# Self-assessment for registration as an ELICOS provider

# Introduction

## About this self-assessment tool

This tool is for organisations applying for initial registration as a provider of as a Commonwealth Register of Institutes and Courses for Overseas Students (CRICOS) provider, delivering English Language Intensive Courses for Overseas Students (ELICOS) with the Australian Skills Quality Authority (ASQA). Use the tool to complete your self-assessment.

Self-assessment allows you to confirm that your organisation has developed appropriate processes and systems that meet the requirements of registration.

When submitting your application for initial registration in asqanet (ASQA’s online application and registration management portal), you must submit:

* this completed self-assessment and relevant evidence

This self-assessment tool will help you to:

* review your organisation’s systems and processes against key requirements of the *National Code of Practice for Providers of Education and Training to Overseas Students 2018* (National Code), the *ELICOS Standards 2018,* and the *Education Services for Overseas Students Act 2000* (ESOS Act) relating to:
  + each of the [phases of the student journey](https://www.asqa.gov.au/files/key-phases-student-journey) (marketing and recruitment; enrolment; support and progression; training and assessment; completion)
  + regulatory compliance and governance.
* ensure you are prepared to operate as a CRICOS provider that will deliver quality training and assessment
* provide evidence and information that ASQA will use to assess your application.

You can find more information on the requirements for initial CRICOS registration:

* in the [Application guide—application for initial registration](https://www.asqa.gov.au/news-publications/forms-guides/application-guide-application-initial-rto-registration)
* on [ASQA's website](https://www.asqa.gov.au/cricos-registration/apply-cricos-registration).

## Scope of this self-assessment tool

This self-assessment tool does not:

* cover all requirements of the National Code, the ELICOS Standards and the ESOS Act
* prescribe how your organisation must provide training and assessment
* identify all evidence required for compliance with the National Code, the ELICOS Standards and the ESOS Act.

As part of the application process, ASQA may assess compliance with standards not referenced in this self-assessment tool.

When lodging your application for initial registration, you will need evidence of compliance with all of the standards of the National Code and the ELICOS Standards.

## The self-assessment process

To complete the self-assessment, you must:

* provide an overview of your organisation
* assess your organisation’s compliance with the phases of the student journey, and with regulatory compliance and governance
* provide evidence to support your answers
* complete the evidence checklist to show you have attached all necessary evidence.

ASQA will assess your compliance against the National Code, the ELICOS Standards and the ESOS Act, based on:

* the information provided in the self-assessment and supporting evidence
* the information provided in the application for initial registration and supporting documents.

A representative of ASQA may seek clarification of claims made in the self-assessment and supporting evidence, and/or claims made in the application for registration and supporting documents.

Some requirements of the National Code apply specifically to:

* delivery of VET training products
* delivery of ELICOS courses
* students under the age of 18 years.

Sections of this self-assessment tool that refer to these specific cases are mandatory only if they apply to the intended operations of the applicant.

## How to prepare and submit evidence

* Use the checklist provided in this self-assessment tool to understand what evidence you should include. You must provide evidence of compliance against each phase of the student journey, and regulatory compliance and governance.
* Create a separate compressed file (zip file) for evidence relating to each phase of the student journey, and to regulatory compliance and governance.
* Upload all of these zip files to asqanet when submitting your self-assessment.
* Any evidence that has already been provided with the self-assessment tool for RTO registration does not need to be re-submitted. However, you must advise in your responses to this tool, that the evidence is attached to the self-assessment for RTO registration.
* It is recommended that you provide an index with your application, listing all evidence provided. This index should also be uploaded to asqanet.

**No opportunities to provide further evidence will be permitted.** All responses and evidence provided with your application for initial registration must be complete, truthful and accurate. If evidence is found to be incomplete or false or misleading, the application will be rejected.

## Tips for using this self-assessment tool

* When preparing your responses, refer to Fact Sheets and other information on [the Department of Education and Training’s International Education website](https://internationaleducation.gov.au/Regulatory-Information/Pages/National-Code-2018-Factsheets-.aspx).
* If any part of the self-assessment tool does not include enough space for your response, please attach your full response in a separate document. The title of the document title should include the number of the question to which the response relates. You should mention all such separate documents in your index.
* Carefully review your completed self-assessment, and all supporting documents, before submitting them with your application for registration. No opportunities to provide further evidence will be permitted.

# Your organisation

## Organisation details

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| **Organisation’s legal name:** |  |
| Trading name/s: |  |
| RTO ID (if applicable): |  |
| This self-assessment was completed by: | |
| Name: |  |
| Role within organisation: |  |
| Date completed: |  |
| **Consultant** | |
| Did a consultant assist with completion of this self-assessment tool or the application for initial CRICOS registration?  Yes  No  If you answered ‘Yes’, please provide: | |
| Name of consultant: |  |
| Name of consultant’s organisation: |  |
| Nature of assistance: | The consultant is contracted to assist with establishing the CRICOS provider only.  The consultant is contracted to assist with setting up the CRICOS provider and to provide ongoing compliance support.  Other (please provide details): |

## Operating context

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| Are all owners and executive officers (including the Principal Executive Officer) of the organisation Australian residents? | Yes  No |
| Will third parties be used in the delivery of training and assessment? | Yes  No  If you answered ‘Yes’, please provide the names of the third parties: |
| Will student fees be accepted in advance of training and assessment? | Yes  No |
| Will training and assessment be delivered to students aged under 18 years? | Yes  No |
| Have you confirmed that ASQA is the appropriate regulator for your ELICOS registration? | Yes  No |

## Organisation overview

Is the principal purpose of your organisation to provide education? Describe the principal purpose of your organisation in the space below.

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Explain how your organisation has a demonstrated capacity to deliver education to a satisfactory standard in the space below.

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# Self-assessment

Section 1—Marketing and recruitment

CRICOS providers are responsible for providing accurate and accessible information to prospective and current students about provider services and performance. This includes when these are published or distributed by third parties, such as recruitment agencies, on your organisation’s behalf.

* 1. Marketing and advertising material

In this part of the self-assessment, you will review your organisation’s marketing and advertising materials, and the processes that you have in place to ensure your marketing and advertising materials are appropriate. You will need to provide supporting evidence.

