



Sea English Academy International

National Registration Number: 30645
Queensland CRICOS 02626E
NSW CRICOS tba

International Student Handbook

Guidelines, Policies and Procedures
Code of Practice
(General All Courses)



Inspiration • Education • Destination

Copyright Statement

International Student Handbook

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Purpose of this Handbook

This handbook has been written to provide important information about the policy and procedures of Sea English Academy International (SEA), and understanding of general workplace obligations in terms of statutory conditions and SEA in-house requirements, and the rights and responsibilities of a student.

The contents of this handbook represent the key points of various Vocational Education and Training (VET) Policies and Procedures developed by SEA.

While training and/or working with SEA you will be subject to the many statutory conditions that apply automatically. These conditions include, but are not limited to, the various Federal and State Acts of Parliament, Regulations, codes of Practice Advisory Standards and Australian Standards that are relevant to the activities that you will be required to carry out under their direction. These include the Racial Discrimination, Human Rights and Equal Employment Opportunity, Sex Discrimination, Anti-Discrimination, Transport, Workplace Health and Safety, Work Cover and the Trade and Employment Act.

You will be asked to sign that you have read and understood the policy and procedures, so please take the time to study it carefully and to ask your Director about anything about which you are unsure.

You should keep this handbook for reference.

History of Sea English Academy International Pty Ltd

SEA is committed to provide the highest level of excellence in all areas of English language training, education and recruitment. SEA is an accredited Registered Training Organisation (National RTO Provider Number 30645) and a member of the Australian Council for Private Education and Training. Our qualifications are fully accredited and international recognised providing quality English language tuition and the training around the world!

SEA was established in January 2003 and we are proud of the achievements we have made. Our history incorporates a multitude of amazing experiences and a fantastic team of people. We have been honoured in several prestigious industry awards including:

- ✓ Sunshine Coast Excellence in Business Awards – Education (2010) - Winner
- ✓ Australian Small Business Champions – Education Services (2009) – National Finalist
- ✓ Sunshine Coast Business Woman of the Year (2009) - Winner
- ✓ Australian Small Business Champions – Education Services (2008) - Finalist
- ✓ Queensland Small Business Champions – Education Services (2008) - Winner
- ✓ Chamber of Commerce Outstanding Business Person of the Year (2007) - Winner
- ✓ Queensland Premier State Export Awards for Education (2006) - Winner
- ✓ Queensland Premier State Export Awards (2005 & 2007) – Finalists
- ✓ Sunshine Coast Business Woman of the Year Awards (2006, 2007 & 2008) – Finalist
- ✓ High Commendation at the Regions Export Awards (2004) – High Commendation

SEA has quickly established itself as a world class industry leader. SEA has successfully and rapidly grown and is currently delivering training around the world. As a means of further expansion the company was franchised in January 2006.

SEA is a dynamic team of devoted staff, enthusiastic students, loyal host families and an ever expanding network of supporters. The company directors, Kim Edwards and Ingrid Klein Ovink, have a combined total of more than 20 years of experience in the ESL industry. Together they have pioneered training programs in several nations around the world, including Australia, New Zealand, America, Singapore, Jordan, South Africa, China and Israel, and worked extensively on Study Tour programs in Australia with students from Asia, Europe and South America. All staff at SEA are fully qualified with years of experience in the classroom.

Franchise System

Registered Training Organisation Accreditation, CRICOS registration and Student Tuition is owned and administered by Sea English Academy International Pty Ltd, SEA locations are independently owned and operated under a franchise system. The international head office of SEA is located in Maroochydore, Queensland, Australia.

Mission Statement

SEA is committed to provide the highest level of excellence in all facets of English language training, education and recruitment. Our foundation is built on relationship, creativity and integrity. SEA aims to achieve a new level of excellence in teaching English as a second language and in the training of English language teachers.

To achieve this, we will:

- Attend effectively and efficiently to the needs of our students in a timely and professional manner,
- Constantly strive to achieve positive results,

- Pursue creative, flexible and innovative solutions,
- Maintain a safe, friendly and supportive learning and working environment,
- Regularly review and update our quality management systems.

Commitment to Legislative Requirements

SEA adheres to commonwealth's legislative requirements in relation to *Equal Opportunity*, *Anti-Discrimination*, *Racial Hatred*, and *Prevention of Sex-based Harassment* and will comply with all regulations of the *Trade and Employment Act 2007*.

Accreditation

SEA is a Registered Training Organisation (National RTO Provider Number 30645).
CRICOS Queensland 02626E, NSW TBA

Courses offered with SEA include:

- Certificate I in English Communication Skills 30599QLD
- Certificate IV in Teaching English to Speakers of Other Languages (TESOL) 30737QLD
- Diploma of TESOL 30777QLD

Campus Locations

SEA has a number of campus locations available. All locations provide state of the art training facilities offering sunlit classrooms, disability access, kitchen and bathroom facilities. Locations are conveniently located near to public transport, shops, cafes and services. For a list of campus locations please visit the website at www.seaenglishacademy.com/locations.

Principal Dates in Australia

SEA conducts classes throughout the year and observes national holidays including:

New Year's Day – 1 January

Australia Day – 26 January

Good Friday to Easter Monday – varies March/April each year

25 April ANZAC Day

Labour Day – First Monday in May

Queen's Birthday – Second Monday in June

Christmas Day – 25 December and Boxing Day – 26 December

Education Standards

SEA has policies and management practices, which maintain high professional standards in the marketing and delivery of training services, and safeguard the interests and welfare of our clients. We will maintain a learning environment that is conducive to the success of our clients. We have the capacity to deliver the nominated course, provide adequate facilities and use appropriate methods and materials.

Resources

All course deliverers and providers have access to facilities, equipment, training and assessment materials and sources of information on all units of competency, to accommodate client numbers, client needs, delivery methods, and assessment requirements.

Class sizes are small with a maximum class size of 15 students per teacher.

SEA ensures that the trainers and course providers meet the requirements of vocational competency for trainers.

National Training Competency Standards

International Students

International students wishing to apply for a student visa must enrol in a course study program of a minimum of 20 hours of full time study per week.

International students holding a student visa must enrol in a program of study, which ensures completion within the timeframe specified on their electronic Confirmation of Enrolment (eCoE).

SEA is required to monitor the study load of international students in accordance with the requirements of the National Code 2007 and advise the Australian Government where an international student does not meet these requirements.

International students attending SEA who achieve permanent residency during their course are permitted to proceed with their studies as domestic students provided that they are not subject to probationary enrolment or exclusion and that they meet all normal enrolment requirements.

International students must be over 18 years of age at the commencement of their study.

If you have any queries regarding visas please contact the Department of Immigration at www.immi.gov.au prior to your application.

The ESOS Acts and regulations set out the legal framework governing delivery of education to overseas students studying in Australia on a student visa. The Australian Government, through the Department of Education, Employment and Workplace Relations (DEEWR) administers the ESOS Act and its associated instruments. The ESOS Act and ESOS (Registration Charges) Act were amended with effect from 1 January 2007.

The ESOS Quick Info (recommended) guide can be downloaded using the link: http://www.aei.gov.au/aei/esos/quickinfo/ESoS_FrameWork_pdf.pdf

A copy of the ESOS Quick Info guide is included in this handbook.

A current full version of the ESOS legislation can be downloaded using the link: <http://aei.gov.au/AEI/ESOS/ESOSLegislation/default.htm> ,

The National Code is a set of nationally consistent standards that governs the protection of overseas students and delivery of courses to those students by providers registered on CRICOS - the Commonwealth Register of Institutions and Courses for Overseas Students. Only CRICOS courses can be offered to international students studying in Australia on a student visa. For a copy of the National Code can be downloaded using the link: <http://aei.gov.au>

Certification

Participants who successfully complete courses at SEA will be provided with a Certificate issued by SEA International indicating that the training they have completed is Nationally Recognised Training.

