



ELICOS Teaching and Assessment Policy & Procedure

Purpose

This policy regulates Sacred Heart International College (SHIC) in teaching and assessing achievement of learning outcomes of overseas/ international students who are enrolled in ELICOS courses. SHIC ELICOS Teaching & Assessment Policy and Procedures support Standard P3 and P4 of the ELICOS Standards 2018.

This policy exists in conjunction with other policies to provide overall high quality and continuous improvement at SHIC, including

- ELICOS Attendance Monitoring Policy & Procedures
- ELICOS Assessment Moderation Policy
- ELICOS Assessment Validation Policy
- Continuous Improvement Policy & Procedures
- ELICOS Course Progress Policy & Procedure
- Complaints and Appeals Policy and Procedure.

Scope

This policy applies to:

- International students enrolled in ELICOS Courses at SHIC.
- SHIC Academic, Admissions, Student Services and Administrative staff as well as the contractors employed in delivering the ELICOS course at SHIC.

Policy

This policy supports Standard P3 and P4 of the ELICOS Standards 2018.

This policy applies to the College's international ELICOS students and staff.

This policy and procedure is for teaching and assessing achievement of learning outcomes of ELICOS students.

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.

All staff are made aware of the requirements of this policy through staff induction, regular meetings, staff updates, Handouts and continuous improvement practices. Students are made aware of the policy and procedures through the Student handouts, College's website, Student Handbook, and during the enrolment and orientation processes.

SHIC's planning policies and procedures must enable teachers to:



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- 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.

SHIC 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.

SHIC 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.

SHIC clearly outlines assessment policies and procedures, which must 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.

SHIC, upon completion (or partial completion) of study, will issue each student with a document that:

- a. indicates the 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.

SHIC is committed to ongoing and regular evaluation and review of teaching process & assessments, so as to reflect current standards of TESOL teaching, maintain staff and student satisfaction, ensure compliance with industry regulations / guidelines, and maintain the ongoing achievement of learning outcomes. This is achieved by acting on data that comes from several sources

- a. Yearly Validation processes of course resources.
- b. Twice yearly Moderation processes of course resources.
- c. Twice yearly Teacher and Student Feedback surveys (refer to the Course Evaluation Policy for further information).



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SHIC 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.

Procedures

Students based scores in the College's Placement Test will be placed in a class/ level appropriate to their current language proficiency level, learning goals and learning needs and consistent with their written agreement by the Administration staff and if necessary through consultation with the ELICOS Course Coordinator.

Students' special learning needs will be identified during enrolment processes by the Enrolment Officer and during the training and assessment activities by the trainers and arrangements are put in place to address these needs.

The course duration range may vary according to each student's learning goals which will be reflected in the expected duration of study specified on the student's Confirmation of Enrolment (CoE). Students can enroll for any level from Elementary to Upper Intermediate on the basis of the result of Placement Test. Students who are not completing any appropriate level will only be granted the partial completion certificate of the attained level. The completion certificate will only be granted to the students after successfully completing the summative assessment for each General English course level.

The Administration staff, if necessary through consultation with the ELICOS Coordinator, will allocate a maximum of 18 ELICOS students/ class.

Teaching Procedure

Students are informed of the outcomes to be achieved from the course in the Course Outline before commencing a new level. The Course Outline lists all the learning outcomes for each level and explains the assessments procedure.

The teachers are expected to follow the syllabus and achieve the learning outcomes for each week while customizing the lesson to suit each cohort of students. Teachers are encouraged to converse with their co-teachers as well as the Academic Manager for further guidance and direction if needed.

Class planning and customisation of teaching

During planning activities, the ELICOS teachers will need to:

- a. customise teaching to student needs
- b. access resources required for delivery of the course



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- c. research any special purpose course content and developments in English language teaching to meet student needs

For this purpose, the teachers are provided with learning material that enables them to customise their teaching to meet the needs of all students in their class. Teacher learning resources are available to all teachers in hard copy and additional resources are available electronically.