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| **Relevant standards from the National Code** |
| 1.1 |
| The registered provider must ensure that the marketing and promotion of its courses and education services in connection with the recruitment of overseas students or intending overseas students, including through an education agent (in accordance with Standard 4), is not false or misleading, and is consistent with Australian Consumer Law. |

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| 1.2 |
| The registered provider must, in seeking to enter into written agreements with overseas students or intending overseas students, not provide any false or misleading information on:  1.2.1 its association with any other persons or organisations the registered provider has arrangements with for the delivery of the course in which the student intends to enrol or may apply to enrol  1.2.2 any work-based training a student is required to undertake as part of the course  1.2.3 prerequisites—including English language proficiency—for entry to the course  1.2.4 any other information relevant to the registered provider, its courses or outcomes associated with those courses. |

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| 1.3 |
| The registered provider must not:  1.3.1 claim to commit to secure for, or on the student or intending student’s behalf, a migration outcome from undertaking any course offered by the registered provider  1.3.2 guarantee a successful education assessment outcome for the student or intending student. |

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| 1.4 |
| The registered provider must include its CRICOS registered name and registration number in any written or online material that it disseminates or makes publicly available for the purposes of:  1.4.1 providing or offering to provide a course to an overseas student  1.4.2 inviting a student to undertake or apply for a course, or  1.4.3 indicating it is able or willing to provide a course to overseas students. |

* 1. Assess your compliance against the standards relating to marketing and recruitment

‘Marketing/promotional material’ includes all material intended for marketing your organisation to potential overseas students, including:

* any material issued directly by your organisation
* any material issued by another body to promote your organisation.

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|  | **Yes** | **No** | **N/A** |
| Marketing and promotional materials contain only true and accurate information about any third-party organisations who will deliver services to students |  |  |  |
| Marketing and promotional materials contain only true and accurate information about prerequisites—including English language proficiency prerequisites—for entry to courses |  |  |  |
| Marketing and promotional materials contain only true and accurate information about other information pertaining to the registered provider, its courses or outcomes associated with those courses |  |  |  |
| Marketing and promotional materials for your organisation do not claim a guaranteed migration outcome |  |  |  |
| Marketing and promotional material for your organisation do not claim a guaranteed successful education assessment outcome |  |  |  |
| All intended marketing/promotional material includes the organisation’s name |  |  |  |
| All intended marketing/promotional material includes a space for the CRICOS registration number of the organisation |  |  |  |

* 1. Describe your marketing, promotions and advertising review process

Describe the review process in place to ensure that any marketing, promotional or advertising material that your organisation will publish or distribute is current, factual and appropriate for your intended clients.

This should include the process used to monitor material published and distributed on your behalf by other organisations.

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* 1. Provide information to support your compliance with the standards relating to marketing and recruitment

Do you want to provide any additional information to support your compliance with the standards relating to marketing and advertising?

If referring to supporting documentation, please include the name of the document.

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* 1. Attach evidence showing compliance with the standards relating to marketing and recruitment

Attach evidence to support compliance, including:

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|  | **Yes** | **N/A** |
| * copies of any material that developed to market the provider to potential students |  |  |
| * other relevant evident to show compliance with the standards relating to marketing and advertising. |  |  |

Section 2—Enrolment

As part of the enrolment process providers are responsible for informing and protecting students and protecting fees paid by students.

2.1 Enrolment and pre-enrolment information

This part of the self-assessment asks you to review your organisation’s pre-enrolment and enrolment information. You will need to assess your processes for ensuring that a training product is appropriate for a particular student to enrol in.

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| **Relevant standards from the National Code** |
| 2.1 |
| Prior to accepting an overseas student or intending overseas student for enrolment in a course, the registered provider must make comprehensive, current and plain English information available to the overseas student or intending overseas student on:  2.1.1 the requirements for an overseas student’s acceptance into a course, including the minimum level of English language proficiency, educational qualifications or work experience required, and course credit if applicable  2.1.2 the CRICOS course code, course content, modes of study for the course including compulsory online and/or work-based training, placements, other community-based learning and collaborative research training arrangements, and assessment methods  2.1.3 course duration and holiday breaks  2.1.4 the course qualification, award or other outcomes  2.1.5 campus locations and facilities, equipment and learning resources available to students  2.1.6 the details of any arrangements with another provider, person or business who will provide the course or part of the course  2.1.7 indicative tuition and non-tuition fees, including advice on the potential for changes to fees over the duration of a course, and the registered provider’s cancellation and refund policies  2.1.8 the grounds on which the overseas student’s enrolment may be deferred, suspended or cancelled  2.1.9 the ESOS framework, including official Australian Government material or links to this material online  2.1.10 where relevant, the policy and process the registered provider has in place for approving the accommodation, support and general welfare arrangements for younger overseas students (in accordance with Standard 5)  2.1.11 accommodation options and indicative costs of living in Australia. |

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| 2.2 |
| The registered provider must have and implement a documented policy and process for assessing whether the overseas student’s English language proficiency, educational qualifications or work experience is sufficient to enable them to enter the course. |

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| 8.5 |
| The registered provider must clearly outline and inform the overseas student before they commence the course of the requirements to achieve satisfactory course progress and, where applicable, attendance in each study period. |

2.1.1 Assess your compliance against the standards relating to enrolment and pre-enrolment information

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| **Pre-enrolment information has been created that provides comprehensive, current and plain English information to potential overseas students about:** | **Yes** | **No** | **N/A** |
| * entry requirements into the course, including:   + the minimum level of English language proficiency   + educational qualifications   + any requirements for previous work experience   + available course credit. |  |  |  |
| * course details, including   + space for the CRICOS course code, as well as the title and code of the training product   + course content   + modes of study   + assessment methods. |  |  |  |
| * course duration and holiday breaks |  |  |  |
| * all locations where delivery of training and assessment will occur |  |  |  |
| * facilities, equipment and learning resources available to students at each location |  |  |  |
| * expected tuition and non-tuition fees, including advice on the potential for changes to fees over the duration of a course |  |  |  |
| * cancellation and refund policies |  |  |  |
| * learning outcomes for each study block, and the overall course |  |  |  |
| * the grounds that could lead to deferred, suspended or cancelled enrolments |  |  |  |
| * the ESOS framework, including official Australian Government material or links to this material online |  |  |  |
| * the process for how the organisation will approve the accommodation, welfare and support arrangements for students aged under 18 |  |  |  |
| * accommodation options and indicative costs of living in Australia |  |  |  |
| * the requirements for satisfactory course progress (and attendance if monitored) for each study period |  |  |  |
| A documented policy and process is in place for assessing whether overseas students’ English language proficiency, educational qualifications or work experience is sufficient to enable them to enter the course. |  |  |  |

2.1.2 Provide information to support your compliance with the standards relating to enrolment and pre-enrolment information

Do you want to provide any additional information to support your compliance with the standards relating to enrolment and pre-enrolment information?

If referring to supporting documentation, please include the name of the document.

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2.1.3 Attach evidence showing compliance with the standards relating to enrolment and pre-enrolment information

Attach evidence to support compliance, including:

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|  | **Yes** | **N/A** |
| * pre-enrolment information for students that addresses the requirements of National Code standards 2.1 and 8.5 (such as a student handbook) |  |  |
| * documented process and policy to be implemented for assessing suitability of students prior to enrolment |  |  |
| * a Letter of Offer template |  |  |
| * any other relevant evidence showing compliance |  |  |

2.2 Written agreements and Fee information

In this section you will need to review your enrolment documentation and processes to ensure students are informed of the conditions of their enrolment, including fee and refund terms, in writing and that your organisation is protecting pre-paid student tuition fees.

