requirements and legislation where it will affect their duties or participation in ELICOS education.

Salford College holds public liability insurance at all times as required under RTO and ELICOS regulations up to 20 Million Dollars. Insurance must always be maintained for entire registration period.

Salford College must have its accounts prepared to Australian Accounting and Auditing Standards, a minimum of annually. The certificate of accounts will be available for audits or at the request of the ESOS Agency. If the ESOS agency deems it necessary, Salford College will provide a full audit report of its financial accounts from a qualified independent auditor.

Salford College regularly monitors and implements changes deemed necessary from student, staff, and stakeholder feedback. Any improvements will be recorded in the continuous improvement log.

All records are monitored and reviewed by the Compliance Manager and administration staff to ensure accuracy and integrity of data.

SECONDARY COURSES FOR INTERNATIONAL STUDENTS

Students on an international visa are only allowed to study with a CRICOS registered provider. If doing a secondary course to their main course, they still MUST study with a CRICOS registered provider and be issued a COE for the entire course/qualification they are studying, regardless of if they are only doing a couple of units from a course. Once they complete the course/units, the COE is marked as completed in PRISMS.

REFER: <https://www.asqa.gov.au/faqs>

Can an RTO enrol an overseas visitor into a course and not be CRICOS registered?

In some cases, registered training organisations (RTOs) may enrol students who are temporarily visiting Australia on certain visas, other than study visas. However, some visas include restrictions on training. Further information is also available from the [Department of Home Affairs](#).

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Registered training providers are able to offer exempt supplementary courses to overseas students without registering the courses on CRICOS. Exempt courses includes first aid, infection control, construction white cards, and responsible service of alcohol courses. [More information.](#)

An overseas student is defined in [Section 5 of the ESOS Act](#) as a person (whether inside or outside Australia) who holds a student visa (as defined in regulation 1.03 of the Migration Regulations 1994), excluding:

- a Subclass 576 (Foreign Affairs and Defence Sector) visa, or
- a person who satisfies the secondary criteria, but not the primary criteria, under the Migration Regulations 1994 for the grant of the visa, or
- a secondary exchange student within the meaning of the Migration Regulations 1994, or
- an overseas student who has been approved under a scholarship scheme, or an exchange scheme, sponsored by the Commonwealth to undertake a course of study or training in Australia.

As specified in [Section 8 of the ESOS Act](#), a provider must be registered on CRICOS to provide a course at a location or do so in accordance with an arrangement they have with another registered provider.

As such, an **overseas student in Australia on a student visa is permitted to undertake additional study** (that is, a course of education or training) at the same time as the principal course for which they hold a student visa. **However, any course undertaken by a student visa holder must be registered on CRICOS.** A Confirmation of Enrolment (CoE) is also required for any additional study in a course undertaken by an overseas student whilst in Australia on a student visa.

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Glossary from ELICOS Standards 2018

<https://www.legislation.gov.au/Details/F2017L01349>

<i>CRICOS</i>	Commonwealth Register of Institutions and Courses for Overseas Students
<i>Designated State Authority</i>	A regulatory authority as defined in the Education Services for Overseas Students (ESOS) Act.
<i>ESOS agency</i>	A regulatory authority as defined in the Education Services for Overseas Students (ESOS) Act.
<i>**Formative assessment</i>	Information collected (generally via a range of formal and informal methods) during a course to determine student progress towards course outcomes or learning goals. Its purpose is to provide feedback in order to adapt or change teaching content or approaches, or to adapt or change student learning and study strategies.
<i>Foundation Programs</i>	As defined in the National Standards for Foundation Programs.
<i>Learning block</i>	A discrete period of study within a course as defined by the provider.
<i>National Code</i>	<i>National Code of Practice for Providers of Education and Training to Overseas Students 2018</i> or later version where applicable.
<i>Scheduled course contact hours</i>	The hours for which students enrolled in a course are scheduled to attend classes, course-related information sessions, supervised study sessions and examinations.
<i>**Summative assessment</i>	Assessment carried out during or at the end of a course of study (as appropriate) to determine and specify student achievement of course outcomes or learning goals.
<i>Syllabus</i>	The syllabus provides a comprehensive outline of the purpose, content or subjects, outcomes and assessment of a course.
<i>TESOL</i>	Teaching English to Speakers of Other Languages
<i>Welfare matters</i>	Matters related to the mental, physical, social and spiritual wellbeing of overseas students. These may include accommodation, disability, equity issues, financial matters, legal issues, medical issues, mental health, religious and spiritual matters, and stress management.
<i>Written Agreement</i>	As required in Standard 3 of the National Code 2018.

