

ELICOS Assessment Policy

Approved by: Chief Learning and Teaching Officer

Approval date: 25 June 2025

Acknowledgement of Country

In the spirit of reconciliation, TAFE NSW acknowledges Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of Country throughout Australia and their connections to land, sea, and community. We pay our respect to Elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples.

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Section 1. Purpose

- 1.1 This policy outlines the principles and practices for the assessment of learning in TAFE NSW English Language Intensive Courses for Overseas Students (ELICOS) courses. The policy is aligned to the requirements of the:
- [Education Services for Overseas Students 2000 \(ESOS Act\)](#)
 - [National Code of Practice for Providers of Education and Training to Overseas Students 2018](#)
 - [English Language Intensive Courses for Overseas Students Standards 2018 \(ELICOS Standards 2018\)](#)
- 1.2 TAFE NSW is dedicated to delivering high-quality education and training that aligns with the requirements of the ELICOS Standards 2018. We ensure that assessment practices for ELICOS courses are transparent, fair, and reflective of current industry standards. By adhering to this policy, TAFE NSW aims to support students in achieving their learning outcomes and preparing them for successful academic and professional pursuits.

Section 2. Scope and Audience

- 2.1 This policy applies to all TAFE NSW ELICOS courses, students and staff responsible for the management and delivery of those courses and assessments therein.

Section 3. Policy requirements

Principles of Assessment

- 3.1 Fairness - assessment accommodates the needs of the student, including implementing reasonable adjustments where appropriate and enabling reassessment where necessary. Assessment is fair, transparent, and applied consistently regardless of delivery mode or location.
- 3.2 Flexibility – assessment is appropriate to the context, training product or course and student, and assesses the student’s skills and knowledge that are relevant to the training product or course, regardless of how or where the student has acquired those skills or that knowledge.
- 3.3 Validity - Assessment of knowledge and skills is integrated, with practical application. Assessment is based on evidence demonstrating student attainment and/or demonstrated skills and knowledge in a practical setting.
- 3.4 Reliability- assessment evidence is interpreted consistently by assessors and the outcomes of assessment are comparable irrespective of which assessor is conducting the assessment.

Additional Policy Requirements

- 3.5 In accordance with [ELICOS Standard P3.1](#), TAFE NSW will ensure students are placed in classes appropriate to their current language proficiency level, learning goals, and learning needs, consistent with their written agreement. Class sizes are maintained at appropriate levels, ensuring that teacher-to-student ratios do not exceed 1:18 per class. Students are informed of the outcomes to be achieved from the course and, for each learning block, the specific learning outcomes for that block.
- 3.6 For ELICOS courses offered as part of a direct entry pathway to tertiary education, formal measures must be implemented to ensure that assessment outcomes are consistent with the criteria used for admission to the tertiary education course or similar courses of study.
- 3.7 Assessment strategies are developed in consultation with industry experts to ensure they reflect current industry practices. This alignment with industry standards helps to ensure that the skills and knowledge assessed are relevant and up to date, preparing students for real-world applications.
- 3.8 Teaching and assessment methods are tailored to meet the diverse needs of the student cohort. This includes considering different learning styles, backgrounds, and any specific needs to ensure all students are supported in their learning journey.
- 3.9 All assessments are conducted in accordance with the principles of assessment (validity, reliability, flexibility, and fairness) as outlined in clauses 3.1 to 3.4. This ensures that assessments are fair, consistent, and accurately measure student performance.
- 3.10 TAFE NSW will ensure that all teachers and assessors hold appropriate qualifications and teaching experience in accordance with Clause P6.4-6.7 of the [ELICOS Standards 2018](#), ensuring that course delivery and assessments are conducted by qualified professionals.
- 3.11 Both formative (ongoing) and summative (final) assessments are used, along with constructive feedback, to help students understand their progress, meet the required learning outcomes, and successfully advance through the course. This continuous feedback loop supports student development and achievement.
- 3.12 Students are informed about their assessments prior to or upon commencement of the course. This information is provided in Assessment Guides and includes detailed information on the nature of the assessments, the locations where they will be conducted, and the specific timelines for each assessment. This ensures that students are fully aware of what is expected of them and can prepare accordingly.
- 3.13 Students are provided with clear and plain English information about the assessment criteria and the requirements to achieve different grades or proficiency levels. This transparency helps students understand what is expected of them and how they can achieve their desired outcome.
- 3.14 TAFE NSW will ensure that students with special learning needs are identified as early as possible and arrangements are put in place to address these needs. Where required, Reasonable adjustments are made to assessments to accommodate individual student needs, in

accordance with the Students with Disability Policy and associated Procedure. This ensures that all students have an equal opportunity to demonstrate their abilities, regardless of any disabilities or other challenges.