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| **Relevant standards from the National Code** |
| 3.1 |
| The registered provider must enter into a written agreement with the overseas student or intending overseas student, signed or otherwise accepted by the student, concurrently with or prior to accepting payment of tuition fees or non-tuition fees. A written agreement may take any form provided it meets the requirements of the ESOS Act and the National Code. |

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| 3.2 |
| If the overseas student or intending overseas student is under 18 years of age, the written agreement with the overseas student or intending overseas student must be signed or otherwise accepted by the student’s parent or legal guardian. |

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| 3.3 |
| In addition to all requirements in the ESOS Act, the written agreement must, in plain English:  3.3.1 outline the course or courses in which the student is to be enrolled, the expected course start date, the location(s) at which the course will be delivered, the offered modes of study for the course, including compulsory online and/or work-based training, placements, and/or other community-based learning and/or collaborative research training arrangements  3.3.2 outline any prerequisites necessary to enter the course or courses, including English language requirements  3.3.3 list any conditions imposed on the student’s enrolment  3.3.4 list all tuition fees payable by the student for the course, the periods to which those tuition fees relate and payment options (including, if permitted under the ESOS Act, that the student may choose to pay more than 50 per cent of their tuition fees before their course commences)  3.3.5 provide details of any non-tuition fees the student may incur, including as a result of having their study outcomes reassessed, deferral of study, fees for late payment of tuition fees, or other circumstances in which additional fees may apply  3.3.6 set out the circumstances in which personal information about the student may be disclosed by the registered provider, the Commonwealth including the TPS, or state or territory agencies, in accordance with the Privacy Act 1988  3.3.7 outline the registered provider’s internal and external complaints and appeals processes, in accordance with Standard 10 (Complaints and appeals)  3.3.8 state that the student is responsible for keeping a copy of the written agreement as supplied by the registered provider, and receipts of any payments of tuition fees or non-tuition fees  3.3.9 only use links to provide supplementary material. |

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| 3.4 |
| The registered provider must include in the written agreement the following information, which is to be consistent with the requirements of the ESOS Act, in relation to refunds of tuition fees and non-tuition fees in the case of student default and provider default:  3.4.1 amounts that may or may not be repaid to the overseas student (including any tuition and non-tuition fees collected by education agents on behalf of the registered provider)  3.4.2 processes for claiming a refund  3.4.3 the specified person(s), other than the overseas student, who can receive a refund in respect of the overseas student identified in the written agreement, consistent with the ESOS Act  3.4.4 a plain English explanation of what happens in the event of a course not being delivered, including the role of the TPS  3.4.5 a statement that “This written agreement, and the right to make complaints and seek appeals of decisions and action under various processes, does not affect the rights of the student to take action under the Australian Consumer Law if the Australian Consumer Law applies”. |

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| **Relevant sections of the ESOS Act**  Section 18 |
| Payments to providers  (1) If a registered provider for a course enters into an arrangement with one or more other providers to provide the course jointly, the arrangement must:   (a) be such that the students pay their tuition fees to the registered provider and not directly to the other providers; or   (b) both:  be in writing; and  provide for the receipt and disbursement of any tuition fees paid by students directly to any of the other providers.  (1A) However, for the purpose of determining the registered provider’s obligations under this Act, any tuition fees paid by students directly to any of the other providers is taken to have been paid directly to the registered provider.  Note: If a registered provider breaches this section, the ESOS agency for the provider may take action under Division 1 of Part 6 against the provider.  Section 27  Tuition fees  (1) A registered provider must not receive, in respect of an overseas student or intending overseas student, more than 50% of the student’s total tuition fees for a course before the student has begun the course.  (2) Subsection (1) does not apply if:  (a) either of the following choose to pay more than 50% of the overseas student’s, or intending overseas student’s, total tuition fees for a course before the student has begun the course:  (i) the student;  (ii) a person who is responsible for paying those fees; or  (b) the course has a duration of 25 weeks or less.  Section 28  Obligation for registered provider to maintain account  Requirement to maintain account  (1) A registered provider who receives, in respect of an overseas student or intending overseas student, tuition fees for a course before the student has begun the course must maintain an account in accordance with this section.  Note: Providers covered by section 31 are not required to comply with this section.  Account to be maintained with an Australian ADI  (2) The account must be maintained with an Australian ADI (within the meaning of section 9 of the Corporations Act 2001). |

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| ELICOS Standard P1.2 |
| Written agreements between registered ELICOS providers and students must specify:   1. a minimum of 20 hours face-to-face scheduled course contact per week for the course 2. any other scheduled course contact hours required by the course |

2.2.1 Assess your compliance with the standards relating to fee information and pre-paid fees

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|  | **Yes** | **No** | **N/A** |
| A written agreement has been created for all overseas students who will be enrolled in the organisation, to be accepted at the same time or prior to payment of fees. |  |  |  |
| * The written agreement includes plain English information about the course in which the student will be enrolled, including:   + the start date of the course   + the locations at which the course will be delivered   + the mode of study that will be offered   + any work placements   + course contact hours per week, noting a minimum of 20 hours and any additional course contact hours required |  |  |  |
| * The written agreement includes plain English information about pre-requisites for entry to the course, including English language requirements |  |  |  |
| * The written agreement includes an identified area for any conditions on enrolment |  |  |  |
| * The written agreement includes plain English information about fees, including:   + fees payable   + dates payments are due   + payment options   + non-tuition/additional fees that could apply, such as reassessment fees, fees for late payments. |  |  |  |
| * The written agreement includes plain English information about refunds, including:   + amounts that may be repaid to the students and the circumstances that determine that figure   + process for claiming a refund   + details of anyone who can receive a refund on behalf of the student   + how failure to deliver a course will be managed   + the statement that ‘This written agreement, and the right to make complaints and seek appeals of decisions and action under various processes, does not affect the rights of the student to take action under the Australian Consumer Law if the Australian Consumer Law applies’. |  |  |  |
| * The written agreement includes plain English information about how the personal information of the student may be shared with government agencies |  |  |  |
| * The written agreement includes plain English information about complaints and appeals processes |  |  |  |
| * The written agreement advises that the student is responsible for keeping copies of the agreement and all payment receipts |  |  |  |
| All references to policies and procedures or other supplementary material are included via links in the document, not stand-alone hard copies. |  |  |  |
| For any students aged under 18, space for the parent/guardian to accept the agreement. |  |  |  |
| If partnering with another provider for the delivery of training and assessment, the written agreement confirms the student is only required to pay tuition fees to the applicant organisation, or that any fees paid directly to the other provider are subtracted from their tuition fees. |  |  |  |
| No more than 50% of tuition fees will be claimed prior to enrolment, unless   * the student or person responsible for paying fees requests to pay more * the course is for less than 26 weeks |  |  |  |
| A specific bank account is being maintained for the collection of student fees paid in advance of training and assessment. |  |  |  |

2.2.2 Provide information to support your compliance with the standards relating to standards/legislation relating to fee information and pre-paid fees

Do you want to provide any additional information to support your compliance with the standards relating to fee information and pre-paid fees?