STRATEGY FOR ASSESSING ACHIEVEMENT OF LEARNER OUTCOMES

Each course curriculum provides specific details on entry and exit requirements for the course and the specific strategy for assessing achievement of Learner outcomes.

Generally, students are enrolled into their course based on an entry test and interview (if required) and other formal evidence such as a recent completed IELTS or equivalent score.

The course level they enrol into is determined by their entry placement assessment test/IELTS Level.

Entry placement tests will be one of the following; Oxford Online Placement Test, Pearson Placement Test, ACER online VAWE test.

As part of the initial assessment for course enrolment levels, students may also be required to undergo a short interview with a teacher and/or a speaking and short written task to further inform the overall decision of class level placement.

Offshore students may be required to participate in a 'Skype type' interview prior to being accepted into the course.

If a further test is required to inform the student ability further, the interviewer is to explain to students that the test will help determine the level of English they will be initially enrolled into; therefore, they should try to demonstrate their best English ability in the answers.

The interview is to be with an experienced ELICOS teacher for up to 5 minutes. Standardised questions similar to the placement test/s will be utilised to ensure consistency across all assessments.

Example questions are listed below:

1. What do you think of Australia so far?
2. When did you arrive in Australia?
3. Where did you travel from?
4. Why do you want to study English in Australia?
5. Tell me about your family
6. Tell me about your home country
7. Do you play sports?
8. What is your favourite hobby?
9. Do you have pets?
10. What is your favourite colour?

The writing test will be based on the same question 'Write about a festival in your home country' to ensure consistency across all testing.

The testing teacher has the ability to change/adjust the questions to suit individual students if for some reason the sample question is deemed not suitable for an individual student. The change to any question is first to be discussed with the Academic Manager.

The writing test should be up to 30 minutes, with students being able to complete with as much detail as they are able.

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The Academic Manager will participate in the decision of class level allocation for students based on the testing and interview results. If any doubt as to the student’s overall ability, the Academic Manager will conduct a short interview with the student that may include a small writing task.

Teachers may develop additional Standardised resources and/ or assessment tools in moderation with the Academic Manager to ensure consistency across all levels and classes.

COURSE PROGRESS MEASUREMENT:

The course is assessed formally at the end of every study period (12 weeks) for Elementary, Pre-Intermediate and Intermediate levels and at 11 weeks for Intermediate level therefore, students are formally monitored on whether or not they are achieving course progress at week 6.

Any student identified as ‘at risk’ will be offered assistance as soon as this is identified.

Students must attend the minimum 20 hours per week face to face classes as well as completing all assignments, tests and class activities and demonstrating improved language skills to be deemed as making satisfactory course progress.

All student progress must be recorded and kept on each student’s file.

Teachers are to constantly be moderated and meet with the Academic Manager to ensure satisfactory course progress has been met and consistent assessing methods / grading for all students is achieved.

Students not meeting course progress will be sent Warning Letters and offered assistance as per our *Course Progress policy and procedures (NC Std 8)*.

Weekly tests are usually undertaken from the tests in the student workbooks (for the level applicable to the student) to constantly monitor student progress, however the testing to formally measure student progress, takes place at week 6 (halfway through the course).

At week 3, 6, 9 and 12 the students are measured against their initial placement test / course entry level to ensure they are progressing at that level. The student’s progress through each course level in order to attain the final course level proficiency.

Also refer to our NC Std 8 Overseas Student Visa Requirements Progress Policy and Procedure.

The Teacher and student workbooks & CDs contain many tasks and tests that are current and meet industry standards.

Test Grading Guide

COLLEGE GRADING		CEFR GRADING
GRADE	Approximate Percentile	
A	85 - 100	Strong
B	70 - 84	Competent
C	50 - 69	Breakthrough
D (P) or (NP)	45 - 49	Beginner
E	01 - 44	Not passed

F	NIL	NIL
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All assessments/tests developed by staff or from another source than any already stated in the curriculum must have prior approval by the Academic Manager before they can be implemented. All developed resources must be mapped to the CEFR/GSE/IELTS at the minimum to ensure consistency and world-wide bench marking. All assessments/resources that are developed must have prior approval by the Academic Manager before implementation.