The teachers room contains a plethora of supplementary resources which are categorized into macro skills (reading, writing, speaking listening and grammar). 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 may also change their style or approach to delivery in order to meet the learning styles of learners in their classes.

Teachers are expected to pay close attention to students' weaknesses and needs and should be providing targeted learning to address their needs. For example, if a teacher realizes that their class requires further assistance with the week's grammar focus, the teacher is required to prepare and deliver extra grammar activities for that week. In some cases, it may be that just one or some of the students require some additional activities or resources, in which case those are also to be provided to those students, either after class or during.

Records are to be kept as follows:

- Where customisations are made, these should be recorded in the ELICOS Weekly Class Record.
- Where a student requires ongoing individual support as identified either at enrolment or at any time during the course (via course progress/attendance monitoring for example) an *Intervention Meeting & Course Progress Support Form* is completed and approved by the Head of Studies.

Assessment Structure & Procedure

In addition to teaching, ELICOS teachers are responsible for students' assessment, lesson preparation, course evaluation, projects, and End of level reports. All ELICOS teachers are to work together as a team to ensure the quality and consistency of the ELICOS courses.

The assessment tasks consist of but are not limited to:

- a. Report or descriptive writing for General English students.
- b. Note-taking for students.
- c. Report and/or essay writing for students.
- d. An oral presentation for a duration of 3 to 5 minutes for General English students.
- e. After the students present their assignments/ tasks, teachers will correct their work, use the feedback sheet and record the students' completion of the task. They then return them to the students together with the feedback sheets. The students should keep a portfolio of their work to mark their progress.
- f. General English teachers use the feedback sheet to assess and provide feedback about the progress of the students' writing and speaking. They record the students' completion of the task.



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Each unit (every week) students are required to complete a formative assessment during the week and a summative assessment at the end of the week. This method ensures that students are assessed before the unit is completed and are provided feedback on their learning progress. Furthermore, conducting the formative and summative assessment at different stages reduces the anxiety and pressure students are placed under when sitting an assessment on one given day. The assessment tasks and activities are based on the theme for the week.

- a. Formative assessments are conducted weekly through assessments and activities. The purpose of the assessment is to test students' prior ability to read, write, speak, or listen about the textbook theme of the week. In order to encourage students to do their best, they are allowed to use electronic devices for dictionary use only.
- b. Summative assessments are also conducted weekly. These assessments test the grammar and vocabulary related to the study focus of the level. These are done under test conditions, without notes and reference material. The summative assessment formats include the following:
 - i. 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.
 - ii. The speaking tests are taken from the General English 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.
 - iii. The listening tests are taken from the General English course book for the appropriate level and / or based on other formal English testing resources.
 - iv. The reading tests are taken from the General English course book for the appropriate level and / or based on other formal English testing resources.
 - v. The writing tests are based on work covered in class in the preceding weeks and/ or other formal English testing resources.
 - vi. A writing moderation session is regularly conducted so that all writing teachers can be involved in correcting the writing tests.
 - vii. 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.

Teachers discuss assessment results and/or findings with students either individually or collectively, depending on needs.

Grades are entered by the class teacher by the second study day of the week following the assessment. This allows teachers sufficient time to mark the assessments.

All details of the assessment tasks are available for General English teachers in the General English Syllabus Elementary to Upper Intermediate level and Assessment tasks corresponding to the level.



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Reassessments

Formative assessments cannot be reassessed. If students miss any formative assessments, their result will be marked as “Absent” but the result will not be considered when calculating the final result. Summative assessments can be reassessed on request if students are able to provide a **medical certificate** or any other similar documents in which **compassionate** grounds can be established. If students miss any summative assessments, their result will be marked as “Absent” and the result will be considered as a failed grade when calculating the final result.

