

ELICOS ASSESSMENT POLICY

Introduction

The Kings Own International College (KOIC) is dedicated to maintaining assessment practices that are fair, valid, reliable and consistent for its English Language Intensive Courses (ELICOS). KOIC ensures all assessment practices comply with the ESOS Act 2000, National Code 2018 and NEAS Quality Assurance Framework, supporting quality learning outcomes for international students.

Purpose

This policy outlines the principles, responsibilities, and procedures that guide assessment activities in KOIC's ELICOS programs, it ensures consistency, fairness, transparency and continuous improvement to support student success and progress.

Scope

This policy applies to all ELICOS courses delivered by KOIC, covering General English, IELTS Preparation and English for Academic Purposes. It applies to all students, teachers and administrative staff, and the Director of Studies (DOS) involved in ELICOS delivery and assessment.

Policy Statement

KOIC ensures that ELICOS assessments:

- Align with course learning outcomes and NEAS standards.
- Use valid, reliable, fair and flexible methods.
- Include both formative and summative assessments.
- Are designed to meet diverse student needs and levels.
- Provide clear assessment criteria, timely feedback and support student progression.
- Are systematically validated and moderated for quality and consistency.
- Support continuous improvement through data analysis, stakeholder feedback and review.

Definitions

Assessment	The process of collecting and evaluating evidence of a student's knowledge, skills, and performance against defined learning outcomes, course objectives, or competency standards, as appropriate to the program.
ESOS Act	The Education Services for Overseas Students Act 2000, which regulates the education and training services delivered to international students on student visas in Australia.
Formative Assessment	Ongoing assessment that monitors student progress and guides teaching adjustments.
Summative Assessment	Assessment at defined points to determine student competency and progression.
Assessment Moderation	A process to ensure consistency in assessment judgements.
Assessment Validation	A quality review process that ensures the assessment system produces valid and reliable outcomes aligned with training package requirements.
National Code	The National Code of Practice for Providers of Education and Training to Overseas Students 2018, which sets standards for registered education providers.

NEAS Framework	Quality assurance standards governing ELICOS program delivery in Australia.
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References

- ELICOS Standards 2018
- ESOS Act 2000
- ESOS National Code 2018
- NEAS Quality Assurance Framework: Quality Area A

Related KOIC Policies and Procedures

- Complaints and Appeals Policy and Procedure
- Course Progression and Risk Intervention Policy and Procedure

Assessment Procedure

1. Principles of Assessment

KOIC applies the following four key principles to ensure quality assessment practices.

- **Validity:** An assessment is valid when it assesses what it says it is assessing. For example, if a person is completing a spoken assessment, it is not a valid assessment to ask them to write a paper. A valid assessment would be to assess a conversation on a theme.
- **Reliability:** An assessment is reliable when it produces consistent interpretations and consistent outcomes. A reliable assessment is one that would achieve the same results if it were repeated. For example, if a group of people are completing a written assessment, a valid assessment would produce the same assessment outcome, each time even when assessed by different teachers. To ensure reliability it is important to be clear about what the student is expected to do and use clear, well-documented assessment procedures.
- **Flexibility:** A flexible assessment takes into account the different needs of students and the many and varied ways people are able to demonstrate competency. One of the most common areas needing flexibility will be in addressing various English levels and cultural sensitivities.
- **Fairness:** A fair assessment is one in which the assessment process does not disadvantage anyone. Regardless of age, gender, ethnicity, disability, language barriers or geographic location, people should have access to the assessment process. It is the teacher's responsibility to ensure that their students are fully informed and understand the assessment opportunities and are fully informed of their right to appeal an outcome.

2. Types of Assessment

Assessment in all courses is a combination of both Formative and Summative Assessment.