Student Support, Welfare and Guidance Services

SEA provides accurate and current information to students/participants/clients on all relevant matters. This will include information about the training program and the training environment:

- Course aim and learning outcomes,

- RPL process, delivery mode, assessment procedure,
- Appeals and grievance process and qualification awarded under the training programs.
- Course progress and Attendance Requirements
- We will be sensitive to cross cultural issues and provide adequate information where required.
- We will continuously monitor the learning needs of our participants and provide appropriate learning support.

Students have access to a wide range of support, welfare and guidance services including, but not limited to:

- Careers advice and job opportunities
- Welfare counselling and Pastoral Care
- Provision For Language, Literacy And Numeracy Support
- Legal Services
- Financial, banking and tax services
- Medical and Emergency Services
- Accommodation options including Homestay Arrangements
- Tours and Travel advice
- Student Health Insurance
- Translation
- Religious Services
- Family support
- Child Care
- Living in Sydney
- Travelling in Australia

A Welfare Counsellor is available on request. Appointments can be made directly by contacting the Welfare Counsellor or through the Director of Studies. Referrals to welfare support services are provided free of charge.

If you need language, literacy or numeracy support, please approach your Director of Studies or the Welfare Counsellor. Every effort will be made to give you adequate and on-going assistance throughout the duration of the course.

Living in Australia

Australia is diverse, sophisticated and multicultural. Australia is a clean and safe environment and Australians are well known for their openness, honesty and friendliness.

The cost of living in Australia is relatively cheap compared to many other developed countries such as in Europe and the UK.

To ensure you have a positive experience in Australia always ensure you:

- Are well prepared for your trip
- Observe the road rules
- Be aware of the weather conditions
- At the beach, always swim between the Flags and observe beach safety rules

- Always wear 30+ sunscreen
- Do not hitchhike
- Always carry Australian currency
- In an emergency, dial 000 (triple zero) for police, fire or ambulance

SEA provides a range of support services to assist students with living in Australia including safety, budgeting, accommodation, cultural expectations, and travel advice. Further information is provided at the back of this handbook for your training location. Comprehensive information about living in Australia can also be accessed through a number of websites including:

<http://www.australia.com>

<http://www.immi.gov.au/living-in-australia> and <http://www.living-in-sydney.com>

<http://www.studyinaustralia.gov.au>

Accommodation Options

SEA offers a range of accommodation options ranging from Homestay, hotel, hostel or student accommodation complex. Each option ranges in price depending on your personal choice.

Homestay means being hosted by an Australian family. Many students choose to stay in Homestay as a positive way to improve English language skills and to experience Australian culture and family life. All meals are provided and included with the cost of Homestay accommodation. Homestay families are carefully chosen by SEA to ensure the right match of student and family in a safe and secure environment. Homestay families are located near public transport to ensure ease of travel to the SEA location. The price for Homestay is listed in the Price List.

For Student Accommodation options other than Homestay please visit: www.studynstay.com or contact your chosen SEA location for further details.

School-Age Dependants

If the student's family is planning to accompany them, any school-age dependants accompanying them to Australia will be required to pay full-fees if they are enrolled in either a government or non-government school. It is the responsibility of the student to make all necessary arrangements for the enrolment of their school-age dependants.

Marketing Information and Practices Policy

Sea English Academy International Pty Ltd, the Franchisor, is responsible for the implementation of this marketing policy. SEA markets its vocational education and training products with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. When providing information, no false or misleading comparisons are drawn with any other provider or course.

- 1.1 SEA ensures the marketing of its education and training services is undertaken in a professional manner and maintains the integrity and reputation of the industry and registered providers.
- 1.2 SEA ensures that it:
 - a. clearly identifies SEA's name and CRICOS number in written marketing and other material for students, including electronic form, and
 - b. does not give false or misleading information or advice in relation to:
 - i. claims of association between providers
 - ii. the employment outcomes associated with a course
 - iii. automatic acceptance into another course
 - iv. possible migration outcomes, or
 - v. any other claims relating to the registered provider, its course or outcomes associated with the course.
- 1.3 SEA will not actively recruit a student where this clearly conflicts with its obligations under Standard 7 (Transfer between registered providers) of the National Code.

Education Agent Policy

SEA engages with Education Agents that are registered Agents and who comply with the requirements of the National Code. This agreement is through a formal written Agent Agreement. Education Agents that represent SEA have a thorough knowledge and understanding of the Australian international education industry and have up to date marketing material and information about courses offered by SEA. This Agreement outlines the rights, responsibilities and the integrity of Education Agents.

Education Agents are monitored and any Education Agent that does not operate according to the National Code will be immediately suspended from representing SEA.

Further information on SEA's policy with Education Agents is available on our website at www.seaenglishacademy.com/agents

Enrolment Policy

A student's enrolment is a selection of a course or units which defines a program of study. The amount and timing of that study and the fees and charges of that study will be applied accordingly. Students are responsible for submitting a valid enrolment that is in accordance with student rules, policies and procedures, course requirements and any other criteria SEA has asked the student to meet.

Enrolment of students is conducted at all times in an ethical and responsible manner that is consistent with the requirements of each course. SEA ensures that the selection of students comply with equal opportunity legislation and actively seeks access and equity to training for all members of the community in compliance with our Access and Equity Policy.

Enrolment Procedures

Enrolment of students at SEA is managed by the Director of Studies. Information on general requirements, key dates, changing or cancelling enrolment, is available from Director of Studies. The Director of Studies may reject a student's enrolment program where the student is not validly enrolled.

International students must follow the following procedure:

- Read student handbook.
- Complete a student application form and sign the declaration.
- Attach certified copies of any required additional documentation (e.g. English proficiency results).
- Send your application to SEA.
- Receive a letter of offer, written agreement and invoice from SEA.
- Sign the written agreement.
- Pay the course fees.
- Receive an electronic Confirmation of Enrolment (eCoE).
- Apply for a student visa at your nearest Embassy.
- Send confirmation of your visa to SEA.
- Notify SEA of your arrival details.

Submitting an enrolment

All applicants must submit a valid enrolment prior to the course commencement. Enrolment must be in accordance with the acceptance letter or offer of admission. Students who fail to enrol or re-enrol lose their place in the course.

Admission policy

Admission to SEA courses will be made on the basis of merit, interview and/or on the order in which enrolments are received. General admission criteria are set out in this policy. The Director of Studies has the responsibility for offers of admission.

Admission criteria

Candidates are considered on the basis of one or more of the following:

- minimum age of 18 years of age
- minimum entry requirements for individual courses
- academic merit
- special provisions e.g. residency requirements, or interviews

All courses are subject to availability and quotas are applied in some courses. Where demand exceeds the number of available places, not all eligible applicants who meet minimum course entry standards may be offered a place.

English proficiency

Prior to an offer being made, SEA is responsible to verify intending student's pre-requisite English language proficiency appropriate for the intended course of study.

Entry to the Certificate I in English Communication Skills does not require English proficiency.

Entry to the Certificate IV in TESOL assumes a proficiency of IELTS 5.5.

Entry to the Diploma of TESOL courses assumes proficiency of IELTS 7.0.

English proficiency must be demonstrated by an applicant for admission to SEA by one or more of the following;

- successful completion of a recognised English language program
- successful completion of studies equivalent to secondary school or higher where English was the medium of instruction
- a valid IELTS test score

Note: SEA determines equivalent scores on other approved English tests.