Teachers can access the ‘Common European Framework of Reference for Languages: Learning, teaching, assessment’ document on the link below for further guidance on CEFR levels (if required), copyright requirements must be met for this and all publications. <http://ebcl.eu.com/wp-content/uploads/2011/11/CEFR-all-scales-and-all-skills.pdf>

The course has been designed to provide a space of learning for the student to progress according to their level at commencement, their learning abilities, and the duration of their study. This progression takes place under the supervision offered by rigorous formative assessments.

The College gauges student level for the Certificate of Achievement using all or some of the following methods depending on the course:

- Test Records
- Interview with the Academic Manager - Speaking Test (compare to the placement/entry test/level)
- Writing tests as stated in Curriculum documents and where applicable compared to the placement test, entry level achievement.

GENERAL ASSESSMENT Guidelines:

Students sit weekly tests or as per their workbooks to constantly monitor their progress.

- a) formative and summative assessment
- b) College developed material must have clear identification of assessment outcomes as they relate to progress through the course
- c) assessment that is valid, reliable, fair, flexible and
 - i. include moderation of assessment outcomes
 - ii. ELICOS courses which are provided under a direct entry arrangement to a tertiary education course, provide formal measures to ensure that assessment outcomes are comparable to other criteria used for admission to the tertiary education course of study, or for admission to other similar courses of study.
- d) The College will provide to the students clear and regular results on all assessment outcomes and course progress throughout the course.

The College undertakes processes for continual improvement of student assessments by:

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

FORMAL TESTING:

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Student's progress through the course levels is dependent on the results of tests set against their entry test result at Weeks: 3, 6 and 9 with the final test in Week 12 for level 1 to 3 and week 11 for level 4, in the last hour of the student's study week.

The course is designed to give students as much practice during the course to ensure students feel comfortable in a formal testing environment and understand the final levels to be achieved. Assistance is provided as needed to ensure students can achieve the course outcome required.

Teachers will moderate regularly to ensure consistent outcomes across student assessments. At the minimum on completion of a student cohort, teachers must meet with the Academic Manager and discuss the student outcomes of the course.

Students are assessed at the proficiency level they are enrolled in within the course.

For example, General English:

A Pre-intermediate student (CEFR level B1), who grades are below 65% across all 4 areas of Speaking, Writing, Listening and Reading is unable to move up to the next course level being Intermediate.

However, if there is any concern about the student's ability to move levels, a meeting should be scheduled with the Academic Manager

Teachers can also access the 'Common European Framework of Reference for Languages: Learning, teaching, assessment' document on the link below for further guidance on CEFR levels, copyright requirements must be met for this and all publications. <http://ebcl.eu.com/wp-content/uploads/2011/11/CEFR-all-scales-and-all-skills.pdf>

MONITORING COURSE ATTENDANCE

Student attendance is monitored daily and recorded by class teachers directly into Student Management System and on sign in class roles.

Teachers are to advise administration staff of student absences before the end of the first session so that contact can be made to ensure the student's safety.

Refer our National Code Standard 8 Attendance Policy below.

ELICOS STUDENTS - MONITORING ATTENDANCE POLICY & PROCEDURE

Bandicoot Group Pty Ltd t/a Salford College policy is students should attend all classes (100%) of their course to gain optimum learning. However, if students have valid reasons for absence a minimum of 80% of their course contact hours must be maintained to avoid being reported to the Department of Home Affairs (DHA).

The College believes good attendance is important in order to achieve the desired educational outcomes.

Maintaining satisfactory attendance is a student visa requirement for ELICOS students.

Students must contact the College every time they will be absent *prior to the regular class time*, via email, phone or SMS to a member of staff.

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Students who do not advise the College of absences (of 2 consecutive days) will be contacted/counselled by the Student Support Officer or another staff member.

Regular class attendance is essential in order for students to progress satisfactorily in their course and to be deemed as a genuine / bona fide student.

Salford College will report students for non attendance via PRISMS as per the conditions outlined in this policy. An outcome of reporting a student for non attendance via PRISMS is the student's visa may be cancelled.

Salford College will *at the minimum* contact and counsel students who:

- have been absent for more than two consecutive days without approval; or
- are at risk of not attending for at least 80 per cent of the scheduled course contact hours.