Records Procedure

SHIC retains records of teaching delivery for 2 years and ensures:

- a. Records are filed by student or class group
- b. All records whether electronic or physical are stored securely and only accessible by relevant staff (protected via passwords and locks).
- c. Electronic records are regularly backed up to a separate hard drive

Records are stored and retained as follows:

- **Records of the outcome of the student’s assessment**

This includes the following:

- ELICOS unit result sheet– filed in the student academic file. *
- Level outcome data kept in the student management system. *
- Evidence of completed assessments and marking – kept in the student’s academic file. ^

- **Records of learning outcomes and teaching delivery**

This includes the following:

- Attendance Rolls – filed in the class group folder. *
- ELICOS Weekly Class Records– filed in the class group folder Intervention meeting & course progress support form. *

- **Course Progress & Attendance**

- the *Course Progress Intervention Database* to monitor course progress in accordance with the *SHIC ELICOS Course Progress Policy and Procedure*. *
- Records of warning, notices and interventions along with any relevant appeals from the student. *
- Intervention Meeting & Course Progress Support Forms - filed in the student academic file. *
- Attendance Rolls – filed in the class group folder. *

*retained for a period of 2 years after the student ceases to be enrolled with SHIC:

^kept for a minimum of 6 months after the decision is made.



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Intervention Procedure

The students at risk of not meeting course attendance requirements will be identified, notified and assisted before failing to meet such requirements as given in the ELICOS Monitoring Course Progress Policy & Procedure and ELICOS Course Progress Policy & Procedures.

Outcomes of any meeting held with students are recorded on the Intervention meeting & course progress support form

Promotion and demotion of students

Students are assigned to a class and level based on their performance on the placement test they complete upon enrolment. These tests are stored in SHIC's Student Management System which is wisenet. Teachers are to monitor students on a weekly basis and determine whether students are placed in the appropriate class or level. This is to ensure that students are placed in the best position to succeed in their studies.

Students are promoted on the basis that they demonstrate a commitment to their studies and have generally achieved the learning outcomes of their current ELICOS level. Students are demoted on the basis that they are unable to keep up with the content of study. The English coordinator is informed of any changes.

Students are **not** to be promoted in their final 2 weeks of study unless there is overwhelming reason to do so. This is to prevent students from trying to "cheat" the system e.g. study in elementary for 10 weeks and then after 2 weeks in the new level, they "exit" as a pre-intermediate student.

Completion Procedure

Students who enroll in the 4 level General English course with SHIC need to complete every level to successfully complete the General English course (Elementary to Upper Intermediate). However, students who wish to discontinue course in midway are given an exit test corresponding to the level they have completed.

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 across listening, reading, speaking and writing, authorized 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.



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Feedback

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.

Student Feedback surveys are done in class time, administered by a coordinator. The classroom teacher cannot be present during this time, except in cases where students require further explanation about the purpose of the activity. Surveys are collected inside a box by the coordinator or Lead Teacher at the end of the session.

Teacher Feedback surveys are done either during the teacher's preparation time or in the teacher's own time. Teachers leave their surveys in a box placed in the coordinator's office.

All feedback is anonymous in that the forms do not prompt for name and the addition of name is optional.

The survey data is collated by the coordinator and/or Lead Teacher, along with informal feedback and resolved or ongoing complaints. At least two staff members in a managerial role discuss the findings and material and then seek strategies to improve the ELICOS program where necessary.

All other unsolicited and solicited feedbacks received by any member of the ELICOS team is to be raised at ELICOS staff meetings, and entered into the agenda and actioned as appropriate. If a member cannot attend they shall pass the feedback onto the meeting organizer to raise on their behalf.

Staff are encouraged to raise their concerns and issues. Individual student or class feedback should be raised with the manager, and larger departmental issues should be raised at ELICOS staff meetings, and entered into the agenda and actioned.

The ELICOS Course Coordinator is to present any other formal feedback collected (such as student numbers, overall assessment performance etc.) for discussion and actioning as appropriate.

Professional Development

Teachers are required to keep current by participating regularly in professional development and subscribing to ELICOS material and newsletters available by TESOL and English teaching organisations.

Related Standards



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Please refer to related policies for additional information on procedures required

- ELICOS Attendance Monitoring Policy & Procedures
- ELICOS Assessment Moderation Policy
- ELICOS Assessment Validation Policy
- Continuous Improvement Policy & Procedures
- ELICOS Course Progress Policy & Procedure
- Complaints and Appeals Policy and Procedure.