Course Offer

SEA makes a course offer to international students using the letter of offer, signed student agreement, invoice and supporting information with the Student Handbook such as SEA policy and procedures, timetable and schedule, visa and health cover requirements, study conditions, payment, refunds and contact details.

Acceptance of Enrolment

SEA requirements for courses are based on the guidelines provided by the Australian Qualifications Framework Implementation Handbook. The AQF Handbook is available by following the link at: www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf

SEA supports flexible choices for students through a range of courses and course deliveries.

All applicants will receive a letter of acceptance or a letter of offer which outlines the requirements of the course, receipt (or outstanding payment details if applicable), and confirmation of course location and course schedule.

Amending enrolment details

Students are obligated to inform SEA immediately of any changes to enrolment details including, but not limited to, contact details, change of address, changes to their enrolment or changes of visa condition.

Changing enrolment

Students may amend their enrolment program in accordance with the published deadlines for changing, adding or withdrawing from units.

Withdrawing from units

Students may withdraw from units prior to the published deadline. A status of "withdrawn" is recorded against the units concerned. A "withdrawn" unit is not included in the calculation of the student's Statement of Attainment of completed courses and does not appear on the student's official academic record. If the withdrawal occurs after the published deadline then a status of "withdrawn failure" will be assigned to the unit. A student can request a late withdrawal without academic penalty if they can demonstrate that exceptional circumstances exist.

Change of attendance mode/change of attendance type

Students who wish to change attendance mode or attendance type require approval by the Director of Studies.

Student Transfer between Registered Providers

1. Accepting international students from another registered provider

In accordance with the National Code 2007, SEA will not seek to enrol a student wishing to transfer from another registered provider prior to the student completing six months of their principal course of study except where:

- (i) the original registered provider has ceased to be registered or the course in which the student is enrolled has ceased to be registered;
- (ii) the original registered provider has provided a written letter of release;
- (iii) the original registered provider has had a sanction imposed on its registration by the Australian Government or state or territory government that prevents the student from continuing his or her principal course; or
- (iv) any government sponsor of the student considers the change to be in the student's best interest and has provided written support for that change.

2. Transfer of enrolment from SEA

(a) Within the first six months of a principal course

The National Code 2007 requires that within the first six months of their principal course, students need to submit a request for transfer from their provider. This request should be submitted to the Director.

SEA will provide a letter of release in the following cases:

- a. The student is having difficulty in the course, despite having undertaken an individual intervention strategy (refer to SEA Academic Progress Policy) at SEA with no sign of improvement in their academic performance;
- b. An appeal (internal or external) on a matter that may reasonably result in the student wishing to seek a transfer supports the student.
- c. Compassionate/compelling circumstances (documented in writing and with any applicable supporting evidence supplied) which necessitate transfer to another provider.

- The letter of release, if granted will be issued at no cost to the student.
- The student will be informed of the need to contact DIAC to seek advice on whether a new visa is required.

(b) After completing the first six months of a principal course

If you have completed more than six months of your principal course, no transfer restrictions apply.

In order for your transfer request to be processed, you must provide the following documents:

- Completed Request for Transfer Form
- Letter of Offer from another registered provider

On receipt of the above documents your request will be processed within 10 working days in which you will be notified of the decision in writing.

- The letter of release, if granted will be issued at no cost to the student.
- The student will be informed of the need to contact DIAC to seek advice on whether a new visa is required.

3. Circumstances under which a transfer/letter of release will not be granted:

- a. The student has simply changed their mind about what course he/she wishes to study and has not discussed this with SEA staff.

b. When SEA believes that a transfer at this time could be considered detrimental to the student.

Factors that may be considered to be detrimental to the student include but are not limited to:

a. If the student has recently had an academic intervention strategy implemented and there has not been enough time to assess whether this is an effective solution for the student.

4. Notification of refusal of transfer/letter of release request.

Where SEA does not grant a letter of release, the student will be provided with written reasons for refusing the request and will be informed of his or her right to appeal the registered provider's decision in accordance with Standard 8 (Complaints and appeals).

5. Records of requests

SEA will maintain records of all requests from students for a letter of release and the assessment of, and decision regarding, the request on the student's file.

Deferment, Suspension and Cancellation Policy

SEA manages deferral, suspension and/or cancellation of enrolments to ensure any study extensions occurs as the result of an approved deferral of study, temporary suspension, and/or cancellation of enrolment granted under Standard 13 of The National Code 2007. The process includes information sharing, assessment and maintenance of records as follows:

A. Inform:

If a student initiates a request for deferral, suspension and/or cancellation of enrolment, SEA will begin the process as follows:

- inform the student that deferring, suspending or cancelling enrolment may affect the student visa;
- refer the student to the DIAC website or helpline 131 881 for information, and the local DIAC Office for advice on the potential change of enrolment and its impact on the student's visa; and
- notify DIAC through the Secretary of DEEWR via PRISMS as required under section 9 of the ESOS Act where enrolment is deferred, suspended or cancelled.

If SEA initiates the process to defer, suspend and/or cancelling enrolment, SEA:

- will inform the student of our intention to defer, suspend or cancel enrolment to DIAC through the Secretary of DEEWR via PRISMS, and that the student will have 20 working days to access the internal complaints and appeals process as per Standard 8; and
- understands that if the student accesses the internal complaints and appeals process, the temporary suspension or cancellation of the enrolment cannot take effect until the internal complaints and appeals process is completed, unless extenuating circumstances relating to the welfare of the student apply.

B. Assess the deferral, suspension and/cancellation of enrolment, where:

- The student initiates a request for deferring, suspending or cancelling enrolment due to compassionate or compelling circumstances;
- SEA initiates its intention to:
 - i. Temporarily suspend study as a result of misbehaviour, or absenteeism from class due to compassionate and compelling circumstances; and/or
 - ii. Cancel enrolment due to unsatisfactory academic progress, attendance and/or non-payment of fees.

C. Maintain records

SEA will maintain records on accepted students with prescribed details about personal, location (address), course, payment, entry and student visa requirements.

D. Deferment of commencement of study or Suspension of study requested by student

SEA will only grant a deferment of commencement of studies for compassionate and compelling circumstances. These include but are not limited to:

- a) illness, where a medical certificate states that the student was unable to attend classes
- b) bereavement of close family members such as parents or grandparents (where possible a death certificate should be provided)
- c) major political upheaval or natural disaster in the home country requiring emergency travel that has impacted on studies
- d) a traumatic experience which has impacted on the student (these cases should be where possible supported by police or psychologists' reports)

The final decision for assessing and granting a deferment of commencement of studies lies with the Director.

The period of suspension will not be included in attendance calculations.

Deferment and suspension will be recorded on PRISMS depending on the students CoE status.

Assessing requests for deferment or suspension of studies

Applications will be assessed on merit by the Director.

All applications for deferment or suspension will be considered within 10 working days.

Exclusion from class (1 – 28 days)

SEA may exclude a student from class studies on the grounds of misbehaviour by the student.

Exclusion will occur as the result of any behaviour identified as resulting in exclusion in SEA's Code of Conduct.

Where the student is provided with other studies for the period of the exclusion, the student must continue to meet the academic requirements of the course.

Exclusions from class will not be recorded on PRISMS.

Periods of 'exclusion from class will not be included in attendance calculations as per SEA's Course Progress and Attendance Policy

School initiated suspension of studies (28 days +)

SEA may initiate a suspension of studies for a student on the grounds of misbehaviour by the student. Suspension will occur as the result of any behaviour identified as resulting in suspension in SEA's Code of Conduct.