All phone conversations, copies of letters, emails and notices relating to attendance will be kept on the student file.

Student attendance is monitored daily by trainers. Student absences are tracked and monitored at the end of each week.

All absences due to illness should be accompanied by a medical certificate.

Any absences **longer than 5 consecutive days** without approval will be investigated as a matter of urgency.

- Student Support officer will attempt to contact the student
- If student is not able to be contacted their agent will be contacted.
- Student Support Officer will counsel student on the importance of notifying the College when absent.
- If contact cannot be made the Student Support Officer will discuss with CEO and the relevant authorities will be notified (eg police, DHA, next of kin)

Once a student's attendance drops below the defined levels and there is no possibility of the student reaching that level by the end of the study period the formal process will begin.

Students excluded from class for misbehaviour

Salford College will record any 'period of exclusion' from class as absence (where the enrolment is not officially suspended on PRISMS) and include this absence in attendance monitoring calculations (potentially putting a student with marginal attendance in danger of being reported for unsatisfactory attendance).

Also refer Standard 9 Deferring, suspending or cancelling the overseas student's enrolment Policy and Procedure.

WARNING 1

90% Attendance

Students whose attendance falls to **90%** or less over a 6 week period will be contacted by letter/email and/or SMS to alert them that their attendance is at risk. Students will be advised to discuss the matter with the Student Support Officer.

WARNING 2

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85% Attendance

Students whose attendance fall to **85%** over a 6 week period will be contacted by letter/email and SMS warning them that they are now at risk of being reported to DHA and they must make an appointment with the Student Support Officer ASAP for assistance/advice. Students may take along a support person.

Intention to Report (Less than 80% Attendance)

As soon as the college is aware a student will not achieve 80% attendance over a 6 week period, the College will send students an 'Intention to Report letter' which shall inform the student that they have 20 working days in which to access the College's complaints and appeals process. The student will be given another copy of the Complaints and Appeals Policy with the Intention to Report Letter.

NOTE: Salford College will only await the outcome of our internal and one external appeals process before reporting a student for unsatisfactory attendance (if found in favour of the College).

If a student chooses NOT to access the complaints and appeals processes within the 20-working day period, withdraws from the process or the process is completed, and the decision is in support of Salford College, the College will notify DHA via PRISMS that the student is not achieving satisfactory attendance **as soon as practicable (within 5 working days)**.

Salford College *may* decide not to report a student for 80% attendance where the College feels the student is a genuine student and can confirm the student is attending AT LEAST 70% of the scheduled course contact hours *and* maintaining satisfactory academic performance, where the College is satisfied, they are a genuine/bona fide student and where they provide:

- documentary evidence demonstrating compassionate or compelling circumstances for their absences e.g., medical illness supported by a medical certificate, **AND**
- attendance has not fallen below 70%, **AND**
- Academic progress is satisfactory.

Where a student with low attendance can demonstrate (and provide evidence of) compassionate or compelling circumstances, the CEO will assess whether a temporary suspension of studies is in the best interest of the student. Refer National Code Std 9 *Deferment, Suspension and Cancellation Policy*.

In all circumstances if the student's attendance drops to below 70%, students will be reported to DHA via PRISMS.

'Medical certificate' means a certificate issued by a registered medical provider such as hospitals, doctors, dentists, physiotherapists, chiropractors, optometrists, ophthalmologists, psychiatrists and psychologists. Salford College does not accept certificates from alternative medical practitioners such as herbal practitioners, acupuncturists, Chinese therapists, massage therapists, iridologists, psychics etc.

'Satisfactory course attendance' means attendance of at least 80% of scheduled course contact hours for the study period.

*'Study period means-12 weeks (for level 1 to 3) Elementary, Pre Intermediate and Intermediate
'Study period means-11 weeks (for level 4) Upper Intermediate*

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'Compassionate or compelling circumstances' are generally those beyond the control of the student and which have an impact upon the student's course progress or wellbeing. These could include, but are not limited to:

- *serious illness or injury, where a medical certificate states that the student was unable to attend classes*
- *bereavement of close family members such as parents or grandparents*
- *major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on the student's studies;*
or
- *a traumatic experience which could include:*
involvement in, or witnessing of a serious accident; and
witnessing or being the victim of a serious crime.

and

this has impacted on the student (these cases should be supported by police or psychologists' reports) or where the College was unable to offer a pre-requisite unit.