- **Formative Assessment:** Ongoing classroom and homework activities including:
 - Participation, self/peer assessment, checklists
 - Written tasks, presentations, quizzes
 - Online tasks, micro/macro skill assessments
 - Timely teacher feedback and adjustments to teaching strategies
- **Summative Assessments:** Program-specific summative activities:

	Formative	Summative
General English	Weekly Formative Assessment takes on the form of an Online weekly checklist that teachers are required to submit to the appropriate folder within the OneDrive. This form of weekly assessment meets ASQA and NEAS guidelines. Included in the checklist are the following: • self / peer assessment • asks questions • class participation • in-class work • homework / independent study • Macro / Micro-skill (with a score) • comments Regulatory conventions require one skill scored per week. This could take on the form of marking a particular type of homework, a paragraph, a longer piece of writing, or presentation skills. The score does not contribute to the overall student score although students should be made aware of it. KOIC recommends a different skill be assessed rotationally so that all skills are covered, and any possible patterns emerge. At the end of each Unit of Study in the core-text, there is a Unit of Formative Assessment. These are related to the activities taught during the previous week and are a combination of all skills.	Summative Assessment will form the basis of final scores and determination of competent English. Students will be Macro-skill assessed every 4 weeks through a Progress Test. The Progress Tests also include a Grammar component. Three Progress Tests per level need to be passed at 60% or more for a student to progress to the next level within General English. The Summative Assessment schedule is as follows: • Progress Test 1 (week 4) ○ Grammar, Listening, Reading, Writing, and Speaking • Progress Test 2 (week 8) ○ Grammar, Listening, Reading, Writing, and Speaking • Progress Test 3 (week 12) ○ Grammar, Listening, Reading, Writing, and Speaking Students are awarded a Certificate of Completion for the highest level of General English passed.
IELTS Preparation	The types of Formative Assessment used include: • homework assignments • face-to-face discussions • monitoring of in-class exercises	Summative Assessment will form the basis of final scores and determination of competent Skills learnt. Students will be Macro-skill assessed every 4 weeks using a Progress Test. Four Progress Tests per level need to be

	• asks questions • class participation • timed written essays (scored) • study-skill portfolio • speaking presentations (scored) • weekly revision tests • self / peer assessment • comments Regulatory conventions require one skill scored per week. This could take on the form of marking a particular type of homework, a paragraph, a longer piece of writing, or presentation skills. The score does not contribute to the overall student score although students should be made aware of it. KOIC recommends a different skill be assessed rotationally so that all skills are covered, and any possible patterns emerge.	passed at 60% or more for a student to progress to the next level within IELTS Preparation. Summative Assessment breakdown is as follows: • Progress Test 1 (week 4) ◦ Complete IELTS test; Listening, Reading, Writing, and Speaking • Progress Test 2 (week 8) ◦ Complete IELTS test; Listening, Reading, Writing, and Speaking • Progress Test 3 (week 12) ◦ Complete IELTS test; Listening, Reading, Writing, and Speaking • Progress Test 4 (week 16) ◦ Complete IELTS test; Listening, Reading, Writing, and Speaking Students are awarded a Certificate of Completion for the highest level of IELTS passed.
English for Academic Purposes	The types of Formative Assessment used include: • homework assignments ◦ pre-lesson text reading ◦ vocabulary building ◦ individual and group research ◦ grammar exercises ◦ self-timed essay work ◦ completion of any incomplete classwork ◦ development of study skill-research portfolio • participation in face-to-face discussions • practical in-class exercises • observation during reading and writing tasks • in-class essays, projects, and reports • presentations and group task self / peer assessment • series of Skills Assessments	Summative Assessment will form the basis of final scores and determination of competent English at both levels. Students will be Macro-skill assessed every 4 weeks and assessed in other areas. Summative Assessment breakdown is as follows: • Progress Test 1 (week 4) ◦ Integrated Listening, Reading, Writing ◦ Student Presentation with Q&A (week 7) • Progress Test 2 (week 8) ◦ Integrated Listening, Reading, Writing • Individual Student Research Presentation with Q&A (week 9) • Individual Student Research Report based on Student Presentation (week 9)