Students who have been suspended for more than 28 days are required to return to their home country by DIAC unless special circumstances exist (e.g. the student is medically unfit to travel)

If special circumstances exist, the student must abide by the conditions of his or her suspension which will depend on the welfare and accommodation arrangements in place for each student and which will be determined by the Director.

Suspensions will be recorded on PRISMS.

The period of suspension will not be included in attendance calculations.

Cancellation of enrolment

a) SEA will cancel the enrolment of a student under the following conditions;

- i. Failure to pay course fees
- ii. Any unacceptable behaviour identified in SEA's Code of Conduct.

b) SEA is required to report failure to maintain satisfactory course progress and failure to maintain satisfactory attendance to DIAC which will result in automatic cancellation.

Complaints and Appeals

Student requested deferment and suspension are not subject to SEA's Complaints and Appeals Policy.

Exclusion from class is subject to SEA's Complaints and Appeals Policy.

School initiated suspension, where the suspension is to be recorded in PRISMS, and cancellation are subject to SEA's Complaints and Appeals Policy.

For the duration of the appeals process, the student is required to maintain enrolment and attendance at all classes as normal. The Director will determine if participation in studies will be in class or under a supervised arrangement outside of classes.

If student accesses SEA's complaints and appeals process regarding a school initiated suspension, where the suspension is recorded in PRISMS, or cancellation, the suspension or

cancellation will not be reported in PRISMS until the complaints and appeals process is finalised, unless extenuating circumstances relating to the welfare of the student apply.

Leave of absence

Leave of absence provides a mechanism for students to respond to various external circumstances that may affect their capacity to undertake their studies. Students may apply to the Director of Studies for leave of absence from a course.

However, due to Australian Government visa regulations, international students are strictly limited in the circumstances in which they can apply for leave of absence, and are required to meet conditions other than those described in this policy.

Cancelling enrolment prior to course commencement

An applicant may cancel their enrolment in a course at any time by notifying the Director of Studies. If cancellation occurs after the published withdrawal date for the relevant teaching period, then fail grades may be assigned unless the student demonstrates that exceptional circumstances exist. Once an enrolment is cancelled, the student loses their place in the course and they must apply for readmission should they wish to return to the same course.

Orientation Policy

Orientation will involve familiarising students with the content of the Student Handbook.

Prior to course commencement, students undertake an assessment which includes an interview and a written test in order to determine if course credits are available for any units of competency

At the commencement of a course, the Director of Studies will induct students on workplace health and safety (WH&S) issues and will continue to incorporate WH&S throughout course delivery.

Orientation Procedure

1. Student arrive prior to course commencement (e.g. 8:30am Monday morning)
2. Student meet with Receptionist
 - a. Provide their Passport or Driver's License to be scanned
 - b. Update local Australian contact details (address and phone number)
 - c. Photo taken for Student ID Card
3. Student is introduced to the Director of Studies
4. If required, student is taken to the assessment room for language level assessment
Language level assessment is conducted (1.25 hours + 5 minute introduction explanation)
 - a. Oral and Listening Assessment
 - b. Reading and Writing Assessment
 - c. Assessments are given to the Director of Studies for assessment
5. The students are shown a Power Point Presentation explaining the policies of the school.
6. Time given for questions
7. Students are taken around the school and given a tour of the facilities
8. Students are introduced to Welfare Officer
9. Time given for questions
10. Students are taken to their home classroom

Assessment Policy & Procedures

Assessment

Assessment is used to verify underpinning knowledge, skills and competence in all the units of competency. The assessment strategies are valid, reliable, flexible, fair and consistent. Assessment is conducted in a holistic and integrated manner. Assessment will take place using a variety of approaches and will be conducted over a period of time, on multiple occasions and in a range of contexts involving a combination of direct, indirect and supplementary forms of evidence using diagnostic, formative and summative forms of assessment.

Evidence gathering to be used includes interviews, reports, questionnaires, observation, discussion, application, implementation, delivery or a combination of the above.

Competency-based Assessment

Assessment is competency-based.

What does it mean to be competent?

People are considered to be competent when they are able to apply their knowledge and skills to successfully complete work activities in a range of situations and environments, in accordance with the standard of performance expected in the workplace.

There are four parts to being competent. They are;

1. undertaking specific workplace tasks (called 'task skills')
2. management skills—managing a number of different tasks to complete a whole work activity (called 'task management skills')
3. responding to problems and irregularities when undertaking a work activity (called 'contingency management skills'). Examples of problems/irregularities could be: breakdowns, changes in routines, unexpected results or outcomes, difficult or dissatisfied clients.
4. dealing with the responsibilities and expectations of the work environment when undertaking a work activity (called 'job/role environment skills'), such as: working with others, interacting with clients, complying with standard operating procedures of equipment like overhead projectors, TV/video recorders, audio cassette recorders.

This means that when you demonstrate competency you will not just demonstrate you can do a task on its own, but you must be able to demonstrate that you can do it in a range of different circumstances, as outlined above.

The Assessment Policy Principles

The following represent the basic VET assessment principles of SEA International. They are designed to promote fairness and equity in assessment.

Students will be given clear and timely information on assessment.

Information given to students will include:

- advice about the assessment methods
- assessment procedures
- the criteria against which they will be assessed
- when and how they will receive feedback
- the mechanism for appeal

Where possible, students will be included in discussions on the choice of assessment methods and timing.

Students will be made aware of their responsibilities in regard to assessment. The assessment approach chosen will cater for the language, literacy and numeracy needs of students. Any special geographic, financial or social needs of students will be considered in the development and conduct of the assessment.

Reasonable adjustment will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes. Opportunities for feedback and review of all aspects of assessment will be provided to students. Clearly documented mechanisms for appeal against assessment processes and decisions will be available to students. (Refer to the Complaints/Grievances/Appeals section of this Handbook.)

Requirements to Assess VET Qualifications

SEA must have certain teachers and equipment to run this course. If SEA loses access to these resources, SEA will attempt to provide students with alternative opportunities to complete the course and the related qualification. SEA retains the right to cancel the course if it is unable to meet requirements.

Assessment Quality

Assessment course staff must be qualified and experienced in the outcomes of the course and assessment processes. Where learning outcomes deal with specific skills, the trainers and assessors will themselves possess qualifications in those skills.

They are required to have completed:

- The same qualification in which they are delivering training or higher qualification or equivalent experience.
- Certificate IV in Teaching English to Speakers of Other Languages.
- Relevant vocational experience and competencies.

Assessment must be conducted by course staff who possess assessment qualifications. Assessment of competency is an essential aspect of this course. The methods of assessment may vary greatly, but key factors in planning and conducting assessment during this course are validity, reliability, flexibility and fairness. The Assessment and Workplace Training Competency Standards are the benchmark for assessment of assessors and workplace trainers.

At the end of every module students will be required to conduct a Performance Assessment. Performance Assessment is conducted through classroom assessment, essays, written tests, group discussions, small group presentations, practice teaching observation.

Each student will have a consultation with the Director of Studies. This will ensure that students have full competence in the skill sets required to attain throughout the course. Students are required to go to the Director of Studies if there is any problem. The Director of Studies will then tailor an individualised solution.

SEA has developed all courses in consultation with the Industry Training Advisory Board.

In order to be eligible for the qualifications the student must achieve no less than 70% competency to be assessed as Competent (C) in each of the competency modules listed in this Student Handbook.

If a student is assessed as being Not Yet Competent (NYC) they will be given feedback and may be asked to re-do the assessment with revision.

A student who completes all the requirements will be eligible for a qualification.

A student who completes only some of the modules shall receive a *“Statement of Attainment”* with the completed units listed.