Any other circumstance would require evidence to be considered as compassionate or compelling.

If a student ceases attending a course or does not return from leave, and/or is unable to be contacted, under Section 19(1) of the ESOS Act, Salford College will notify DHA via PRISMS of termination of the student's studies within 14 days of the event via a Student Course Variation. The College in this instance does not have to give students access to the appeals process. Students would not be entitled to a refund unless at the discretion of the CEO.

Online/distance units:

This option will not be offered (N/A)

PROCEDURE

- Teachers are to mark the roll a minimum of once per day.
- Student Support Officer or delegated staff member is to SMS/ring or email all students who do not notify the College of their absence before close of business on the day of absence.
- Student Support Officer/Compliance Manager will analyse student absences a minimum of weekly and take action as per below for students 'at risk'.

** All absences due to illness should be accompanied by a medical certificate. Student Support Officer is to follow up on medical certificates.*

Any absences **longer than 5 consecutive days** without approval will be investigated as a matter of urgency.

- Student Support officer will attempt to contact the student.
- If student is not able to be contacted their agent will be contacted.
- If still unable to contact student or agent, the next of kin will be contacted.
- Student Support Officer will counsel student on the importance of notifying the College when absent.
- If contact cannot be made the Student Support Officer will discuss with CEO/Principal and the relevant authorities will be notified (e.g., police, DHA)

WARNING/ PREVENTATIVE ACTION PROVIDED TO STUDENTS:

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Once a student's attendance drops below the defined levels below over a 6-week period and there is no possibility of the student reaching that level by the end of the study period the formal process must begin.

90% Attendance warning

- Letter/email and SMS (if available) sent to alert student their attendance is at risk.
- Students will be advised to discuss the matter with the Student Support Officer.
- Student Support Officer will counsel/assist student to rectify the issue.
- All documentation/notes to be kept on student file.

85% Attendance

- Students whose attendance falls to **85% or below** will be contacted by letter/email and SMS warning them that they are now at risk of being reported to DHA and they **must** make an appointment with the Student Support Officer ASAP for assistance/advice.
- Student Support Officer will counsel/assist student to rectify the issue.
- All documentation/notes to be kept on student file.

Intention to Report (80% Attendance)

- As soon as Salford College is aware a student will not achieve 80% attendance, the College will send the student an 'Intention to Report letter' which shall inform the student that they have **20 working days** in which to access the College's **complaints and appeals process**. The student will be given another copy of the Complaints and Appeals Policy with the Intention to Report Letter.
- Students may wish to request an interview with the CEO/Principal.

REFER - COMPLAINTS AND APPEALS POLICY

- If a student chooses NOT to access the complaints and appeals processes within the 20-working day period, withdraws from the process or the process is completed and the decision is in support of Salford College, the College will notify DHA via PRISMS that the student is not achieving satisfactory attendance **as soon as practicable (BUT within 5 working days)**.
- Student is reported via PRISMS should the complaint/appeal not be substantiated (found in favour of the College).
- Salford College *may* decide not to report a student for 80% attendance where the college feels the student is a genuine / bona fide student and can confirm the student is attending AT LEAST 70% of the scheduled course contact hours *and* maintaining satisfactory academic performance. However, the College will issue a warning letter with counselling and support as outlined at 85%. In this instance once the student's attendance has fallen below 70 per cent, the College **must issue a notice of intention to report** the student for unsatisfactory attendance, informing the student of his/her right to appeal.
- Where a student with low attendance is able to demonstrate (and provide evidence of) compassionate or compelling circumstances, the CEO will assess whether a 'suspension of studies' is in the best interest of the student. *Refer Deferring, Suspending or Cancelling the Overseas Student's Enrolment Policy and Procedure*

All evidence including action taken eg counselling student, MUST be retained on the student file.

REVIEW and EVALUATION

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Policy:

The College is committed to providing the highest standard of teaching. The College’s approach to course review and evaluation plays a major role in achieving these high standards. The college has a three-tier (Academic Manager, Teacher and Students) open channel communication plan in place to facilitate the continuous review and evaluation of courses.