	• scored Formative Assessments ○ IELTS Academic description of graph ○ in-class timed 500-word report ○ IELTS complete Academic Reading Test x 3 ○ in-class timed 500-word essay ○ Complete IELTS Speaking Task Regulatory conventions require one skill scored per week. This could take on the form of marking a particular type of homework, a paragraph, a longer piece of writing, or presentation skills. The score does not contribute to the overall student score although students should be made aware of it. KOIC recommends a different skill be assessed rotationally so that all skills are covered, and any possible patterns emerge.	• Group Research Presentation (week 11) • Group Research Report (week 11) • 1 x 15-minute IELTS Speaking Assessment (week 11) • 1 x 50 question Reading Assessment (week 11) • Individual Research 1,000-word Discussion Essay (week 12) • Progress Test 3 (week 12) ○ integrated Listening, Reading, Writing
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3. Assessment Extensions and Deferred Assessments

If a student has suffered illness, injury, misadventure or other exceptional circumstances and has been unable to complete an assessment task, the student may apply for an extension of up to five (5) business days from the original due date without academic penalty.

Applications for assessment extensions must be submitted using the **KOIC Assessment Extension Request Form** and should include supporting documentation outlining the exceptional circumstances where applicable.

Exceptional circumstances that may warrant approval of an assessment extension include, but are not limited to:

Medical Reasons

- student injury, illness or medical condition of such significance that completion of the assessment task was not possible.

Family or Personal Reasons

- family injury or illness;
- bereavement or significant personal circumstances impacting the student's ability to complete the assessment task.

Employment-Related Reasons

- unexpected changes to employment status or work arrangements beyond the student's control that significantly impact completion of the assessment task.

If a student is absent on the day of an in-class Integrated Skills Test or other in-class Summative Assessment task

without an approved reason or supporting evidence, the student may not be permitted to complete the assessment at a later date.

A deferment for in-class assessments may be granted where there is supporting evidence of unexpected short-term, unavoidable, or serious disruption. Requests for deferment must be submitted using the KOIC ELICOS Extension for Assessment Request Form with relevant supporting documentation.

All extension and deferment applications and outcomes will be retained on the student file in accordance with the Records Management Policy.

4. Assessment Moderation and Validation

KOIC is committed to maintaining the integrity, consistency, and quality of its ELICOS assessment practices through systematic moderation and validation processes. These processes ensure that assessment tools, tasks, and assessor judgments are fair, reliable, valid, and aligned with the intended learning outcomes.

Assessment Moderation

Assessment Moderation is a quality control process focused on ensuring consistent assessor judgments and grading standards across all ELICOS programs.

Moderation ensures that:

- Assessment criteria and marking standards are applied consistently by all assessors;
- Judgments are fair, equitable, and transparent;
- Feedback informs future assessment design and practice.

Moderation is scheduled at least once per year per program as per KOIC's ELICOS Assessment Moderation Policy and is documented in the Assessment Moderation Log. Participation is recorded as Professional Development (PD) for teaching staff.

For full details refer

Assessment Validation

Assessment Validation is a quality review process designed to confirm that all assessment tools are valid, reliable, current, flexible, and meet the learning outcomes of each ELICOS course.

Validation ensures that:

- Assessment tasks align with the intended learning outcomes and course level;
- Assessment tools fairly and accurately measure student performance;
- Instructions, marking rubrics, and time allocations are appropriate;
- Continuous improvement opportunities are identified and implemented.

Validation is conducted at least once annually per course and before the delivery of new or revised assessments as per KOIC's ELICOS Assessment Moderation Policy. Participation in validation is also recognised as Professional Development (PD).

5. Monitoring Student Progress

KOIC is committed to monitoring student progress to ensure all ELICOS students achieve satisfactory learning

outcomes and complete their course within the expected duration.