Assessment and Course Monitoring

The Assessment staff and Director of Studies will monitor, assess and record the course progress throughout the course to ensure that the student is meeting course requirements.

Recognition—including Recognition of Prior Learning (RPL)

When you commence a VET program, you may think there are some units of competency or modules you can already do and would be competent at.

You could apply for recognition for those specific units of competency or modules. If you do, you will need to provide evidence that you can in fact already do these particular tasks. Evidence might include: letters or testimonials from employers, samples of work, certificates, etc.

The recognition process is a very supportive one. Feel free to ask your facilitator or the Director for assistance.

Recognition of Prior Learning (RPL)

Students who can demonstrate that they have the necessary prior learning or competencies will be able to apply for credit (RPL) with respect to the learning outcomes and assessment criteria of the course. Clients may seek RPL for individual modules of competency based on previous structured programs, demonstration of a competency to a facilitator, prior work, or life experience. Proof can take the form of a challenge test or documentation. Please contact the Director of Studies at SEA for an RPL Application form.

Course Credit

Students who can demonstrate that they have the necessary competencies will be granted course credit.

Certificate I in English Communication Skills students are given an initial assessment upon course commencement with assessment tasks to determine if any course credits are able to be granted.

Articulation and Credit Transfer

Students with a Statement of Attainment in any unit will receive direct credit for that unit where it forms part of the structure for the course in which they subsequently enrol.

Mutual Recognition

Students do not need to go through the RPL process if they already have a Statement of Attainment from another Registered Training Organisation for any units of competency/learning outcomes that are the same as those in the course. Students will be awarded automatic recognition in these cases. This is referred to as mutual recognition.

Procedure

1. International students may make application for course credit prior to entry to a course as any credit applied will affect the duration of study required and therefore will also affect the length of the required visa.
2. Application for course credit must be made in writing to the Director indicating the competencies for which credit is sought.
3. It is the responsibility of the student applying for credit to submit documentation supporting their application. Evidence of competency may be based on prior study, including study taken overseas, in the form of test results, enrolment and attendance records, and/or letters of reference. Any supporting documentation must be a certified copy and translated in English if applicable.
4. Decisions on course credit will be notified to applicants in writing.

5. Where course credit is granted the student will be provided with a written record of the course credit which must be accepted by the student by signing. This record will be then placed on the students file.

6. Where SEA grants the student course credit which leads to a shortening of the student's course, SEA must:

a) if the course credit is granted before the student visa grant, indicate the actual net course duration (as reduced by course credit) in the confirmation of enrolment issued for that student for that course; or

b) if the course credit is granted after the student visa grant, report the change of course duration via PRISMS under section 19 of the ESOS Act.

Attendance Policy

SEA maintains and monitors the attendance of each student for each unit of the course for which the student is enrolled. Under Australian visa regulations, holders of student visas are required to attend a minimum of 80% of course contact hours, and as a provider SEA English Academy is responsible for monitoring attendance records. Students whose attendance falls below 80% must be reported through PRISMS.

If a student is absent for any reason they should contact the Director of Studies.

Students who are absent for three or more days due to illness must provide a doctor's certificate.

Unsatisfactory Attendance

SEA will implement the following steps if a student breaches required attendance requirements:

- If a student is absent for more than 5 consecutive days without approval, or is at risk of not meeting at least 80% of the scheduled course contact hours, they will be contacted by the Director of Studies.
- The Director of Studies will arrange an interview and counselling for the student with the Welfare Officer.
- The student must provide documentary evidence clearly demonstrating compassionate or compelling circumstances (e.g. illness where a medical certificate states that the student is unable to attend classes) for their absence.
- If the student continues to be absent without approval, the Director of Studies will notify the student in writing of the intention to report the student for not achieving satisfactory attendance and to report a breach of attendance requirements.
- The student will receive written notification informing them that they have 20 business days in which to access the complaints and appeals process.
- If the student does not activate the complaint and appeals process, the student enrolment will be cancelled.
- For those students studying on a student visa, SEA is obligated to notify the Department of Immigration (DIAC) and the Secretary of the DEST through PRISMS that the student is not achieving satisfactory attendance requirements. Once reported, the student is required to contact the DIAC within 28 days, or the visa will be automatically cancelled.

Course Progress Policy

SEA monitors, records and assesses the course progress of each student for each unit of the course for which the student is enrolled in accordance with the conditions of their Student Visa and the National Code 2007. This is done to ensure that students are given every opportunity to achieve the required satisfactory academic progress for each program they are enrolled in.

Requirements for achieving satisfactory course progress

Student progress will be assessed at the end point of every study period (for SEA “study period” is defined as one 6 week study block for the Certificate I in Communication Skills; for the Certificate IV in TESOL and Diploma of TESOL “study period” is defined as the date of completion of a unit of competency). Satisfactory course progress is defined as successfully completing or demonstrating competency in at least 50% of the program requirements in that study period.

Responsibility for monitoring progress

The Director of Studies is responsible for monitoring course progress and ensuring the outcomes are recorded in student files.

Trainers in consultation with the Director of Studies are responsible for assessing whether or not a student has demonstrated satisfactory course progress.

Monitoring course progress

An assessment of course progress will take place at the end of each study period.

Students will be made aware of their achievement levels and be given feedback or remedial work if they are experiencing difficulty with an activity.

Unsatisfactory Course Progress

SEA will implement the following steps if a student is identified as at risk of failing to achieve satisfactory course progress:

- If a student fails to reach a minimum of 50% of the course requirements, or is at risk of not meeting minimum course competency requirements, they will be contacted by the Director of Studies and issued with a ‘Failure to Progress’ letter.
- The Director of Studies will arrange an interview and counselling for the student and will implement an intervention strategy to assist the student to complete the course. This may include literacy support, disability services, study skills support.
- The learning contract established must be agreed to and signed by the Director of Studies and the international student. A record of the intervention measures implemented and documents will be kept in the student’s file.
- Trainers will continue to monitor the academic progress of the student on a weekly basis and report to the Director of Studies.
- A weekly meeting will be held with the student to monitor progress on the agreed learning contract.
- If the student continues to fail to reach a minimum of 50% of the course requirement, the Director of Studies will issue a written letter of ‘Notice of Intent to Report’.
- The student will receive written notification informing them that they have 20 business days in which to access the complaints and appeals process.
- If the student does not activate the complaint and appeals process, the student will be deemed as not reaching competency.

For those students studying on a student visa, SEA is obligated to notify the Department of Immigration (DIAC) and the Secretary of the DEST through PRISMS that the student is not achieving satisfactory attendance requirements. Once reported, the student is required to contact DIAC within 28 days, or the visa will be automatically cancelled.

Completion within expected duration Policy and Procedures

SEA will monitor the workload of international students, in accordance with documented policy and procedure to ensure that they can complete the program within the expected program duration, as registered on CRICOS and as identified by the length of their student visa. Relevant staff and teachers will monitor international students' workload through records of student attendances and in accordance with the SEA Academic Progress policy and procedure.

