

# ELICOS Teaching and Assessment Policy and Procedures

## Policy

1. This policy supports Standard P3 and P4 of the ELICOS Standards 2018.
2. This policy and procedure is for teaching and assessing achievement of learning outcomes of ELICOS students.
3. The College will 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. where a special need is identified for a student, arrangements are put in place to address the need and support the student to learn effectively
  - c. teacher-to-student ratios do not exceed 1:18 per class
  - d. students are informed of the outcomes to be achieved from the course and, for each learning block, the learning outcomes for that block.
4. The College will ensure that planning enables teachers to:
  - a. customise teaching to student needs
  - b. access the resources required for delivery of the course
  - c. research course content and developments in English language teaching to meet student needs.
5. The College must maintain records of teaching delivery for a reasonable period in accordance with the ESOS Act and ensure:
  - a. retention and accessibility of records, including electronically
  - b. learning outcomes are documented
  - c. effective review, revision and delivery of courses.
6. The College must continuously improve delivery of courses by:
  - a. making adjustments based on analysis of feedback from students and other stakeholders as appropriate
  - b. monitoring appropriateness of delivery for student groups
  - c. regularly evaluating learning outcomes achieved.
7. The College will ensure that policies and procedures for the assessment of students provide them with optimal opportunities for achieving successful outcomes from their courses.

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, and
  - i. includes appropriate oversight or moderation of assessment outcomes
  - ii. in the case of ELICOS courses which are provided under a direct entry arrangement to a tertiary education course, formal measures must be in place 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. clear and regular reporting on assessment outcomes and progress through the course to the student.
8. The College, upon completion (or partial completion) of study, will issue each student with a document that:
  - a. indicates the CRICOS course name, the college name 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, a plain English explanation of the terms used in awarding grades at all levels.
9. The College will undertake processes for continual improvement of student assessment 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.
10. In addition to teaching, ELICOS teachers are responsible for students' assessment, lesson preparation, course evaluation, and Mid-Course and End of Course of Course reports. All ELICOS teachers are to work together as a team to ensure the quality and consistency of the ELICOS courses. There are two types of assessments which are formative and summative. Formative assessments are conducted weekly through weekly assessments and activities. Summative assessments include a Mid-Course Test and End of Course Test. All details of the assessment tasks are available for General English teachers in the General English Curriculum Elementary to Advanced and Assessment tasks, and for English for Academic Purposes (EAP) teachers in EAP Curriculum and Assessment tasks. All students' progress records are filed in individual files in class. The records of students' results will be kept for 2 years.
11. This policy applies to the College's international ELICOS students and staff.
12. The CEO is responsible for the implementation of the policy and procedures and to ensure that students and staff are aware of its application and implement its requirements.

## Procedures

### Teaching Procedure

1. Students based on their IELTS score or its equivalent including the result of the College's English Placement Test will be placed in a class appropriate to their current language proficiency level, learning goals and learning needs and consistent with their written agreement by the ELICOS Coordinator.
2. Students' special learning needs are identified during enrolment processes by the Enrolment Officer and during the training and assessment activities by the teachers and arrangements are put in place to address these needs.
3. The ELICOS Coordinator will allocate a maximum of 18 students/ class.
4. Students are informed of the outcomes to be achieved from the course by the teachers.
5. During planning activities, the ELICOS teachers will be able 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
6. The teachers must maintain records of teaching delivery for 2 years and ensure:
  - a. retention and accessibility of records, including electronically

- b. learning outcomes are documented
  - c. effective review, revision and delivery of courses.
7. The teachers and ELICOS coordinator must continuously improve delivery of courses by:
- a. making adjustments based on analysis of feedback from students and other stakeholders as appropriate
  - b. monitoring appropriateness of delivery for student groups
  - c. regularly evaluating learning outcomes achieved.

### Assessment Procedure

1. ELICOS teachers conduct weekly formative assessments and summative assessments based on the assessment schedules incorporated in the General English and EAP curriculum.  
The assessment tasks consist of but are not limited to:
  - Report or descriptive writing for General English students
  - Report and/or essay writing for EAP students
  - An oral presentation for EAP students
  - Listening, reading, writing and speaking tests
  - The assessment tasks and activities are based on the theme for the week.
  - After students present their assignments, teachers will correct their work, provide feedback and record the students' completion of the task. They then return them to the students. The students should keep a portfolio of their work to mark their progress.
2. Summative/ proficiency assessments are taken in week 5 and 10 of each ten-week course for General English and EAP. These proficiency assessments are to provide a measurable learning outcome for the progress of individual students. These results are used to determine whether a student is ready to move to the next level. By monitoring their progress, students are kept informed of progress in meeting individual goals.
3. Summative assessment formats include the following:
  - There is a formal test in week 5 and 10. This formal test/ assessment consists of tests to assess students' listening, reading, writing and speaking skills.
  - All tests will be held in class. The relevant ELICOS teacher for each relevant class will be responsible for the preparation, collection and marking of the tests.
  - The speaking tests are taken from the General English / EAP course book for the appropriate level and / or based on other formal English testing resources. The ELICOS Coordinator or other ELICOS teachers may be requested to moderate the speaking tests.
  - The listening tests are taken from the General English / EAP course book for the appropriate level and / or based on other formal English testing resources.
  - The reading tests are taken from the General English/ EAP course book for the appropriate level and / or based on other formal English testing resources.
  - The writing tests are based on work covered in class in the preceding weeks and/ or other formal English testing resources.
  - A writing moderation session is regularly conducted so that all writing teachers can be involved in correcting the writing tests.
4. All ELICOS teachers are to record students' formative and summative assessments scores, sign off each student's final results and provide the final results to the Student Administration to be entered into the Student Management System.



5. Completion:
  - Students who enrol in the 5 level General English course need to complete every level to successfully complete the General English course (Elementary to Advanced). However, students who wish to discontinue course in midway are given an exit test corresponding to the level they have completed. The student will receive a certificate and transcript stating their level of achievement or proficiency across listening, reading, writing and speaking.
  - Students who enrol in the 2 level EAP course need to complete every level to successfully complete the EAP course (Upper-Intermediate to Advanced). However, students who wish to discontinue course in midway are given an exit test corresponding to the level they have completed. The student will receive a certificate and transcript stating their level of achievement or proficiency across listening, reading, writing and speaking.
6. Upon completion (or partial completion) of study, each ELICOS student will be issued with a certificate and transcript that:
  - a. indicate the CRICOS course name, the college name and contact details, dates of study, course duration, levels of achievement or proficiency, authorised signature and name of signatory
  - b. include, or is accompanied by, a plain English explanation of the terms used in awarding grades at all levels.
7. The ELICOS Coordinator and teachers must undertake processes for continual improvement of student assessment 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.