# Insert proposed ELICOS course name

1. Course information

**1.1** **Provider contact details**

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| Legal name: |  |
| Trading name(s): |  |
| Address: |  |
| Contact name: |  |
| Contact email address: |  |
| CRICOS national provider code (if applicable): |  |

**1.2** **Course name and proficiency level**

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| *Provide the full title of the course e.g. General English (Beginner) - must reflect the course purpose and be the same as the title inserted on the front cover.* |

**1.3 Course copyright**

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| *If the provider is not the copyright owner, evidence of permission to deliver the course must submitted with the application.* | |
| Legal name: |  |
| Trading name(s): |  |
| Contact name: |  |
| Contact email address: |  |

**1.4 Course duration**

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| *State course duration in weeks.* |

**1.5 Course purpose**

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| *Describe the purpose of the course (must align to course objectives and outcomes).* |

**1.6 Relationships with other courses**

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| *Describe the relationships with other courses.*  *A relationship may exist where a student may progress from one ELICOS course to another related ELICOS course as their proficiency builds.* |

**1.7** **Articulation arrangements**

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| *Describe any articulation arrangements in place for learners of the ELICOS course to meet the English language entry requirements for other educational programs e.g. the organisation(s) the arrangements are with and the nature of the arrangements(s). Evidence of the arrangements must be provided.*  *If none, insert NA.*  *[Note: If the applicant is not also an RTO and the course is to provide an entry pathway to a higher education course through an arrangement with a registered higher education provider, then the application is to be submitted to the* [*Tertiary Education Quality Standards Agency (TEQSA)*](https://www.teqsa.gov.au/applying-cricos-registration)*.]* |

**1.8** **Profile of target learner group**

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| Learner characteristics:  *(Outline the profile of the target learner group for the course)* | *May include age, language level, language strengths and weaknesses, learning styles, learning capabilities, cultural factors.* |
| Meeting learner needs: | *Describe arrangements to meet the learning needs of different age groups and learning capabilities.* |

**1.9 Entry requirements**

*(Outline the entry requirements of the course)*

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| **Education level requirement:** | *For example - Completion of secondary school certificate or equivalent* |
| **English language requirement:** | *State the English language proficiency test and level required to enter the course*  *For example – IELTS, Pearson, TOEFL, TOIEC*  *For example - 4.5* |
| **Age requirements:** | *For example – Learners must be a minimum 18 years* |

**1.10** **Strategy for monitoring student learning progress**

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| *Outline the provider’s**strategy for monitoring student learning progress against the course objectives and outcomes throughout delivery of the course.*  *The strategy must outline action to be taken in the event of a student not progressing satisfactorily.*  *The strategy should indicate that students will be provided feedback on assessment outcomes and their progress throughout the study period. Provide a rationale on how the feedback will be given in a manner comprehensible to the learner and when it will be provided.*  *If the course is delivered to students under the age of 18, the strategy* ***must*** *indicate that the feedback* ***must*** *be provided to parents and guardians.* |

**1.11 Strategy for assessing achievement of learning outcomes (including policies and procedures, materials and resources)**

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| *Outline the providers strategy for assessing achievement of learning outcomes*  *The strategy should outline the provider’s*   * *overall approach to assessment, including the use of formative and summative assessment, the frequency of assessment and the assessment methods used.* * *assessment moderation and validation process and who is responsible to carry out the validation process.* * *process for determining how and when a learner will be deemed to have achieved all learning outcomes*   *Assessment policies and procedures, materials and resources should be clearly outlined.* |

**1.12 Modes and methods of course delivery**

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| *Outline the modes (e.g. face to face) and methods (e.g. lecture style, text/genre based, topic/theme based) of course delivery.*  *The main modes of delivery must include 20 hours of face to face tuition per week.*  *The delivery methods* ***must*** *align to course objectives and outcomes, student needs, and the course syllabus.* |

**1.13** **Course structure**

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| **Face to face scheduled contact hours** | *State the number of scheduled face to face contact hours per week.*  *The course must reflect a minimum of 20 hours face to face scheduled course contact hours per week. If the course requires any other scheduled contact hours, these must be outlined.* |
| **Study hours (personal or group study)** | *State the number of study hours per weeks.* |
| **Scheduled breaks** | *State the number of any scheduled breaks in weeks.* |

**1.14** **Strategy for ongoing course evaluation and review**

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| *Outline the strategy for ongoing evaluation and review of the course outcomes and assessment including how the results of evaluation will be used in the continuous improvement of the course.*  *The strategy should outline:*   * *the processes used to review and evaluate the course* * *the staff involved in the review* * *timing and frequency of review* * *the process for implementing changes to the course* * *how the changes will be notified to staff.*   *The course review and evaluation should consider the course curriculum, key and supplementary resources and course assessment tools.* |