If referring to supporting documentation, please include the name of the document.

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2.2.3 Attach evidence showing compliance with the standards relating to fee information and pre-paid fees

Attach evidence to support compliance, including:

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|  | **Yes** | **N/A** |
| * written agreement for students |  |  |
| * refund and fee payment information for students |  |  |
| * any other relevant evidence showing compliance. |  |  |

Section 3—Support and progression

CRICOS providers are responsible for supporting their students throughout each stage of the student journey.

3.1 Support services

In this section, you will review the support services your organisation provides for students.

You will need to provide details of the staff members that provide support services. You will also need to provide details of any external organisations that you have engaged to provide support services.

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| **Relevant standards from the National Code** |
| 6.1  The registered provider must support the overseas student in adjusting to study and life in Australia by giving the overseas student information on or access to an age and culturally appropriate orientation program that provides information about:  6.1.1 support services available to assist overseas students to help them adjust to study and life in Australia  6.1.2 English language and study assistance programs  6.1.3 any relevant legal services  6.1.4 emergency and health services  6.1.5 the registered provider’s facilities and resources  6.1.6 complaints and appeals processes as outlined in Standard 10 (Complaints and appeals)  6.1.7 requirements for course attendance and progress, as appropriate  6.1.8 the support services available to assist students with general or personal circumstances that are adversely affecting their education in Australia  6.1.9 services students can access for information on their employment rights and conditions, and how to resolve workplace issues, such as through the Fair Work Ombudsman. |

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| 6.2 |
| The registered provider must give relevant information or provide referrals as appropriate to overseas students who request assistance in relation to the services and programs set out in Standard 6.1, at no additional cost to the overseas student. |

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| 6.3 |
| The registered provider must offer reasonable support to overseas students to enable them to achieve expected learning outcomes regardless of the overseas student’s place of study or the mode of study of the course, at no additional cost to the overseas student. |

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| 6.4 |
| The registered provider must facilitate access to learning support services consistent with the requirements of the course, mode of study and the learning needs of overseas student cohorts, including having and implementing documented processes for supporting and maintaining contact with overseas students undertaking online or distance units of study. |

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| 6.5 |
| The registered provider must designate a member or members of its staff to be the official point of contact for overseas students. The student contact officer or officers must have access to up-to-date details of the registered provider’s support services. |

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| 6.6 |
| The registered provider must have sufficient student support personnel to meet the needs of the overseas students enrolled with the registered provider. |

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| 6.9 |
| The registered provider must:  6.9.1 take all reasonable steps to provide a safe environment on campus and advise overseas students and staff on actions they can take to enhance their personal security and safety  6.9.2 provide information to overseas students about how to seek assistance for and report an incident that significantly impacts on their wellbeing, including critical incidents  6.9.3 provide overseas students with or refer them to (including electronically) general information on safety and awareness relevant to life in Australia. |

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| 5.2 |
| Registered providers must ensure students under 18 years of age are given age-and culturally-appropriate information on:  5.2.1 who to contact in emergency situations, including contact numbers of a nominated staff member and/or service provider to the registered provider  5.2.2 seeking assistance and reporting any incident or allegation involving actual or alleged sexual, physical or other abuse. |

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| ELICOS Standard P3.1 |
| The provider must have policies and procedures in place to ensure that:   1. students are placed in a class appropriate to their current language proficiency level, learning goals and learning needs and consistent with their written agreement 2. 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 3. teacher-to-student ratios do not exceed 1:18 per class 4. students are informed of the outcomes to be achieved from the course and, for each learning block, the learning outcomes for that block. |

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| ELICOS Standard P6.9 |
| A registered ELICOS provider must:   1. employ or contract a person or persons with formal qualifications in counselling and/or relevant experience who is able to advise and provide counselling to students in an intercultural context about:    1. academic and future progress advice    2. welfare matters. 2. ensure that the counselling services are available and accessible by students at suitable times |

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| ELICOS Standard P7.2 |
| The registered ELICOS provider must ensure that students are safe and have access to facilities that support their education, including where:   1. the provider utilises areas within their facility for ELICOS classes that may also be used for other purposes 2. facilities are accessed by people not associated with the provider’s operations. |

3.1.1 Assess your compliance against the standards relating to providing support to students

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|  | **Yes** | **No** | **N/A** |
| An orientation program has been created |  |  |  |
| * The orientation program provides information on the support services available to students, including:   + English language and study support   + support services that will assist with welfare and/or personal circumstances, both internally and externally to the organisation   + academic and future progress advice   + any other relevant services that will assist students adjust to life in Australia and/or completing their studies. |  |  |  |
| * The orientation program provides contact information or suggestions for how students can access:   + legal advice   + medical and emergency care   + information about and assistance with employee rights and workplace issues. |  |  |  |
| * The orientation program provides information about studying with the organisation, including:   + locations and the resources available at locations   + complaints and appeals policies and procedures   + the outcomes for the courses and for each learning block   + requirements for satisfactory course progress and attendance. |  |  |  |
| Student information makes clear that any referrals to external support agencies will not incur a fee. |  |  |  |
| Processes are in place to determine special needs of students, and the subsequent support arrangements they will require. |  |  |  |
| Educational support services to help students successfully complete their study:   * are in place/have been sourced * will be accessible to all students, regardless of location and mode of study. |  |  |  |
| For courses delivered online or over distance—there are documented processes for providing support to and ensuring regular contact with students taking part in these courses. |  |  |  |
| Staff members, with counselling qualifications and/or demonstrated relevant experience have been identified as student support personnel, and students will be able to access those staff members via current and correct contact details at appropriate times. |  |  |  |
| The number of student support personnel is sufficient for the intended number of students and delivery locations. |  |  |  |
| Processes are in place to ensure students are placed in classes appropriate to the students needs and consistent with the details of their written agreements. |  |  |  |
| Timetabling and course structure documents confirm a teacher: student ratio of no more than 1:18 |  |  |  |
| Processes are in place to monitor and protect the safety of students at all delivery and assessment locations, which include reference to maintaining the security of students at premises which are accessible to others |  |  |  |
| Student information includes advice on ensuring safety, both during and outside of class attendance, and how to report incidents that affect their wellbeing. |  |  |  |
| For organisations planning to enrol students under the age of 18—the orientation program and student information includes age-appropriate and culturally appropriate information on:   * who to contact in an emergency * how to seek assistance and how to report any incidence or allegation of abuse. |  |  |  |

3.1.2 Provide information about student support staff

List the staff members who are the nominated contact persons for students seeking support

|  |  |  |  |
| --- | --- | --- | --- |
| **Staff member name** | **Position Title** | **Support role (e.g. point of contact for referrals, providing counselling services, providing literacy support)** | **Details of formal qualifications/ relevant experience in counselling e.g.**   * **Bachelor of Psychology (Hons), Flinders University 2001** * **xx years experience counselling international students** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

If you need to provide information on more training products, please include these in a separate document along with your other evidence for Section 3—support and progression. Please title this document ‘Additional evidence for question 3.1.2, support staff’.