1. Onshore international students will not be eligible to undertake distance or online components of SEA courses.
2. SEA will only extend the duration of the student's study where it is evident that the student will not complete the program within the expected duration, as specified on the student's CoE, on the following grounds:
 - Compassionate or compelling circumstances. These include but are not limited to:
 - a) illness, where a medical certificate states that the student was unable to attend classes
 - b) bereavement of close family members such as parents or grandparents (where possible a death certificate should be provided)
 - c) major political upheaval or natural disaster in the home country requiring emergency travel that has impacted on studies
 - d) a traumatic experience which has impacted on the student (these cases should be where possible supported by police or psychologists' reports)
 - An Academic Intervention strategy was implemented for the student after SEA deemed intervention as necessary for a student 'at risk' of unsatisfactory academic progress as outlined in the Course Progress policy and procedures.
 - Deferral or suspension of study has been granted in accordance with the SEA Deferral, Suspension and Cancellation of Enrolment policy and procedures.
 - Except in the circumstances outlined above the expected duration of study specified in the student's CoE must not exceed the CRICOS registered course duration.
3. The Director will advise the CEO of SEA of the reasons why the extension of study is required.
4. When the CEO of SEA determines that the student cannot reasonably complete his or her program within the expected duration as specified on the student's CoE, they will update the student's details on PRISMS.
5. All documentation will be maintained on the student record.

Complaints Grievances and Appeals

Student Grievance Resolution Policy

SEA's complaints and appeals processes are independent, easily and immediately accessible and inexpensive for the parties involved.

If you are dissatisfied with any aspect of SEA, please talk to a staff member. You will then be referred to the appropriate person in the organization in an attempt to resolve your problem or grievance to the satisfaction of both parties: you and SEA.

If you are unhappy with the outcome of your discussions with SEA staff, you may request an external review through the Australian Council for Private Education and Training (ACPET). The total cost per appeal is AUD\$400. This fee is shared equally between you and SEA. If you're successful in your appeal AUD\$100 will be refunded.

Email: student.appeals@acpet.edu.au

An independent panel will be assigned to review your file and make decision regarding your complaint. Further information is available at www.acpet.edu.au

Please note, by choosing to use the services of an independent mediator you are not excluded from pursuing other legal remedies.

Refer to the procedure below if you are unhappy about any aspect of the course or about;

- An administrative matter such as, for example, the non-issue of qualifications/statements within the prescribed timeline or a financial matter such as non-payment of a refund for which you are eligible
- another person in SEA (student or staff member)
- a person outside SEA (another student), or
- the results of an assessment or about the way the assessment was undertaken
- Unsatisfactory Academic Progress
- Unsatisfactory Class Attendance

Complaints Procedure

Any person wishing to make a complaint against SEA concerning its conduct as an Registered Training Organisation (RTO), whether a complaint, grievance, appeal or other matter, shall have access to the complaints procedure. The complaints and appeals process will commence within 10 working days of the receipt of the written complaint by SEA. The Director will keep a Register of Complaints that documents all formal complaints and their resolution. Persons with a complaint concerning the manner that SEA International conducts its responsibilities as an RTO, have access to the following procedure:

Informal Complaint:

The initial stage of any complaint shall be for the complainant to communicate directly with the Director of Studies, who will make a decision and record the outcome of the complaint.

- Person/s dissatisfied with the outcome of the complaint to the Director of Studies may then complain to the Director, who will make a decision and record the outcome of the complaint.

- Person/s dissatisfied with the outcome of the complaint to the Director may initiate a formal complaint.

Formal Complaint:

Formal complaints may only proceed after the informal complaint procedure has been finalised.

- The complaint and its outcome shall be recorded in writing.
- On receipt of a formal complaint the Director shall convene an independent panel to hear the complaint. This shall be the complaint committee.
- The complaint committee shall not have had previous involvement with the complaint and should include representatives of: the Director, the teaching staff, an independent person
- The complainant shall be given an opportunity to present his/her case to the committee and may be accompanied by one other person as support or as representation.
- The relevant staff member shall be given an opportunity to present his/her case to the committee and may be accompanied by one other person as support or as representation.
- The complaint committee will make a decision on the complaint.
- The complaint committee will communicate its decision on the complaint to all parties in writing within 5 working days of making its decision.
- All records related to complaints, appeals and outcomes will be kept on the student's file.

Process to Follow:

1. You should discuss the matter in the first instance with a staff member with whom you feel comfortable e.g. the Director of Studies or the Director.
2. If this person does not consider the matter to be particularly serious, or where your complaint does not relate to allegations of unlawful behaviour (e.g. assault, illegal discrimination or harassment, etc.), *and you feel comfortable to do so*, you will be encouraged to raise the complaint directly with the person concerned. You can ask for another staff member to be present when you do this.
3. Where you do not feel comfortable about doing this, or where the matter is of a more serious nature, you will be asked to put the complaint in writing and to identify the person about whom you are complaining.

Your written complaint should include details of the complaint/s such as;

- who/what issue you are complaining about
- what happened, when it occurred, how you feel
- how you would like to see the matter resolved

If the complaint is about another student, the matter will be handled by the Director; if the complaint is about a member of staff, it will be handled by the Director.

The person handling your complaint will;

- tell the person you are complaining about, about the complaint. S/he will be given the opportunity to put their side of the matter
- advise you of how long it will be before you get an answer (usually within a week)
- ensure that only those people who need to know about the complaint are involved/informed
- give you written advice about the outcome and the reasons for it

You may find that through this process one of the following outcomes will apply:

- you gain a better understanding of the situation and you no longer feel the need to complain
- you are happy with the way the issue has been resolved
- if the internal or any external complaint handling or appeal process results in a decision that supports you, SEA will immediately implement any decision, and/or corrective and preventative action required and advise you of the outcome in writing, or
- you will be informed that you have no grounds to complain

At any time throughout the process the individual has the right to approach the State Registration Authority (SRA) for assistance.

If the student chooses to access SEA's complaints and appeals procedures SEA will maintain will the student's enrolment while the complaints and appeals process is ongoing.

In the case of appeals relating to academic progress or attendance, SEA must await the outcome of the external appeal process before reporting the student to DEEWR via PRISMS.

Access and Equity

Discrimination occurs if a person treats someone differently on the basis of an attribute or characteristic such as gender, sexuality, race, pregnancy, physical or intellectual impairment, age, etc. SEA strives to meet the needs of each student through incorporating access and equity principles and practices that acknowledge the right of all students to equality of opportunity without discrimination. For example, the following principles apply:

1. All courses will be adequately resourced, with facilitators with the right qualifications, in order to ensure you have quality outcomes.
2. Training and assessment will be in line with industry standards to ensure quality outcomes for students. As well, a variety of training/assessment methods will be used to cater for the different ways in which students learn. Students with special needs will participate in an initial meeting with relevant College staff to ensure that the training and assessment provided meets their needs.
3. SEA will openly value all students, irrespective of background / culture / other differences and all students will be made feel valued through the delivery of appropriate training/assessment methods and support structures.
4. Any complains/grievances in relation to discrimination/harassment will be treated seriously, in line with SEA Complaints/Grievances/Appeals policy.

Code of Behaviour/Performance

As a student and/or employee of SEA you represent our company. We believe and trust that you will act accordingly.

What can you expect from SEA?

- To be treated with respect, dignity and self-determination.
- To have confidentiality maintained.
- A fair and equitable grievance procedure.
- A safe and healthy work environment.
- A friendly and supportive team environment.
- Fair and reasonable wages for your work.
- Acknowledgement of your creativity and contribution to materials, resources, lesson plans and activities used by SEA.

What SEA expects from you:

- Punctuality and attendance to all workplace and teaching assignments.
- Respect for all other people and the community.
- Completed work and training in a committed and competent manner.
- Efficient use of SEA International resources.
- Compliance with lawful and safe work directions regarding the performance of duties.
- Confidentiality with regard to information you have access to in carrying out your duties.
- Co-operation with management, fellow workers and students.
- Use of appropriate language, attitude, dress, hygiene and conduct.
- Work carried out in a manner that is safe and complies with all Workplace Health and Safety policies and procedures.
- Compliance with the 'Definitely Not Permitted' rules below.

