




Australian Government

Tertiary Education Quality and Standards Agency

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# Workshop: ELICOS forms, guides and evidence

## Tricia Roessler

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TEQSA Provider Briefing  
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# TEQSA Interaction with ELICOS Providers

- ▶ ELICOS providers and courses are assessed against the:
  - ▶ ESOS Act
  - ▶ National Code
  - ▶ ELICOS National Standards



# TEQSA Interaction with ELICOS Providers

- ▶ TEQSA interacts with ELICOS providers in the following ways:
  - ▶ ***ELICOS Providers (stand-alone)***
    - CRICOS Renewal of Registration / Initial Registration
    - Change to capacity / PEO
  - ▶ ***ELICOS Providers (stand-alone) and ELICOS within HEPS***
    - Adding an ELICOS course of study on CRICOS
    - Change to arrangements with other providers
    - Changes to CRICOS registration (course names, fees, duration, cancelling courses)
    - Ongoing monitoring and compliance



# What TEQSA Looks For

- ▶ **Evidence of:**
  - ▶ policies and procedures
  - ▶ implementation of these policies and procedures
  - ▶ learning outcomes
- ▶ **Analysis** of qualitative and quantitative data
  - ▶ Feedback from students, destination higher education institutions
  - ▶ attrition and completion rates



# Risk and ELICOS Information Collection

- ▶ TEQSA uses provider information to inform TEQSA's risk-based regulatory activities
- ▶ This allows TEQSA to tailor regulatory review processes to a provider's circumstances
- ▶ The 2013 Information Request for Stand-Alone ELICOS and Foundation Program Providers will focus on:
  - ▶ Finance – the latest available audited financial statement for the registered entity
  - ▶ Staff – aggregate level data for teaching staff (including casual/sessional staff)



# **Assessing ELICOS Courses against the ELICOS National Standards**



# S1.8 Protection of students

- ▶ **Written agreements with students:**
  - ▶ Course information
    - › Course name, length, hours per week for each study period
    - › Tuition fees for each study period
    - › The minimum tuition fee that must be paid prior to course commencement
    - › The process for a refund (more than a link)
    - › Plain English explanation of what happens in the event of a course not being delivered



# S1.8 Protection of students

- ▶ **Written agreements with students (cont)**
  - ▶ Privacy
    - › Circumstances under which student's personal information may be shared
  - ▶ Change of address
    - › Advice of student's obligation to notify provider of change of address
  - ▶ Legal statement to include words about a student's right to take action under Australia's consumer protection laws





# S1.8 Protection of students

## ▶ Designated bank account

### ▶ Acceptable evidence:

- › a bank statement showing regular payments into the account
- › *Good* – matches bank account details on payment advice/invoice to students
- › *Better* – number of deposited payments/transactions matches a list of new students enrolled per intake

### ▶ Unacceptable evidence:

- › An account number print out with a balance but no transactions
- › A list of accounts with no clear indication of which is the designated account for new students



## S2.5 Fees

- ▶ Course fees for whole course, not a weekly amount
  - Must include any compulsory non-tuition fees
- ▶ Fees on the form should reflect those on the written agreement in S1.18



## S2.4 Articulation Arrangements

- ▶ **Written agreements with students:**
  - ▶ Written agreement between provider and destination institution
    - › Must state minimum scores required to articulate into the destination degrees
    - › Not required if the course articulates into Foundation Program at the same institution



# S3.1 Course Entry Requirements

## ▶ **General English**

- ▶ None required for beginner level but minimum requirements must be stated for advanced levels

## ▶ **EAP, ESP, ETS or similar**

- ▶ May vary according to the level the student enters, but would not expect to see 'None'.

## ▶ **Age Requirement**

- ▶ Facilities and operations appropriate for mixed age student cohorts
- ▶ The arrangements for under-18 students must be clear



## S3.2 Detailed Course Syllabus

- ▶ Course outline with summary of topics covered in the course
  - If possible, include which weeks the topics are covered
- ▶ Learning outcomes in learner-oriented terms – specific and easy to understand
- ▶ Details of assessment tools and methods may be included here. If not, should be in 3.11
  - ▶ Unacceptable evidence:
    - › Very brief course overview
    - › Introduction to the course given to students
    - › Extremely long and detailed document where learning outcomes and assessments cannot be quickly and easily identified



## S3.2 Detailed Course Syllabus (cont)

- ▶ Unacceptable evidence:
  - ▶ Very brief course overview
  - ▶ Introduction to the course given to students
  - ▶ Long and detailed document where learning outcomes and assessments cannot be quickly and easily identified



## S3.3 Overall Structure of the Course

- ▶ **200 hours/level, 20 hours/week**
  - ▶ Scheduled course contact hours per week:
    - › Must be stated in the agreement
    - › Be the same as those on the application form or in advertising material
- ▶ **any number of weeks but minimum of 5 weeks (mostly)**
  - ▶ Should be the same number of weeks as on PRISMS
- ▶ **short breaks included in a course, generally before levels**
- ▶ **hours of personal /private study or group work hrs per week**
  - ▶ Can vary but reasonable to expect 10-15 hours per week
  - ▶ Must be stated in the agreement



