Policy Owner	Academic Director
Contact Officer:	Director of Studies
Policy Number:	QTDP0011A
Approved by:	Senior Management Group (09/09/19); Learning and Teaching Committee (09/08/19); Academic Council (30/08/19)
Date Approved:	20 August 2010
Last Reviewed:	August 2019
Related Policies:	Assessment Policy Attendance Policy Complaints and Appeals Policy Progress & Graduation Policy Student Misconduct Policy
Related Documents:	Academic English Program Syllabus General English Syllabus

1. Overview

1.1 The purpose of this policy is to ensure ECC English Language Centre students are managed responsibly and in accordance with the requirements of the ESOS Act 2000 and specifically Standard 8 and Standard 9of the National Code 2018 and the ELICOS National Standards 2018

1.2 Australian Immigration have the view that if an international student holds a student visa and is in an ELICOS course, they should be attending at least 80 per cent of their classes.

1.3 The ECC English Language Centre is of the view that the student should also be studying diligently and participating fully in their class in order to create an environment in which all students are given an opportunity to learn and articulate to their Pathway Course within the period stated on their Confirmation of Enrolment (CoE).

2. Organisational Scope

2.1 This policy applies to all students of ECC English Language Centre.

3. Definitions

3.1 **Academic English Program (AEP):** A CRICOS registered ELICOS course that teaches English language structures and skills such as those used in the academic environments at ECC and ECU.

3.2 **Assessment Tasks:** Assessments in English courses that are completed in class or assigned as out-of-class work for students. These tasks are assessed by the teacher and are used as evidence to determine progression.

3.3 **At Risk:** This is a term that describes a student who is in danger of not passing their course or making progress into the next level or course of study. This can be for reasons such as poor attendance or a lack of application to study.

3.4 **CoE:** Confirmation of Enrolment is a document registered with DIBP to confirm a student's acceptance into a particular course for a specified duration and under specified conditions. For ECC English Language Centre students, the document will have the length of English the student

has agreed to take. If the student is articulating to another course, the **CoE** for the course being articulated into, will specify the conditions of articulation, such as maintaining satisfactory attendance, or achieving a particular score in a test.

3.5 **Conditional Letter/s:** A series of letters issued to students advising of their status (conditions) for subsequent studies including a *Notice of Intention to Exclude*.

3.6 **Course/Level Progress(ion)**: Advancement within a course towards its successful completion and/or articulation into another course/level.

3.7 **ECU Academic Course:** Undergraduate and Postgraduate courses at ECU.

3.8 **ELICOS Achievement Certificate:** A certificate given to a student on their last day of each course/level completed, showing the name of that course, course duration, dates, level of achievement and attendance rate.

3.9 **ELICOS:** English Language Intensive Courses for Overseas Students. All courses offered at the ECC English Language Centre are ELICOS courses.

3.10 **ELICOS Coordinator**: Staff member responsible for overseeing the creation of assessments in ELICOS courses, monitoring of standards in marking, and the overall management of the course.

3.11 **ELICOS Director of Studies:** A staff member of the ECC English Language Centre who is answerable to the College Director/Principal and leads the administrative procedures pertaining to the progress monitoring of students.

3.12 **General English:** An ELICOS course at the ECC English Language Centre that teaches English for everyday communication in a variety of social environments.

3.13 **Immigration:** refers to the Australian Department of Home Affairs

3.14 **Levels:** The ECC English Language Centre uses the same level descriptors for its Academic English Program (AE) and General English (GE)

3.15 **Module A:** Refers to the first five (5) weeks of an Academic English Program (AEP)

3.16 **Module B:** Refers to the second five (5) weeks of an Academic English Program (AEP)

3.17 **National Code:** Refers to the Code of Practice for Providers established under the *Education Services for Overseas Students (ESOS) Act 2000*

3.18 **Notice of Intention to Exclude:** A letter issued to a student after failing the same ELICOS course (or level) three times

3.19 **Pass Mark:** A mark indicating that a student in ELICOS has successfully completed an assessment or the whole course.

3.20 **ECC Pathway Courses:** Higher Education courses taught at ECC.

3.21 **PRISMS**: Provider Registration and International Student Management System – the database used by the Australian Government to track holders of an international student visa.

3.22 **Progression and Articulation:** Progression and articulation is outlined in Table 4

3.23 **Student at Risk Form**: An online form filled in by the class teacher to inform ECC Student and Academic staff that the student is not performing to their optimum capacity. This form can trigger counseling and/or warnings. This may involve counselling by ELICOS teachers, an ELICOS academic team member, Student Counsellor or a Student and Academic Services staff member.

4. Policy Principles

4.1. Students are responsible for monitoring their own academic performance, for making progress towards their educational goals and seeking support if and when needed.

4.2. ECC staff will work to identify students at risk of poor academic progress to ensure they are offered appropriate support and assistance to achieve their educational goals.

4.3. Any student who fails a unit in their course will be considered at risk of not completing their course within its expected duration. All such students will be subject to an intervention strategy outlined in this policy.

5. Policy Content

5.1 ECC will assess each students' academic progress during and at the end of each 10 week study period

5.2 ECC will address academic issues which may inhibit a student from making satisfactory progress

5.3 ECC staff will work to identify students *At Risk* of poor Academic Progress to ensure they are offered appropriate support counselling and assistance to achieve their educational goals.

5.4 Any student who is deemed to be *At Risk* in their course will be considered at risk of not completing their course within its expected duration. All such students will be subject to an intervention strategy outlined in this policy.

