

ELICOS Teaching and Assessment Policy & Procedure

Purpose

This policy regulates St Peter Institute (SPI) in teaching and assessing achievement of learning outcomes of overseas/ international students who are enrolled in ELICOS courses. SPI 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 SPI, including the ELICOS Attendance Monitoring Policy & Procedures, Continuous Improvement Policy & Procedures, ELICOS Course Progress Policy & Procedure and the Complaints and Appeals Policy and Procedure.

Scope

This policy applies to:

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

The document details policy and procedures to ensure that ELICOS assessments are valid, reliable, fair and flexible.

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, Trainers 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.

SPI has this policy and procedures in place to 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

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- 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.

SPI's planning policies and procedures must enable 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.

SPI 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.

SPI 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.

SPI 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.

SPI, 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.

SPI 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

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satisfaction, ensure compliance with industry regulations / guidelines, and maintain the ongoing achievement of learning outcomes.

To this end it undertakes

- 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).

SPI 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 on their IELTS score or its equivalent including the result of the College's 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 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 by the teachers.

During planning activities, the ELICOS teachers will be able to:

- a. customise teaching to student needs

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- 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

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.

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 current by participating regularly in professional development and subscribing to ELICOS material and newsletters available by industry and English Bodies.

ELICOS teachers conduct weekly formative assessments and summative assessments at the end of each level of General English, based on the assessment schedules incorporated in the General English curriculum.

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. The assessment tasks and activities are based on the theme for the week.
- f. 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.
- g. 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.

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.

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.

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The ELICOS program runs one assessment per week and one at the end of each level. There are two types of assessments which are formative and summative.

- a. Formative assessments are conducted weekly through weekly 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 include End of level Test for the General English Elementary to Upper Intermediate level. 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 Curriculum Elementary to Upper Intermediate level and Assessment tasks corresponding to the level. All students' progress records are filed in individual academic file. The records are retained for at least a period of 2 years after the student completed the study.

Records Procedure

The teachers must maintain records of teaching delivery for 2 years and ensure:

- a. retention and accessibility of records, including electronically

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- b. learning outcomes are documented
- c. effective review, revision and delivery of courses.

Completion Procedure

Students who enroll in the 4 level General English course with SPI 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.

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.

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 SPI'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.

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Feedbacks

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.

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.

Reassessments

Formative assessments are not being reassessed for any reason. 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 requested to be reassessed if students are able to provide a **medical certificate** or any other similar documents in which **compassionate**

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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.

Validation

Formal validation of resources is done annually, during the mid-year break. The validation process involves ensuring that resources (especially assessments) are valid, reliable, fair and flexible. Assessments and other resources might be reviewed and updated at this time. This is done to review any aspect of the program that can improve the quality of the course. Teachers might be asked to work during this time for this reason. Teacher and student feedback is undertaken twice a year, once in week 1 of the second study stage, and once in week 1 of the fourth study stage. This is done to identify any areas in the ELICOS program that is in need of improvement and/or adjustments. Both teacher and student feedbacks are paper based and reviewed by management.

Moderation processes are done twice a year, once in the month of June and other one in the month of December. The moderation process involves teachers discussing how they would award grades to several sample student work. At the time of moderation, the student number will be calculated by generating the report from PRISMS which is further matched with the wisenet. To analyze the sample size, we refer to the website RAOSOFT (<http://www.raosoft.com/samplesize.html>) to have a statistically valid approach. The recommended sample size will be calculated based upon it and thereafter RANDOMIZER (<https://www.random.org/lists/?mode=advanced>) will be referred to generate the randomized list. This is done to ensure there are no instances of teachers marking too softly or too strictly.

Related Standards

This policy and procedure supports ‘Standards P3 and P4’ of the ELICOS Standards 2018.