- Teachers provide students with regular feedback and results on tests, assessments and participation both in class and privately.
- Student progress is recorded and reviewed monthly through formal Progress Reports completed by the teacher and signed off by the Director of Studies (DoS) ELICOS. Students receive monthly individual counselling sessions to review progress, discuss results and provide feedback on strengths and areas for improvement.
- Students who are not meeting the required academic progress or language skill benchmarks will be required to demonstrate improvement in identified areas of weakness before being allowed to advance to the next level.
- Where a student is identified at risk of not meeting course progression standards (e.g. low academic performance, limited skills progression, poor attendance, lack of engagement), the Director of Studies (DoS) ELICOS will initiate a formal intervention strategy, as per KOIC's Course Progression and Risk Intervention Policy and Procedure.
- Records of interventions are maintained in the student's file in line with National Code 2018 – Standard 8 and NEAS Quality Assurance Framework.

6. Continuous Improvement

KOIC is committed to fostering continuous improvement in its ELICOS assessment practices to ensure quality, compliance and positive student outcomes. Continuous improvement is achieved through systematic monitoring, feedback collection, review and action as per KOIC's Continuous Improvement Policy and Procedure.

- **Regular Assessment Validation and Moderation:** Systematic review of assessment tools, tasks and assessor judgements to maintain alignment with learning outcomes, ensure fairness, consistency and compliance with NEAS and ELICOS standards.
- **Teacher Feedback:** Ongoing collection of feedback from ELICOS teachers and assessors during professional development sessions, team meetings, and moderation activities to identify areas for improvement in assessment design and delivery.
- **Student Feedback:** Regular collection and review of learner evaluations to gain insight into the effectiveness, fairness, and relevance of assessment tasks and practices from the student perspective.
- **Internal Audits and Compliance Monitoring:** Scheduled audits and reviews of assessment processes and outcomes to ensure alignment with regulatory requirements, including the ELICOS Standards 2018, NEAS Framework, and the National Code 2018.
- **Actionable Improvements:** Findings from audits, feedback, validation, moderation, and stakeholder consultation are recorded in the Continuous Improvement Register. Corrective actions are implemented, monitored, and reviewed to enhance ELICOS assessment practices continually.

Roles and Responsibilities

Role	Responsibility
CEO	• Ensure organisational compliance with assessment-related legislative and regulatory requirements. • Allocate resources to support quality assessment practices and continuous improvement.
Compliance Officer	• Maintain accurate records of assessment validation, moderation, and continuous improvement activities. • Monitor compliance with assessment policies and procedures. • Oversee the implementation and follow-up of continuous improvement actions related to assessment.
Director of Studies (DoS) ELICOS	• Oversee the planning, implementation, and review of ELICOS assessment, validation, and moderation processes. • Ensure assessments are fair, valid, reliable, and flexible. • Review student progress reports and initiate intervention strategies when required. • Lead professional development related to assessment practices.
ELICOS Teachers	• Plan and deliver formative and summative assessments according to course requirements. • Apply assessment criteria consistently and fairly. • Provide timely, constructive feedback to students. • Participate in moderation, validation, and continuous improvement processes. • Maintain accurate assessment records.
Student Services Officer (SSO)	• Assist in monitoring student academic progress and attendance. • Support communication of intervention strategies to students. • Maintain records of student counselling sessions and progress meetings. • Support students with information on assessment processes, appeals, and academic support services.

Monitoring and Review

KOIC's ELICOS Assessment policy is reviewed annually or as required due to changes in the NEAS Framework, National Code, or ESOS. Reviewed findings inform continuous improvement.

Version Control

Version	Date	Description	Approved by	Approval date	Author	Review date
V2.0	Mar 2025	Re-developed ELICOS Assessment Policy	CEO	23 April 2025	Director of Studies (DoS) ELICOS	March 2026
V2.1	May 2026	Re-brand of policy to KOIC. Updated assessment administration and student support provisions for ELICOS assessment processes.	CEO	May 2026	Compliance Officer	May 2028

Policy and Document Information

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