* More information in response to this question is included with the evidence provided for Section 3—support and progression.

3.1.3 Provide information about how you have identified and sourced appropriate support services for your intended students

What sort of support services have been identified as most likely to be needed by the students?

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|  |

How have support services, including external support services, been identified and sourced to support those needs?

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What processes have been put in place to ensure students will be in a safe environment while at training and assessment locations?

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| --- |
|  |

3.1.4 Provide information to support your compliance with the standards relating to student support

Do you want to provide any additional information to support your compliance with the standards relating to student support?

If referring to supporting documentation, please include the name of the document

|  |
| --- |
|  |

3.1.5 Attach evidence showing compliance with the standards relating to student support

Attach evidence to support compliance, including:

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **N/A** |
| * information on the orientation program for students (e.g. a schedule) |  |  |
| * information being provided as part of the orientation program for students |  |  |
| * student information on how to access educational and/or welfare support |  |  |
| * student information on how to report a critical incident |  |  |
| * documented processes for supporting students taking part in courses delivered online or over distance (if applicable) |  |  |
| * any other relevant evidence showing compliance. |  |  |

3.2 Course progress and attendance requirements for ELICOS

In this section, you will review your organisation’s policies and processes for monitoring and assessing students’ progress through their ELICOS course, and providing assistance where necessary.

If your organisation does not intend to deliver ELICOS courses, the information in this sub-section (i.e.3.3 Course progress requirements for ELICOS) does not apply.

|  |
| --- |
| **Relevant standards from the National Code** |
| 8.6  The registered provider of a school, ELICOS or Foundation Program course must have and implement a documented policy and process for monitoring and recording attendance of the overseas student, specifying:  8.6.1 requirements for achieving satisfactory attendance for the course which at a minimum must be 80 per cent—or higher if specified under state or territory legislation or other regulatory requirements—of the scheduled contact hours  8.6.2 the method for working out minimum attendance under this standard  8.6.3 processes for recording course attendance  8.6.4 details of the registered provider’s intervention strategy to identify, notify and assist overseas students who have been absent for more than five consecutive days without approval, or who are at risk of not meeting attendance requirement before the overseas student’s attendance drops below 80 per cent  8.6.5 processes for determining the point at which the overseas student has failed to meet satisfactory course attendance. |

|  |
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| 8.7 |
| The registered provider must have and implement a documented policy and process for monitoring and recording course progress for the overseas student, specifying:  8.7.1 requirements for achieving satisfactory course progress for the course  8.7.2 processes for recording and assessing course progress  8.7.3 details of the registered provider’s intervention strategy to identify, notify and assist students at risk of not meeting course progress requirements in sufficient time for those students to achieve satisfactory course progress  8.7.4 processes for determining the point at which the student has failed to meet satisfactory course progress. |

3.2.1 Assess your compliance against the standards relating to course progress requirements for ELICOS

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **No** |
| Policies and processes to monitor course progress and attendance of students enrolled in ELICOS courses, have been documented, which address: |  |  |
| * the requirements for demonstrating satisfactory course progress |  |  |
| * the requirements for demonstrating satisfactory attendance, and how the minimum attendance requirements have been set—noting that minimum attendance is 80% of course contact hours. |  |  |
| * how course progress will be recorded and assessed. |  |  |
| * how ‘at risk’ students will be identified and when and how they will be notified. |  |  |
| * the intervention strategy that will be implemented to assist ‘at risk’ students. |  |  |
| * the processes for determining at which points a student has failed to meet progress and attendance requirements. |  |  |

3.2.2 Provide information to support your compliance with the standards relating to course progress requirements for ELICOS

Do you want to provide any additional information to support your compliance with the standards relating to course progress and attendance requirements for ELICOS?

If referring to supporting documentation, please include the name of the document

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|  |

3.2.3 Attach evidence showing compliance with the standards relating to course progress and attendance requirements for ELICOS

Attach evidence to support compliance, including:

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **N/A** |
| * policies, processes and mechanisms to be implemented for managing and monitoring course progress and attendance for students studying ELICOS courses |  |  |
| * any other relevant evidence showing compliance. |  |  |

Section 4 —Training and assessment

CRICOS providers are responsible for ensuring training and assessment is delivered in line with clear and documented course structures that consider the duration, delivery modes and training and assessment methods.

To deliver quality training and assessment, providers also need adequate staffing, resources and facilities for the intended student numbers.

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| **Relevant standards from the National Code**  11.1 |
| In applying to register a full-time course at a location, a provider must seek approval from the ESOS agency, including through the relevant designated State authority if the provider is a school, for the following:  11.1.1 the course duration, including holiday breaks  11.1.2 modes of study, including online, distance or work-based training  11.1.3 number of overseas students enrolled at the provider, within the limit or maximum number approved by the ESOS agency for each location  11.1.4 arrangements with other education providers, including partners, in delivering a course or courses to overseas students. |

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| 11.2 |
| In seeking approval under 11.1, the provider must demonstrate any matters requested by the ESOS agency, including through the designated State authority if the provider is a school, which may include but are not limited to the following:  11.2.1 the expected duration of the course does not exceed the time required to complete the course on the basis of full-time study – for VET courses, this is a minimum of 20 scheduled course contact hours per week unless specified by an accrediting authority  11.2.2 the expected duration of the course includes any holiday periods or any work-based training  11.2.3 any work-based training to be undertaken as part of the course is necessary for the student to gain the qualification and there are appropriate arrangements for the supervision and assessment of students  11.2.4 the course is not to be delivered entirely by online or distance learning  11.2.5 the provider and any partner they engage to deliver a course or courses to overseas students has adequate staff and education resources, including facilities, equipment, learning and library resources and premises as are needed to deliver the course to the overseas students enrolled with the provider  11.2.6 the maximum number of overseas students proposed by the provider for the location reflects the appropriateness of the staff, resources and facilities for the delivery of the course. |

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| 8.18 |
| A registered provider must not deliver a course exclusively by online or distance learning to an overseas student. |