- 3.15 Academic integrity is upheld through the establishment and communication of clear rules for assessment and reassessment. This is supported by the [Academic Integrity Policy](#) and [Student Conduct and Discipline Policy](#) which outline the expectations and procedures for maintaining honesty and fairness in all assessments.
- 3.16 TAFE NSW will ensure clear and regular reporting of assessment outcomes and course progress to students and their parents or guardians, where the student is under 18.
- 3.17 Student assessment evidence is retained in accordance with regulatory requirements and the [Retention of Student Educational Evidence Procedure](#). This ensures that all assessment records are properly maintained and accessible for verification and review, complying with legal and institutional standards.
- 3.18 Upon completion or partial completion of study, TAFE NSW will issue a document to each student that:
- a 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.
 - b Includes, or is accompanied by, an explanation in plain English of the terms used in awarding grades at all levels.

Assessment Appeals

- 3.19 The [Assessment Appeals Procedure](#) puts into effect the requirements of this policy and all assessment appeals are managed in accordance with the procedure.
- 3.20 General information on assessment, assessment appeals and a review of results is provided to students in their Course Handbook and/or Assessment Guides.
- 3.21 Records relating to the appeal and the outcome will be retained in accordance with regulatory requirements and the [Retention of Student Educational Evidence Procedure](#).

Assessment Moderation/Validation

- 3.22 To ensure consistency and quality in ELICOS assessments, TAFE NSW will regularly monitor assessment practices and conduct regular assessment moderation across all ELICOS teaching locations, in accordance with ELICOS Standard P4.4. Continuous improvement of course assessments is achieved by:
- a Making adjustments based on the collection and analysis of feedback from students and other relevant stakeholders
 - b Monitoring the appropriateness of assessments for different student groups.
 - c Regularly evaluating the achievement of course outcomes

- 3.23 TAFE NSW will ensure detailed rubrics that outline the criteria for each assessment task are available for students and relevant staff members. This ensures consistency in grading and provides clear expectations for students.

Section 4. Responsibilities

Position	Responsibility
Chief Learning and Teaching Officer (Accountable Officer)	Oversight of the development, review and amendment of this policy, with the authority to approve revisions to the policy to ensure alignment with regulatory and legislative requirements and current TAFE NSW operations.
Executive Director Equity, Foundation Skills and Aboriginal Culture and Languages (Responsible Officer)	Supports the Accountable Officer in the development, monitoring, review, amendment of this policy, to ensure alignment with regulatory and legislative requirements and current TAFE NSW operations.
ELICOS teaching, support and administrative staff	Adhere to the requirements of this policy to support ELICOS students.

Section 5. Monitoring

- 5.1 The Responsible Officer or their delegate will monitor the effectiveness of, and feedback received relating to this policy and take action to ensure its continued improvement and adherence to the ESOS Framework and ELICOS Standards 2018.
- 5.2 This Policy will undergo formal review every three years.

Section 6. Governance information

Governance	Details
Legislation, regulations, and standards	This policy is governed by: Education Services for Overseas Students 2000 (ESOS Act) National Code of Practice for Providers of Education and Training to Overseas Students 2018 English Language Intensive Courses for Overseas Students Standards 2018 (ELICOS Standards 2018)

Governance	Details
Related policies	This policy is to be read together with: Academic Integrity Policy Student Conduct and Discipline Policy Retention of Student Educational Evidence Procedure Assessment Appeals Procedure
Accountable Officer	Chief Learning and Teaching Officer
Responsible Officer	Executive Director Equity, Foundation Skills and Aboriginal Culture and Languages
Content Manager number	[Provided on uploading to the Policy & Procedure Hub.
Next review date	25 June 2028

Section 7. Definitions

Word	Definition
Formative assessment	Information collected (generally via a range of formal and informal methods) during a course to determine student progress towards course outcomes or learning goals. Its purpose is to provide feedback to adapt or change teaching content or approaches, or to adapt or change student learning and study strategies.
Moderation	Moderation is a quality control process aimed at bringing assessment judgements into alignment. Moderation is generally conducted before the finalisation of student results as it ensures the same decisions are applied to all assessment results within the same unit of competency.
Summative assessment	Assessment carried out during or at the end of a course of study (as appropriate) to determine and specify student achievement of course outcomes or learning goals.

Section 8. Document history

No.	Effective	Approved by	Amendment
1	25 June 2025	Chief Learning and Teaching Officer	New policy document implemented as part of a broader assessment policy review, which recommended a standalone ELICOS policy.

