Scope
These procedures apply to students enrolling in to a Torrens University Australia’s English Language Intensive Courses for Overseas Students.

Processes for the support of ELICOS students
The University is committed to ensuring that students are supported in their learning to achieve maximum success through a process that includes:

1. The correct placement of students into their class according to knowledge of their English language proficiency before enrolment and confirmed on arrival
   - Prior to enrolment students are advised on the type and length of the most appropriate course based on the evidence gathered by the Careers and Course Advisor, based on English language proficiency as measured by standardised tests such as IELTS, TOEFL, Pearson’s Test of English Academic or Cambridge Suite Exams or the University’s assessment instruments
   - Such tests can be delivered onshore and offshore (pre-departure).
   - These formal tests and assessment tools allow for recommendation of a realistic length of time that a student needs to study before reaching the level required for entry into the primary course at the University
   - Descriptions of these entry levels for ELICOS courses are available from the University’s web site

2. Maintaining class sizes at a maximum of 18

3. Ensuring that students with special learning needs are supported through adjustment to materials, assessment and delivery. The support for students with special learning needs is identified and maintained at and during:
   - application, placement and as early in the course as possible
   - by the adaptation or adjustment of course resources, delivery and assessment
   - by liaising as required with the appropriate University support services at the campuses or externally
   - by accessing academic advice and counselling to support students in need.

4. Ensuring that course outcomes and assessment information is clearly communicated to students and stakeholders
   - Every student is provided with a Student Handbook for their ELICOS course at the beginning of their enrolment. Course learning outcomes for the core skills are clearly stated in each course Handbook. Assessment description, including weighting, due dates and method are clearly outlined and clarified. In addition, tasks for independent study, useful resources and study advice are also included to support student learning
References
Education Services for Overseas Students (ESOS) Act 2000
Guide for Best Practice in Direct Entry Programs in ELICOS (English Australia)
National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (National Code 2007)
National Standards for ELICOS Providers and Courses (ELICOS Standards)