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| 8.20 |
| A registered provider must ensure that in each compulsory study period for a course, the overseas student is studying at least one unit that is not by distance or online learning, unless the student is completing the last unit of their course. |

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| 8.21 |
| For school, ELICOS or foundation programs, any online or distance learning must be in addition to minimum face-to-face teaching requirements approved by the relevant designated State authority or ESOS agency as part of the registration of the course, if applicable. |

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| ELICOS Standard P1.1 |
| An ELICOS course must have a minimum of 20 hours face-to-face scheduled course contact per week. |

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| ELICOS Standard P4.1 |
| Providers must clearly outline assessment policies and procedures, which must provide for:   1. formative and summative assessment 2. clear identification of assessment outcomes as they relate to progress through the course 3. assessment that is valid, reliable, fair, flexible and clearly referenced to criteria, and 4. includes appropriate oversight or moderation of assessment outcomes 5. 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. 6. clear and regular reporting on assessment outcomes and progress through the course to the student and their parent or guardian, where a student is under the age of 18. |

4.1.1 Self-assessment against the standards relating to strategies for training and assessment

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes** | **No** | **N/A** |
| For each course in your application, the course duration is appropriate for a student to meet the requirements of the training product, and includes:   * a minimum of 20 course contact hours per week * holiday periods |  |  |  |
| For each course in the application no more than one third of the total course duration will be delivered online or via distance |  |  |  |
| For each course in the application students will not be enrolled entirely in distance or online learning in any study period, unless they are completing the final unit of their course |  |  |  |
| For each course in the application each course and location is sufficiently resourced to support the maximum student capacity—i.e. all students will have access to sufficient and appropriate resources, including:   * teachers * learning resources * library resources * classrooms or other training facilities * equipment * all other necessary resources. |  |  |  |

It is expected that an organisation will be sufficiently resourced at the time of application to be able to commence delivery to the student capacity requested.

4.1. 2 Provide information to support your compliance with the standards relating to amount of training

Do you want to provide any additional information to support your compliance with the standards relating to strategies for training and assessment?

If referring to supporting documentation, please include the name of the document.

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|  |

4.1. 3 Attach evidence to support your compliance with the standards relating to strategies for training and assessment

Attach evidence to support compliance, including:

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **N/A** |
| * strategies for training and assessment for each course |  |  |
| * a list of assessment tools to be used |  |  |
| **and/or** | | |
| * any other relevant evidence showing compliance. |  |  |

4.2 Resources, staffing and facilities

This section asks you to assess your learning resources, staffing and facilities.

Before you submit an application for initial registration, learning resources must be sourced, configured and ready for delivery for all training products requested in the application. Learning resources must be sufficient for the intended initial cohort of students. Invoices or quotes for learning resources are not sufficient evidence.

You must have learning resources available for all requested training products.

For staffing resources, a signed formal employment contract is not required; however, you will be expected to provide evidence that each teacher has agreed to commence employment after registration. Resumes or job descriptions alone are not sufficient evidence.

|  |
| --- |
| ELICOS Standard P5.1 |
| The registered ELICOS provider must demonstrate access to educational resources that:   1. are sufficient to provide for each student at every stage of their course, as appropriate 2. are appropriate for the type and level of course offered 3. include access to a range of multimedia, as appropriate 4. enable varied learning activities and teaching methodologies 5. are developed for classroom and individual student use and address specific student needs and course learning outcomes 6. reflect new developments in TESOL theory and practice and changes in course offerings and student profiles. |

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| ELICOS Standard P5.2 |
| The registered ELICOS provider must have educational facilities with sufficient equipment and support resources for the number of enrolled students, including:   1. educational and computer technologies that support:    1. classroom teaching and learning activities;    2. independent student practice, study and research; and    3. teacher study, research and preparation. 2. material that is catalogued and presented for easy access, where the registered provider makes material available for access or independent study 3. equipment and resources to facilitate independent study (for example, study areas or wi-fi access). |

|  |
| --- |
| ELICOS Standard P7.3 |
| The registered ELICOS provider must designate areas of its premises sufficient in size to support quality delivery of its ELICOS course, including:   1. rooms and equipment that are fit for purpose and proportionate or appropriate to the number of students and course syllabus 2. teacher staffrooms 3. student recreation areas 4. private study areas or areas for related activities, such as a library or resource centre 5. storage areas 6. offices for the management of the ELICOS provider and for the confidential counselling of students. |

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| ELICOS Standard P6.4 |
| ELICOS teachers must have the following:   1. a degree or diploma of at least three years full-time or equivalent (teaching or other) 2. a suitable TESOL qualification or qualification that contains TESOL as a method 3. appropriate TESOL teaching experience or are formally mentored by a senior staff member with this experience. |

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| --- |
| ELICOS Standard P6.7 |
| The registered provider must verify the qualifications of all its teachers. |

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| ELICOS Standard P6.8 |
| The registered provider:   1. must implement policies and procedures for the induction and ongoing professional development of its teaching staff 2. must implement a program of professional development each year. |

4.2.1 Self-assessment against the standards relating to resourcing, staffing and facilities

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes** | **No** | **N/A** |
| Educational resources are accessible for all courses requested in the application for registration which:   * are sufficient for each student, at each stage of their learning * are appropriate for the type and level of each course * consider the needs for all clients in each course * include a range of multimedia tools * encourage the use of varied learning activities and teaching methodologies * are developed in consideration of both classroom and individual learning needs and outcomes * reflects new developments in TESOL theory and practice * reflects developments in course offerings and student profiles |  |  |  |
| Each educational location has sufficient educational and support resources, including computer technologies, to support classroom and group study for the requested student numbers |  |  |  |
| Each educational location has appropriate educational and support resources to support independent study, such as dedicated study areas, and access to Wi-Fi and/or computers for the requested student numbers |  |  |  |
| Each educational location has sufficient educational and support resources, including computer technologies, to support teacher study, research and preparation |  |  |  |
| Education material required for classroom or independent study is catalogued and easily accessible in each educational location |  |  |  |
| Each location has sufficient staffroom and student recreation space for the number of staff and students at the location |  |  |  |
| Each location has storage areas sufficient for the resource needs of the location, based on student numbers and course syllabus requirements |  |  |  |
| Office space has been dedicated for both the management of the ELICOS provider and for confidential counselling of students |  |  |  |
| A process is in place to ensure teachers meet all the following requirements:   * a degree or diploma of at least three years full-time or equivalent (teaching or other) * a suitable TESOL qualification or qualification that contains TESOL as a method * appropriate TESOL teaching experience or are formally mentored by a senior staff member with this experience. |  |  |  |
| A policy and process is in place to ensure teaching staff participate in ongoing professional development |  |  |  |
| A policy, procedure and program for induction of teaching staff has been developed |  |  |  |
| A program for professional development for teacher has been established for the first year of delivery |  |  |  |

It is expected that an organisation will be sufficiently resourced at the time of application to be able to commence delivery to the student capacity requested.