**1.15** **Experience and qualifications of course teachers**

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| ***Name*** | ***Qualifications*** | ***Experience*** |
| *Provide full name of each proposed teacher for the proposed course.* | *Provide full details of educational credentials held, including the year of achievement and issuing institution (and country, if not Australia).* | *Outline teaching experience including details of duration, when and where the experience was obtained.* |
| *Note: Copies of educational credentials or records of experience are not to be provided with this application but must be provided upon request.* | | |

**1.16 Course fees (maximum)**

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| *Tuition fee:* |  | *Compulsory non-tuition fee:* |  |

**1.17** **Certification of completion and partial completion**

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| *Attach sample copies of certification to be issued to learners who achieve all course learning outcomes.*  *Attach sample copies of certification to be issued to learners who exit a course without having achieved all learning outcomes.* |

1. Course syllabus

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| **Purpose and objectives of the course** | |
| *Outline the purpose and objectives of the course*  *Example:*   * *To develop English language writing skills relevant to …* * *To develop English language reading skills relevant to …* * *To develop English language oral communication skills relevant to …* | |
| **Course learning outcomes** *(Outline the course outcomes in learner oriented terms)* | |
| **Speaking** | *Example:*  *Identify and respond to simple, everyday transactions*  *Express clearly personal opinions*  *Deliver three short oral presentations (1 minute, 5 minutes, 15 minutes)* |
| **Listening** | *Example:*  *Is able to understand the topic and important points of carefully spoken English on basic everyday topics and in routine situations*  *Listen and identify the topic and main ideas of simple texts* |
| **Reading** | *Example:*  *Read and follow simple, clearly set out instructions*  *Identify main ideas and specific details of short text/stories* |
| **Writing** | *Example:*  *Plan and draft formal and informal emails*  *Plan and write a short summaries of discussions* |
| **Subject/Themes** *(Outline the subject /themes of the course and course structure demonstrating that the course meets the minimum 20 hours face to face contact time per week)* | |
| **Week 1** | *People, family and friends* |
| **Week 2** | *Nice to meet you* |
| **Week 3** | *Holidays* |
| **Week 4** | *Cooking* |
| **Week 5** | *Shopping* |
| **Week 6** | *Festive food* |
| **Week 7** | *World culture* |
| **Week 8** | *Money* |
| **Week 9** | *Environment* |
| **Week 10** | *Health* |

*The following information must be provided for every week of study e.g. Week 1 to Week 10*

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| **Week** | *1 of 10* | **Theme/subject** | *People, family and friends* |

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| **Learning outcomes** | **Aspect of outcome** (e.g. Language or functions; sub-skills, performance criteria) | **Learning activities** |
| **Speaking**   1. *Can hold short basic conversations on common topics such as work, home and interests* 2. *Can express his or herself clearly in basic situations* 3. *Can exchange basic personal information* | * *Describe family relationships* * *Describe people’s personality* * *Give personal information about self and others* | * *Work in pairs and talk about your family tree* * *Role-play going on an outing – cinema, park* * *Walk around the classroom - greet and introduce self and others* |
| **Listening**   1. *Is able to understand the topic and important points of carefully spoken English on basic everyday topics and in routine situations* 2. *Can pick up simple specific information such as numbers, and times if spoken slowly and carefully* | * *Listen for descriptions of people’s appearance* * *Listen to opinions in short stories* | * *Listen to a short story and take notes* * *Work in pairs - short conversations: greetings/introductions* * *Complete exercise - put the sentences in the box in the conversation on the right* |
| **Reading**   1. *Can identify specific information in short articles, brochures, menu as long as the meaning is basic and the topic is common* 2. *Can identify basic opinions - likes and dislikes* | * *Read a descriptive text for specific information* * *Read a short article for specific details* | * *Read and understand a quiz about friends* * *Read a story about an unusual family* * *Read the menu on page 10 and answer questions 1 - 5* |
| **Writing**   1. *Can write very short social media posts, notes and complete forms* 2. *Can write very brief descriptions of places, people, jobs, stories* 3. *Can write basic sentences with sufficient accuracy to be readily intelligible* | * *Write a short paragraph about a family* * *Write a story from a picture story* | * *Write about your family* * *Write an invitation* * *Match the sentences - work in pairs to compare the answers* |

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| **Assessment activities** |
| *Outline the (formative and summative) assessment activities:*  *Example:*   * *Test on last week’s course book work* * *In-class assessment: introduction/personal information conversations* * *Writing portfolio: personal description* * *Practice for test preparation e.g. study skills* |
| **Homework/Independent study/Assignment** |
| *Outline the homework, independent study and assignment work the student is required to complete:*  *Example*   * *Complete any writing activities not completed in class* * *Complete blog/diary activity* * *Review section for this week’s unit* * *Complete online activities for this week’s unit* |
| **Resources (Key and/or supplementary)** |
| *Outline resources to be used:*  *Example*   * *Cutting Edge, 3rd Ed Elementary Students’ Book* * *Cutting Edge, 3rd Ed Elementary Workbook* |