Procedure:

Academic Manager

The Academic Manager monitors:

- The appropriateness of delivery for student groups
- Monitors teacher moderation meeting/notes of meetings, of the learning outcomes achieved against each other’s student assessment outcomes to ensure consistency across assessment outcomes.
- Student, Staff and stakeholder feedback and implements adjustments as required or brings to a moderation of teachers to discuss further.
- ELT industry journals for the “latest” articles on relevant theory & practice
- Updates/changes to curriculum and/or testing rules in the Australian Qualifications Framework (AFT)/Legislative changes.
- IELTS and Cambridge FCE/CAE for changes to exam format, content, and reporting
- University entrance requirements for the college’s partners in higher education
- Seeks specific feedback from ESL and other staff, on how well prepared the students were for any further study or social requirements and perceived overall strengths and weaknesses of the college graduates.
- The Academic Manager also reviews aspects of timetabling and end of course documentation when required.

Staff Feedback

An informal, on-going review, of the effectiveness of the course and student assessment tools is established by inviting teachers to submit to the Academic Manager (citing areas that need review).

Teachers are to moderate after each cohort of students, the learning outcomes achieved against each other’s student assessment outcomes to ensure consistency across all assessment outcomes.

Teachers are to provide feedback on their assessment as to the effectiveness of the courses, student assessment tools with suggestions for improvements after each completed student cohort. The Academic Manager will respond/call a staff meeting to discuss further/make adjustments, as items are identified.

Student Feedback

Student feedback on courses is vital information for course evaluations. Students are invited to complete an *Evaluation Survey* at least once during and then again upon completion of each course level. At any stage of their course students are also able to give feedback to their teachers or provide if they wish anonymous feedback through student services feedback forms.

The Academic Manager / Compliance Manager reads/evaluates/processes the feedback and reports results to staff during General Meetings and Professional Development Sessions.

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Formal Review

Adjustments made based on the analysis of feedback obtained from students, staff and stakeholders were deemed necessary by the Academic Manager.

If the Academic Manager deems any of the items brought forward by staff, students, stakeholders worthy of further investigation/research – then a small in-house/project team may be established to make a report to be submitted to the Academic Manager / Compliance Manager. The Compliance Manager will have the final say as to whether any feedback/ research/recommendations justify a need to amend the curriculum and/or student assessment tools.

A formal review of the course is undertaken at least once per year by an ELICOS panel of industry experts and stakeholders.

Education Agent testing

The college does not rely on any assessment conducted by agents on the college's behalf and conducts its own entry test for every student.

Entry /Exit Level Guide:

GENERAL ENGLISH

IELTS COURSE EXIT LEVELS:

IELTS EXPECTED EXIT LEVELS	Elementary	Pre-Intermediate	Intermediate	Upper-Intermediate
Expected Outcome By IELTS Level	3.5 to 4	4.5	5	5.5

IELTS COURSE ENTRY LEVELS:

Entry Levels	Elementary	Pre-Intermediate	Intermediate	Upper-Intermediate
IELTS Entry Levels	2 to 3	3.5 to 4	4.5	5

ENGLISH FOR ACADEMIC PURPOSES:

Level 1 course has an English entry level to align to IELTS 5.5 in the four macro skills or an equivalent recognised international English test enabling students to enrol into courses with an entry requirement of 6 on completion. This course runs for 20 weeks.

Level 2 course has an English entry level to align to IELTS 6 in the four macro skills or an equivalent recognised international English test enabling students to enrol into courses with an entry requirement of 6.5 on completion. This course runs for 10 weeks.

Students will gain increased understanding in using English to communicate in academic contexts at Certificate, Diploma and Undergraduate levels.

After completing this course students should be able to:

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Level I (Preliminary) meet CEFR B2 & IELTS 5.5 requirements

Level II CEFR B2 & IELTS 6 requirements:

The college assesses student levels for the Certificate of Achievement using the following assessments:

- Test records conducted throughout the course.
- Interview with the Compliance Manager/Academic Manager - Speaking Test (compare to the original placement test)

The student’s file/portfolio must clearly identify the type of test /s they have undertaken previously, to ensure a variety of tests are used.