Definitely Not Permitted:

- Alcohol or illegal drugs in any workplace or training environment.
- Being under the influence of alcohol or illegal drugs in the workplace or training environment.
- Physical or verbal abuse.
- Disruptive behaviour.
- Profane or offensive language.
- Disclosure of any confidential information regarding SEA operations or employees.
- Any acts of discrimination as contained in the Anti-Discrimination Act.
- Any forms of sexual harassment.
- Non-compliance with the Occupational Health and Safety obligations.
- Smoking in non-designated areas.
- Misconduct including - but not limited to - theft, assault, fraud, and/or engaging in any action that causes imminent and serious risk to the health and safety of a person, property, or the reputation of SEA or other significant violation of corporate policy (reference Industrial Relations Act 1999, Clause 83).

Breach of Behaviour or Performance Standards set by SEA:

- SEA recognizes that each person has individual needs to be met and acceptable performance and behaviour must be maintained while at work. In order to manage all staff and students a set of guidelines has been developed as set out below:
- A fair process will be followed in addressing performance and/or behaviour issues.
- All staff and students have the right to respond to any performance and/or behaviour issue raised.
- Communication processes will be clear and open.
- Discussion of performance and/or behaviour issues will be between you and SEA designated personnel.
- The designated personnel of SEA have the right to dismiss a person in case of misconduct and non-compliance of expected and communicated performance and behaviour standards.

Work Standards**Attendance**

You are expected to attend the work, teaching or training environment on all required days. Any personal appointments and commitments are to be organized around your work commitments. If it is not possible to attend, you must seek prior approval from the Director. If you are absent unexpectedly (due to illness or accident involving yourself or a family member) you are required to contact SEA as soon as possible. If illness prevents you from attending work or training beyond more than one day, you are to advise SEA at the beginning of each day and will be required to produce a medical certificate. You are required to attend at minimum of 80% of the total course schedule in order to meet competency criteria.

Punctuality

It is necessary to arrive at the workplace, teaching or training environment at least ten minutes prior to the commencement time specified. If you are expecting to be late, either planned or unplanned, you must contact the Director. Arriving late regularly will not be tolerated.

Dress Code

As an employee or student of SEA you will dress according to the standards set by SEA. You are required to dress modestly in clean clothes at all times. At SEA we aim to be culturally aware and sensitive to a wide variety of cultural dress codes. It is suggested that all teachers and administration staff wear clothing of a smart casual level. Women should dress in smart dresses, skirts or long pants. Men should dress in smart long pants, shorts or dress jeans, and a short or long sleeved business shirt. All staff should have closed in shoes, court shoes, or dress sandals. Appropriate clothing can be worn for excursions or class picnics. If you do not have the appropriate clothing you are required to discuss this with the Director.

Personal Hygiene

It is the responsibility of all people in the workplace or training environment to be aware of personal hygiene. (This includes an appropriate level of grooming, perspiration, breath, etc.).

Attitude

While teaching or training with SEA you represent the company. As such, you are expected to be courteous and display a friendly attitude in all activities. SEA expects you to be a motivated and

resourceful team player. If you have any personal issues with your peers or students that may affect your attitude you must discuss this with the Director.

Duty of Care

The legal concept of Duty of Care is central to the Workplace Health and Safety Act. Duty of Care has always existed under Common Law and has formed the basis of common law claims based on negligence. Duty of Care will ensure that all people at the workplace have rights and responsibilities for health and safety.

Instant Dismissal

Just causes for instant dismissal from employment or training include - but are not limited to - the following:

- Attending in an unfit condition*.
- Wilful damage, destruction or unauthorized use of property belonging to SEA or others.
- Ineffective performance or incompetence, sleeping on the job, deliberate loafing.
- Failure to perform work as directed.
- Neglect of duty.
- Non-compliance of expected and communicated performance and/or behaviour standards.
- Deliberate interference, discrimination or harassment of others.
- Dishonesty including giving false testimony for accidents or reports.
- Fighting or aggressive behaviour at the workplace or training environment or while in corporate uniform or in corporate vehicles.
- Unauthorised use of vehicles or equipment.
- Intentional misuse of anything provided in the interests of safety, health and welfare.
- By deed or word, harming the viability or reputation of SEA.
- Significant violation of the corporate policy of SEA.

* **Definition of an unfit condition includes – but not limited to - :**

- Being under the influence of alcohol or drugs
- Ill health that causes an inability to carry out duties or health issues which may affect other persons
- Trauma or grief caused by personal issues that causes an inability to carry out duties
- Dressed in an inappropriate manner

Client Fees and Charges Policy

We have documented the SEA Course Application Form the fees and contractual agreement and obligations in Plain English.

SEA guarantees that there will not be any change in fees after signing the Application Form. We reserve the right to determine fees at any time.

Refund Policy

The non-refundable application fee must be sent with your application.

- The full course fee must be paid prior to the course commencement.
- In the event of a student withdrawing from the course in the week immediately prior to the course commencement, a cancellation fee of \$100 must be paid.
- In the event of a student withdrawing from the course any time during the course, no refund will be given. Receiving the material for the correspondence course is considered having started the course.
- Students will be required to pay full course fees if they do not notify the Director of Studies of intention to withdraw, even if they have not attended lectures.
- If SEA is unable to provide a course, provider default is covered by the provision of the ESOS Act 2000 and the ESOL regulations 2001. In the case of provider default, the refund will be made within two (2) weeks from the date of notice of SEA. (ESOS Act 2000, subsection 27(1)). The application fee will be refunded or transferred to another SEA course upon the applicant's request.
- In compliance with ESOS Legislation and the National Code, in the event that an applicant is unable to obtain a visa, a refund of all course fees will be made by SEA. Written proof and copies of visa information must be provided within four weeks to support the refund.
- Refunds will be paid directly to the person who has entered in the contract unless the person directs SEA to pay the refund to someone else.
- To make a refund, a student must apply in writing to the Director.
- Refunds will be paid within four (4) weeks.
- Refunds will be paid in Australian Dollars, which is the same currency in which all fees are to be paid.

This agreement does not remove the right to take further action under Australia's Consumer Protection Laws. SEA's dispute resolution processes do not circumscribe the student's right to pursue other legal remedies (National Code Sections 43-44 and ESOS Act 2000 – Sections 27-32).

Workplace Health and Safety Policy

SEA is required to ensure the health and safety of all persons at the training environment and workplace by:

- Providing or maintaining plant and systems of work that are safe and without risk to health.
- Making arrangements for ensuring safety and absence of risk to health in connection with the use, handling, storage, transport of plant and substances.
- Providing the necessary information, instruction, training and supervision to ensure the health and safety at work of all employees and students with SEA.
- Providing and maintaining a working environment that is safe and without risk to health.
- Maintaining the workplace in a condition that is safe and without risk to health and to provide and maintain means of access to and from the workplace that are adequate, safe and without risk.

Employees and students have a duty of care to maintain healthy and safe conduct by:

- Acting and performing work duties in a responsible and safe manner.
- Wearing protective clothing and equipment where necessary.
- Co-operating with the employer to ensure health and safety in the workplace.
- Taking reasonable care for the health and safety of all persons in the workplace.

SEA is committed to achieving the highest possible performance in occupational health and safety. We aim to create and maintain a safe and healthy working environment throughout our business to the benefit of all. Consistent with this we will:

- Seek continuous improvements in our occupational health and safety performance, taking into account evolving expectations, management practices, scientific knowledge and technology.
- Comply with all applicable laws, regulations and standards. Where adequate laws do not exist, adopt and apply standards that reflect our commitment to health and safety.
- Involve employees in the monitoring and improvement of occupational health and safety performances.
- Train and hold individual employees accountable for their area of responsibility.
- Manage risks by implementing management systems to identify, assess, monitor and control hazards and by reviewing performance.
- Ensure that all SEA employees, students and visitors, are informed of and understand their obligations in respect of this policy.
- Communicate openly with employees, students, government and community on occupational health and safety issues.
- Contribute to the development of relevant occupational health and safety policy, legislation and regulations.