4. 2.2 Provide information to support your compliance with the standards relating to resourcing, staffing and facilities

Do you want to provide any additional information to support your compliance with the standards relating to resourcing, staffing and facilities?

If referring to supporting documentation, please include the name of the document.

|  |
| --- |
|  |

4. 2.3 Attach evidence to support your compliance with the standards relating to resourcing, staffing and facilities

Attach evidence to support compliance, including:

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **N/A** |
| * leasing agreements/venue hire agreements |  |  |
| * title deeds for locations owned by applicant |  |  |
| * approval from local government authority for use as an educational facility (where available in the council area) |  |  |
| * a list of all learning resources and equipment available for each course (i.e. those that have been purchased and can be provided on request) |  |  |
|  | | |
| * employment contracts of teachers, or evidence of agreements with teachers to commence employment |  |  |
| * documentation used to confirm the suitability of each teacher(e.g. curriculum vitae; qualifications) |  |  |
| * any other relevant evidence showing compliance. |  |  |

Section 5—Completion

ELICOS providers are responsible for ensuring certification is only issued to students who have completed all assessment requirements. Certification documentation must be issued in a timely manner and must be in a format prescribed by the Standards.

5.1 Certification

This section of the self-assessment asks you to review your certification templates. You will need to provide supporting evidence.

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| --- |
| ELICOS Standard P4.2 |
| The registered ELICOS provider must, (upon completion or partial completion) of study, issue each student with a document that:   1. indicates the CRICOS course name, registered ELICOS provider and contact details, dates of study, course duration, levels of achievement or proficiency, authorised signature and name of signatory 2. includes, or is accompanied by, a plain English explanation of the terms used in awarding grades at all levels |

5.1.1 Self-assessment against the standards relating to certification

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **No** |
| Certification templates include reference to/space for: |  |  |
| * The course name as it will appear on CRICOS |  |  |
| * The entity and contact details of the training provider |  |  |
| * The duration of the course and the dates of study |  |  |
| * A clear description of the level of achievement/proficiency the student has developed, and any grade received by the student |  |  |
| * The signature and name of the authorised signatory |  |  |
| * A plain English explanation of the grading system used |  |  |
| A process is in place to ensure only students who have completed(or partially completed) studies are issued with certification |  |  |

5.1.2 Provide information to support your compliance for certification

Do you want to provide any additional information to support your compliance with the Standards relating to issuing certification?

If referring to supporting documentation, please include the name of the document

|  |
| --- |
|  |

5.1.3 Attach evidence showing compliance with certification

Attach evidence to support compliance, including:

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **N/A** |
| * copies of the organisation’s certification documents |  |  |
| * a copy of the organisation’s policies for certificate issuance |  |  |

Section 5—Regulatory compliance and governance

5.1 Use of education agents

This section of the self-assessment requires you to review your arrangements with any education agents, and to provide details of these arrangements to ASQA.

CRICOS providers are responsible for recording, monitoring and reporting on any arrangements that they have with education agents.

If your organisation does not intend to use education agents, the information in this sub-section (i.e. 5.1—Use of education agents) does not apply. Please go to section 5.2.

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| --- |
| **Relevant National Code Standards**  4.1 |
| The registered provider must enter into a written agreement with each education agent it engages to formally represent it, and enter and maintain the education agent’s details in PRISMS. |

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| 4.2 |
| The written agreement must outline:  4.2.1 The responsibilities of the registered provider, including that the registered provider is responsible at all times for compliance with the ESOS Act and National Code 2018  4.2.2 The registered provider’s requirements of the agent in representing the registered provider as outlined in Standard 4.3  4.2.3 the registered provider’s processes for monitoring the activities of the education agent in representing the provider, and ensuring the education agent is giving students accurate and up-to-date information on the registered provider’s services  4.2.4 The corrective action that may be taken by the registered provider if the education agent does not comply with its obligations under the written agreement including providing for corrective action outlined in Standard 4.4  4.2.5 The registered provider’s grounds for termination of the registered provider’s written agreement with the education agent, including providing for termination in the circumstances outlined in Standard 4.5  4.2.6 The circumstances under which information about the education agent may be disclosed by the registered provider and the Commonwealth or state or territory agencies. |

|  |
| --- |
| 4.3 |
| A registered provider must require its education agent to:  4.3.1 declare in writing and take reasonable steps to avoid conflicts of interests with its duties as an education agent of the registered provider  4.3.2 observe appropriate levels of confidentiality and transparency in their dealings with overseas students or intending overseas students  4.3.3 act honestly and in good faith, and in the best interests of the student  4.3.4 have appropriate knowledge and understanding of the international education system in Australia, including the Australian International Education and Training Agent Code of Ethics. |

|  |
| --- |
| **Relevant sections/clauses from the ESOS Act** |
| Section 21a |
| 21A Obligations relating to the agents of registered providers  (1) A registered provider must:  (a) maintain a list of all the provider’s agents; and  (b) publish that list:  (i) on its website; and  (ii) in any other manner prescribed by the regulations; and  (c) comply with any requirements of regulations made for the purposes of subsection (2).  Note: If a registered provider breaches this section, the ESOS agency for the provider may take action under Division 1 of Part 6 against the provider. |

5.1.1 Self-assessment of compliance with the standards relating to use of education agents

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **No** |
| A list of all education agents to be used is or will be published on the training organisation’s website. |  |  |
| A written agreement has been or will be signed by both parties that addresses the responsibilities of the training organisation, including the need to demonstrate compliance against the ESOS Act and the National Code at all times. |  |  |
| The written agreement addresses the requirements of the education agent, including the need to:   * declare any potential conflicts of interest in writing * avoid conflict of interest wherever possible * ensure dealings with overseas students are conducted in a confidential and transparent manner * act in the best interest of the students * have appropriate knowledge of the international education system in Australia, including the Australian International Education and Training Agent Code of Ethics. |  |  |
| The agreement includes the process for monitoring the activities and behaviour of the education agent. |  |  |
| The agreement ensures the education agent has access to accurate and up-to-date information on the training provider’s services, and provides that information to students/potential students. |  |  |
| The agreement addresses the corrective action that may be taken if the education agent does not comply with the obligations of the written agreement. |  |  |
| The agreement addresses the grounds for termination of the written agreement. |  |  |
| The agreement addresses the circumstances under which information about the education agent may be disclosed by the training provider and/or government agencies. |  |  |

5.1.2 Provide information about education agents

List all education agents that have been contacted and/or engaged to deliver services on behalf of your organisation

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of the education agent** | **Contact person** | **Location (city and country)** | **Is a written agreement in place?** |
|  |  |  | Choose an item. |
|  |  |  | Choose an item. |
|  |  |  | Choose an item. |
| Add new rows if required |  |  | Choose an item. |

5.1.3 Provide information to support your compliance with the standards relating to use of education agents

Do you want to provide any additional information to support your compliance with the standards relating to use of education agents?