## S3.5 Modes and Methods of Delivery

- ▶ Main mode of delivery must be face to face
- ▶ Methods can be text/genre based, topic/theme based etc.
- ▶ May have supervised ILS hours in addition to the 20 contact hours
- ▶ The syllabus shows evidence of modes and methods of delivery
  - ▶ The timetable demonstrates there is room for the types of delivery (ie CALL)





## S3.10 Teaching the course

- ▶ **Planning policies and procedures enable teachers to:**
  - ▶ Customise teaching to meet student needs
    - › Allow freedom within curriculum for teachers to select/ adapt material (GE)
    - › Not acceptable - one textbook used, with no supplementary material (GE)
- ▶ Access resources required for the delivery of the course
  - ▶ Evidence may include :
    - › Teacher's handbook outlining access to resources for staff
    - › List of teacher resources
    - › Access to shared drives



## S3.10 Teaching the course (cont)

- ▶ Research any special purpose content and developments in English language teaching to meet students needs
  - › Resources list contains teacher reference books or industry journals
  - › Professional development opportunities/policies



# S11.1 Assessment

*The ELICOS National Standards state that assessment should be “valid, reliable, fair, flexible and clearly referenced to criteria” – it assesses what it claims to assess, and is consistent across markers.*

- ▶ **Formative and summative assessments used**

- ▶ Evidence should indicate that both types of assessment are included in the course

- ▶ **Assessment outcomes clearly identified**

- ▶ Students are clearly informed of assessment outcomes for each unit of study/subject, in a language students will clearly understand
- ▶ Clear identification of assessment outcomes as they relate to progress through the course



# S11.1 Assessment (cont)

- ▶ **Assessment appropriately and clearly referenced to criteria**
  - ▶ Students are given a list of assessment criteria for each item of assessment and details of how criteria will be assessed
  - ▶ Evidence of moderation and validation policies/procedures
- ▶ **Outcomes of assessment reported to students, and the student's parent or guardian**
  - ▶ Assessment policy details how students (and guardians) will receive assessment results and when



## S11.2 Certificates of Completion

- ▶ Certificates of completion and partial completion should be submitted
- ▶ A description of what the levels being awarded means (usually on back of certificate) in plain English



## **S3.12 Physical teaching and learning spaces, and facilities and educational resources**

- ▶ **Physical teaching and learning space and facilities**
  - ▶ Number of classrooms, computer labs and/or language labs available for students
  - ▶ Sufficient classrooms to accommodate no more than 18 students per class
  - ▶ Self-study and recreation areas available for independent use by students
- ▶ **Key and supplementary print-based and electronic teaching resources**
  - ▶ Preferably two resource lists should be provided, one for key resources and one for supplementary resources



## S3.12 Physical teaching and learning spaces, and facilities and educational resources (cont)

- ▶ **Library and learning resources including:**
  - ▶ Any resources available through the library (either of the English Language Centre itself or in other parts of the campus is attached to a university)
  - ▶ Both print and electronic resources, including educational databases
  - ▶ If provided as part of an external organisation, details on how students are inducted into the library, when this happens, and their borrowing rights
- ▶ **Teaching and learning equipment**
  - ▶ Equipment in classrooms – eg data projector, computer linked to AV equipment, DVD players
  - ▶ Computers in an Independent Learning Centre or for CALL
  - ▶ Other equipment for loan to students (eg laptops)



# S3.13 Profile of academic leadership, teaching and counseling staff

- ▶ **S3.13 Profile of academic leadership, teaching and counseling staff for this staff**
  - ▶ Evidence includes:
    - › Recruitment and induction policy for staff
    - › Professional development policy for teachers
    - › CVs of academic leadership on the provided template
  - ▶ Counselors:
    - › Some kind of counseling or psychology qualification or experience required
    - › If no formal qualifications/experience, details on what access students have to professional counselors for welfare/mental health issues





# S3.14 Marketing and Information Practices

- ▶ **Marketing material must be:**
  - ▶ Professional
    - › Help maintain integrity of industry
  - ▶ Accurate
    - › Identify provider's CRICOS number
    - › Cannot make false claims about
      - Guaranteed entry into a university
      - Associations between providers
      - Migration outcomes
      - Employment outcomes



## S3.14 Marketing and Information Practices (cont)

- ▶ **Information provided to students prior to engagement must:**
  - ▶ Help students make an informed decision about where and what to study:
    - › Entry requirements
    - › Course content and duration (should match S3.3 and PRISMS)
    - › Campus locations and details
    - › 3rd party arrangements for course delivery
    - › Fees (including advice that they may change) and refund policy
    - › How enrolment may be deferred or cancelled
    - › Description of ESOS framework or link to government website



## S3.14 Marketing and Information Practices (cont)

- ▶ Provide information on living in Australia, such as:
  - › Cost of living
  - › Accommodation options
  - › Welfare arrangements for students under 18 years of age
  - › School options for dependent children where relevant
- ▶ **Evidence should include:**
  - ▶ A copy or planned outline of all marketing advertising and promotional materials
  - ▶ A copy or planned outline of all information provided to students prior to enrolment



# Questions & comments