Key Assessment Terms

ASSESSMENT	The collection of information about the nature and extent of learning outcomes/any procedure used to estimate Students learning.
MEASUREMENT	Representation of assessment information by a number or grade on a scale of some kind. Answers the question, how much?
EVALUATION	The making of judgments about the value of a grade and/or the nature and extent of learning outcomes. Answers the question, how well?
ASSESSMENT TASK	An instrument or systematic procedure by which assessment information is collected.
STANDARDS-BASED	Establishes the criteria for performance as well as articulates the various levels of quality in performance that is associated with a level. Levels are awarded to students based on the level of performance they have achieved.
FORMATIVE ASSESSMENT	Ungraded assessment task used before or during learning to support planning and/or diagnosis and/or to provide feedback about learning progress/offers advice and feedback which does not contribute grades towards the final result.
SUMMATIVE ASSESSMENT	Graded assessment task used following learning which counts towards the final result.
VALIDITY	Degree to which the assessment task measures what it is intended to measure. Validity refers to the extent to which the interpretation and use of an assessment outcome can be supported by evidence gathered.
RELIABILITY	Degree to which the assessment task consistently yields the same result. The extent to which the

	assessment will provide similar outcomes for students at different times or places, regardless of the teacher conducting the assessment.
FLEXIBILITY	Used effectively across a range of delivery methods and still meet the learner's individual needs. Students may negotiate certain aspects of their assessment (for example, timing) with their lecturer. All students should be fully informed (for example, through an assessment plan) of the purpose of assessment, the assessment criteria, the methods and tools used, and the context and timing of the assessment.
FAIRNESS	An assessment is flexible when it is designed in such a way that it does not limit or stop a learner from completing it simply due to personal factors. Assessments should no advantage or disadvantage particular students or groups of students. This may mean that assessment methods are adjusted for particular students (such as people with disabilities or cultural differences) to ensure that the method does not disadvantage them because of their situation.
CRITERION-REFERENCED	Establishes the criteria for performance and any student meeting the criteria receive the associated grade. Every student can potentially achieve the highest grade.
AUTHENTIC ASSESSMENT	Assessment tasks which test whether a Student is able to demonstrate their learning outcomes in a situation which is as close as possible to a real-world context. It can be verified that the evidence is the student's own work.

Formative Assessment

Formative Assessment is incorporated into the classroom lessons and assessments to keep teachers and students informed of the student's progress.

Assessments for all levels are conducted in various ways including:

- **In class Discussions**

Incorporating where relevant:

Small group discussions to verify learning

Recording students with technology

Drawing

Role Playing

Teacher direct feedback to students from in class observations and notes taken by the teacher.

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- **Weekly Quizzes**
Conducted on topics where possible of interest to the student cohort / that relate to the weeks unit theme
- **Spot tests**
Teachers note results in spot tests such as vocabulary and spelling tests and give the class a summary of the scores.
- **Homework and Assignments**
Daily / weekly set work/task sheets to be completed outside the classroom
Homework can include pieces of writing, grammar & vocabulary exercises.
Assignments can involve research, paraphrasing and presentation skills.
Student progress is kept on file/portfolio to show their growth throughout the course.
- **Core text book tests**
Student performance is also gauged in workbook revision and end-of-chapter tests.
- **Oral presentations**
Teachers and fellow students use a checklist for assessing individual student's Oral Presentations. Presentations may also be conducted in small groups.
- **Surveys and feedback sessions**
These take place at least once a month or as required.
Teachers use a Feedback Form to initiate a one-on-one chat with students about their course progress.
Including information about the student's language skills / strengths, areas for improvement and suggestions for additional self-study as needed.

SUMMATIVE ASSESSMENTS

Entry and Exit testing & Weekly Assessments

Weekly Assessments

Every 3 week, students are given an assessment / test to monitor their progress based on the tests in the Workbooks. Answers are provided for teachers in the Teacher Workbooks.

Each test is marked and graded to monitor student progress toward their final result.

When students reach the last level of their course, they must sit an exit test. This is compared to the original entry test and against all the weekly tests to ensure the students are definitely proficient and the work is their own.

Once students are deemed proficient at the highest level in which they enrolled they can graduate from the course.

Students are also given IELTS practice tests to ensure they are reaching the desired outcomes.

English Only Policy

Salford College has an English only policy as we believe that it is important for our students to speak English at all times in our college, both inside and outside the classroom to gain optimum learning from English classes. Being immersed in an English-speaking environment will give our

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students the best opportunity to improve their English skills. This is why we actively enforce our "English Only Policy".

Remember:

- All students are expected to support this policy. Single breaches of the policy can lead to a student receiving a warning as a breach of the college rules. Once 3 warnings have been issued students will be sent a written warning of possible exclusion from class due to continuous breaches of the college rules. Students who still do not comply may have their enrolment cancelled.
- All staff must actively support the policy and lead by example

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