If referring to supporting documentation, please include the name of the document.

|  |
| --- |
|  |

5.1.4 Attach evidence showing compliance with the standards relating to use of education agents

Attach evidence to support compliance, including:

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **N/A** |
| * copies of written agreements with education agents, or a template agreement if agents have not yet been confirmed |  |  |
| * other relevant evidence to support compliance. |  |  |

5.2 Enrolment of students under age 18

If your organisation does not intend to enrol students under the age of 18, the information in this sub-section (i.e. 5.2—Enrolment of students under age 18) does not apply.

|  |
| --- |
| **Relevant standards from the National Code**  5.1 |
| Where the registered provider enrols a student who is under 18 years of age, it must meet the Commonwealth, state or territory legislation or other regulatory requirements relating to child welfare and protection appropriate to the jurisdiction(s) in which it operates. |

|  |
| --- |
| 5.3 |
| Where the registered provider takes on responsibility under the Migration Regulations for approving the accommodation, support and general welfare arrangements (but not including guardianship, which is a legal relationship not able to be created or entered into by a registered provider) for a student who is under 18 years of age, the registered provider must:  5.3.1 nominate the dates for which the registered provider accepts responsibility for approving the student’s accommodation, support and general welfare arrangements and advise Immigration, which is responsible for administering the Migration Regulations, of the dates in the form required by that department  5.3.2 ensure any adults involved in or providing accommodation and welfare arrangements to the student have all working with children clearances (or equivalent) appropriate to the jurisdiction(s) in which the registered provider operates  5.3.3 have and implement documented processes for verifying that the student’s accommodation is appropriate to the student’s age and needs:  5.3.3.1 prior to the accommodation being approved  5.3.3.2 at least every six months thereafter.  5.3.4 include as part of their policy and processes for critical incidents under Standard 6 (Overseas student support services), a process for managing emergency situations and when welfare arrangements are disrupted for students under 18 years of age  5.3.5 maintain up-to-date records of the student's contact details as outlined in Standard 3.5, including the contact details of the student’s parent(s), legal guardian or any adult responsible for the student’s welfare  5.3.6 advise Immigration in the form required by that department:  5.3.6.1 as soon as practicable if the student will be cared for by a parent or nominated relative approved by Immigration and a Confirmation of Appropriate Accommodation and Welfare (CAAW) is no longer required  5.3.6.2 within 24 hours if the registered provider is no longer able to approve the student’s welfare arrangements  5.3.7 have documented policies and processes for selecting, screening and monitoring any third parties engaged by the registered provider to organise and assess welfare and accommodation arrangements. |

5.2.1 Self-assessment of compliance with the standards relating to enrolment of students under age 18

|  |  |  |
| --- | --- | --- |
| **Your organisation has documented policies and procedures that:** | **Yes** | **No** |
| * specify and document the impact of relevant legislation and regulatory requirements regarding child welfare appropriate to the jurisdiction, approving support, accommodation and welfare of underage students |  |  |
| * detail the requirements for reporting to the Department of Home Affairs—both what must be reported, and how it will be reported |  |  |
| * detail the process for ensuring all adults who will provide accommodation or welfare support to students under 18 have appropriate working with children clearances (or equivalent) |  |  |
| * detail the process for verifying the suitability of accommodation for the student, prior to and during their enrolment |  |  |
| * detail the process for managing the welfare of students under 18 when dealing with a critical incident |  |  |
| * detail the process for ensuring contact details for the student, and their parent/guardian, are kept up-to-date |  |  |
| * detail the process for selecting, screening and monitoring any third parties who will manage accommodation and welfare arrangements for students under 18 |  |  |
| Relevant to their role in the organisation, each staff member has any required Working with Children clearances and/or police checks for each state and territory (as per state/territory requirements) the staff member works in. |  |  |

5.2.2 Provide details of third parties relating to accommodation/welfare arrangements for students under age 18

List all third parties that have been contacted and/or engaged to manage accommodation and/or welfare arrangements for students aged under 18.

|  |  |  |
| --- | --- | --- |
| **Name of third-party organisation** | **Contact person** | **Organisation’s role** |
|  |  | Choose an item. |
|  |  | Choose an item. |
|  |  | Choose an item. |
| Add new rows if required |  | Choose an item. |

5.2.3 Provide information to support your compliance with the standards relating to enrolment of students under age 18

Do you want to provide any additional information to support your compliance with the standards relating to enrolment of students under age 18?

If referring to supporting documentation, please include the name of the document.

|  |
| --- |
|  |

5.2.4 Attach evidence showing compliance with the standards relating to enrolment of students under age 18

Attach evidence to support compliance, including:

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **N/A** |
| * Documented policies, procedures and the mechanisms to be implemented for managing the welfare of and accommodation for students aged under 18 |  |  |
| * other relevant evidence to support compliance. |  |  |

# Supporting evidence checklist

This list includes all mandatory evidence that you are required to submit to ASQA with this completed self-assessment.

You may also submit additional relevant evidence for each part of the self-assessment.

|  |  |  |  |
| --- | --- | --- | --- |
| **Stage of student journey** | **Attached** | | **File names** |
| **Marketing/recruitment practices** | | | |
| * Copies of any material, whether printed or online, drafted to market the applicant to potential students |  | |  |
| **Enrolment** | | | |
| * Documented process and policy to be implemented for assessing suitability of students prior to enrolment * Pre-enrolment information, such as a student handbook * Fee and refund information for students * Letter of Offer template |  | |  |
| **Support and progression** | | | |
| * Information to be provided as part of the orientation program for students * Documented processes for supporting students studying via online or distance methods (if applicable) * Student information on how to access educational and/or welfare support * Student information on how to report a critical incident * Policies, processes and mechanisms to be implemented for managing and monitoring course progress of students |  |  | |
| **Training and assessment (if already supplied as evidence to support C.1, please note in file name box below)** | | | |
| * Strategies for training and assessment for each training product * Leasing agreements/venue hire agreements * Title deeds for locations owned by applicant * Approval from Local Government Authority for use as an educational facility (where available in the council area) * A list of learning resources and equipment available for each course (i.e. these have been purchased and can be provided on request) * Employment contracts or evidence of agreements with teachers to commence employment * Documentation for each teacher, such as CVs and qualifications used to confirm suitability |  | |  |
| **Regulatory compliance/governance** | | | |
| * Copies of written agreements with education agents * Documented policies, procedures and the mechanisms to be implemented for managing the welfare of and accommodation for students aged under 18 |  | |  |