5.5 ECC monitors and assesses each student in their ELICOS Courses and records their results. Students are informed of their progress and counselled in accordance with this policy. Where a teacher is aware of a student who is At Risk of failing their course, or that the student is displaying conduct that may become an obstacle to the student achieving expected progression, they are requested to complete a *Student-At-Risk* form, via the student portal which is monitored by the Student and Academic Services and ELICOS Academic Teams

5.6 ECC ELICOS teachers and administrators, as well as other ECC staff will assess the progress of ELICOS students at designated touchpoints throughout the course and discuss possible interventions.

5.7 Language level assessment and class placement of students in ELICOS classes is based on a recognized entrance test such as Pearson Test of English, IELTS test and/or TOEFL test.

5.8 Academic Progress is assessed on the basis of a student's assessment results and tests/exams in class.

5.9 **Progress Rules and Post-Assessment Intervention Strategies**
During each course, students who have poor academic outcomes will be subject to intervention measures. Table 3 and Table 4 outline each intervention strategy, the conditions by which each strategy is triggered and the point at which students are deemed to have made unsatisfactory course progress.

5.10 **Extension of CoEs for International Students**
Where a variation in a student's English course duration has occurred in accordance with this policy and where that variation may affect the student's expected duration of study, ECC will record the variation in PRISMS. When the variation results in an extension to the duration of the student's course, a new CoE will be issued by ECC and/or ECU once the student accepts the offer. This will also be recorded in PRISMS.

Graduation and Conferral of Awards

5.11 Students who have completed each level of their ELICOS course enrolment will receive an ELICOS Achievement Certificate showing the duration of their English course, the name of the course (e.g. AE4), their attendance percentage and their final result (percentage). Students also receive a transcript of their results for all assessments and tests.

5.12 Students receive their certificate from their teacher during the final week of their level/course.

Time Frame and Re-Enrolment

5.13 The ELICOS Director of Studies and the Student and Academic Services Manager may approve an application for a student to take longer than the prescribed time to complete their ELICOS course.

5.14 A student who withdraws from an ELICOS course and subsequently wishes to return, must meet current entry requirements and may be required to complete the course under a modified structure. To be considered for return, their withdrawal must have been due to compelling and compassionate circumstances and not due to misconduct.

5.15 A student who fails an ELICOS class/level and is required to repeat 5 weeks (Module B), must complete Module B at the next available/scheduled ECC ELICOS start date. If the student fails to enrol in the next available Module B component, the student will be required to complete a full 10 weeks (Modules A and B).

6. **Administrative Procedures**

6.1 This policy is available at: https://www.edithcowancollege.edu.au/policies and distributed to all ELICOS staff at induction. Staff who provide advice to students on Academic Progress issues will also be provided with the policy.

6.2 Any changes to policy and procedures related to Academic Progress will be communicated to staff via email, as part of professional development or at staff meeting.

SCHEDULE 1: TABLES REFERRED TO IN THE POLICY

Table 1: IELTS Entry and Exit Points for ELICOS Programs

LEVELS	GE0	GE1	GE2	AE1	AE2	AE3	AE4	AE5	AE6
ECC and ECU Entry						ECC Diploma	ECU Under-Grad or ECC PQP	ECU Post-Grad	ECU Higher Levels
IELTS Entry for each new level	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5
IELTS Exit for each new level	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5	7.0

Table 2: Descriptors for Levels used at ECC English Language Centre[1]

BEGINNER Can understand and use basic salutations and make simple requests for basic personal information. Can introduce themselves by name only and can respond to written and spoken requests for basic personal information. Can interact with others by following a limited number of basic commands and instructions.
ELEMENTARY Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
PRE-INTERMEDIATE Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
INTERMEDIATE Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
UPPER-INTERMEDIATE Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
ADVANCED Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express himself/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

---

[1] Adapted from the CEFR Descriptors sourced from: https://rm.coe.int/168045b15e

Table 3: Conditions for Articulation

TYPE OF PROGRESSION (ARTICULATION)	CONDITIONS FOR PROGRESSION (ARTICULATION)	TIME OF PROGRESSION (ARTICULATION)
From GE to AE	Satisfactory results in GE class Satisfactory attendance. Students must achieve 65% to pass.	At the end of a 5 or 10week course
From one AE level to a higher AE level.	Satisfactory results in AE class. Students must achieve 65% to pass. Satisfactory attendance.	At the end of a 5 or 10week course
From AE to ECC Pathway	Student achieves 65% required pass mark in AE3	At the commencement of ECC trimester
From AE to ECU Undergraduate or Postgraduate programs	Student achieves 65% required pass mark in AE4 (undergraduate) or AE5 (postgraduate)	Prior to commencement of ECU semester 1 or 2
From AE to ECC PQP Course	Student achieves 65% required pass mark in AE4 and satisfactory attendance.	At the commencement of ECC trimester

Table 4: Progression Status

PROGRESSION STATUS	SITUATION
BA (ELICOS Achieved)	Student has achieved enough in their course to move to a higher level or complete the course successfully.
BNA (ELICOS Not Achieved)	Student has not achieved enough in their course to move to a higher level or has not completed the course successfully.
F1	Failing ELICOS Course (or level) for the first time
F2	Failing ELICOS Course (or level) for the second time
F3	Failing ELICOS Course (or level) for the third time – *Notice of Intention to Exclude* is issued