First Aid

First Aid Kits are available at the training facility. A member of staff trained in First Aid should be sought to carry out any treatment necessary.

Students should not handle injuries that involve spilled blood without wearing gloves, and all blood spills must be doused with chlorine.

Accident/Emergency Situations

You are advised that SEA staff are not permitted to transport injured/unwell students to hospital. Therefore an ambulance will be called in case of an emergency. It is recommended that all students arrange ambulance insurance as costs will not be covered by SEA.

Non-smoking Policy

To protect the health of all employees and students of SEA, smoking will only be permitted in designated smoking areas of buildings and facilities. Smoking will not be allowed in any other areas.

Alcohol and other Drugs Policy

SEA is committed to providing a safe working environment by eliminating conditions and work practices that could lead to personal injury and/or equipment or other property damage. Everyone who works or trains with SEA is expected to behave in a responsible manner and present themselves for work and remain in a fit and healthy state.

Alcohol and other drugs will not be permitted in any area used by SEA. Employees or students who are unfit for work or study, or who are deemed unfit for work or study, as a result of alcohol or drugs will be dealt with consistently and fairly.

Anti-Discrimination and Equal Employment Opportunity Policy

SEA is an equal opportunity employer and trainer. All employees and students are treated on their merits without regard to race, ethnicity, age, sex, marital status, sexual preference, religion, disability, or any other factor not applicable to their position.

Employees and students are valued according to how well they perform their duties, their ability and enthusiasm to maintain SEA standards of services.

SEA does not tolerate any form of discrimination. We believe that all employees, students and stakeholders, have the right to work and train in an environment free of discrimination and harassment.

Discrimination undermines proper working and training relationships and may cause low morale, absenteeism and resignations. Under Federal and State Anti-Discrimination Laws, discrimination in employment on the following grounds is against the law: sex, pregnancy, parental status, impairment, criminal record, marital status, age, race, religion, social origin, lawful sexual activity, trade union activity political belief.

Managers and supervisors must ensure that all employees and students are treated equitably and are not subject to discrimination. They must also ensure that people who make complaints, or witnesses, are not victimized in any way. Any reports of discrimination or harassment will be treated seriously and investigated promptly, confidentially and impartially. A written complaint is not required. Disciplinary action will be taken against anyone who discriminates against a co-worker, student, client, customer or stakeholder. Discipline may involve a warning, counselling, demotion or dismissal, depending on the circumstances.

What is discrimination?

Discrimination occurs when someone is treated unfavourably because of one of their personal characteristics. Discrimination may involve:

- Offensive jokes or comments about another employee's or student's racial or ethnic background, gender, sexual preference, age, disability or physical appearance.
- Expressing negative stereotypes or using stereotypes or assumptions to guide decision making about a person's career.
- Judging someone on their political or religious beliefs rather than their work performance.
- Undermining a person's authority or work performance due to a dislike of one of their personal characteristics.

What can you do if you are discriminated against?

Do not ignore or tolerate discrimination! There are several options. Choose the course of action you feel most comfortable.

- Contact the Director
- Make a complaint under the Anti-Discrimination Legislation to the Queensland Anti-Discrimination Commission and Human Rights and Equal Opportunities Commission.

SEA is committed to providing an environment that is safe for all employees and students. You will not be disadvantaged in your employment or training conditions or opportunities as a result of lodging a complaint.

Sexual Harassment Policy

SEA considers sexual harassment an unacceptable form of behaviour which will not be tolerated under any circumstances. SEA believes that all employees and students should be able to work in an environment free of intimidation and sexual harassment. Sexual harassment and intimidation causes damage to a person's sense of value and confidence and may cause loss of trained and talented employees and students and damage staff morale and productivity.

Under the Queensland Anti-Discrimination Act and the Federal Sex Discrimination Act, sexual harassment is against the law. Managers and supervisors must ensure that all employees and students are treated equitably and are not subject to sexual harassment. They must also ensure that people who make complaints or witnesses are not victimized in any way.

Any reports of sexual harassment will be treated seriously and investigated promptly, confidentially and impartially. A written complaint is not required.

Disciplinary action will be taken against anyone who sexually harasses a co-worker, student, client, customer or stakeholder. Discipline may involve a warning, counselling, demotion or dismissal, depending on the circumstances.

What is sexual harassment?

Sexual harassment is any form of sexual attention that is unwelcome and uninvited. It may be unwelcome touching or other physical contact, remarks with sexual connotations, smutty jokes, requests for sexual favours, leering or the display of offensive sexual material.

Sexual harassment has nothing to do with mutual attraction. Such relationships are a private matter.

Sexual harassment can be a single incident. Some actions or remarks are so offensive that they constitute sexual harassment in themselves, even if they are not repeated. Other single incidents, such as unwanted social invitations or compliments, may not constitute sexual harassment if they are not repeated.

What can you do if you are sexually harassed?

Do not ignore or tolerate sexual harassment! Silence may give the impression that sexual harassment is acceptable. Choose the course of action you feel most comfortable with.

- Contact the Director
- Make a complaint under the Anti-Discrimination Legislation to the Queensland Anti-Discrimination Commission and Human Rights and Equal Opportunities Commission.

SEA is committed to providing an environment which is safe for all employees and students. You will not be disadvantaged in your employment or training conditions or opportunities as a result of lodging a complaint.

Critical Incident Policy and Procedures

SEA's Critical Incident Policy and procedures cover

- Action to be taken in the event of a critical incident
- Follow up of the incident
- Records of the incident and action taken

A Critical Incident is defined as a traumatic event, or the threat of such which causes extreme stress, fear, injury or death.

Examples of Critical Incidents are:

- Missing students
- Serious injury
- Death
- Natural disaster
- Terrorism
- Violence or assault
- Drug or alcohol abuse
- Theft

When a Critical Incident has been identified the Director will call an immediate meeting to create a clear understanding of the known facts, plan an immediate response, plan ongoing strategies and allocate individual roles and responsibilities.

The **responsibilities of the Director** with respect to Critical Incidents include:

- risk assessment of hazards and situations which may require emergency action
- analysis of requirements to address these hazards
- establishment of liaison with all relevant emergency services e.g. police, fire brigade, ambulance, hospital, poisons information centre, community health services
- 24 hour access to contact details for all students and their families (for schools with overseas students this will also include agents, homestay families, carers, consular staff, embassies and interpreting services if necessary)
- 24 hour access to contact details for all relevant staff members needed in the event of a critical incident e.g. school counsellor, welfare officer, legal services, school security
- development of a critical incident plan for each critical incident identified
- dissemination of planned procedures
- organisation of practice drills
- regular review of the critical incident plan
- assisting with implementation of the critical incident plan
- arranging appropriate staff development
- budget allocation for emergencies

Critical Incident Plan

Immediate Action (within 24 hours)

- Notification of the Director
- Identify the nature of the critical incident
- Implement the appropriate management plan or action strategy
- Assignment of duties and resources to school staff
- Seeking advice and help from any necessary emergency services/hospital/medical services
- Dissemination of information to parents and family members
- Completion of a critical incident report
- Media response if required (see below)
- Assess the need for support and counselling for those directly and indirectly involved

Additional Action (48 – 72 hours)

- Assess the need for support and counselling for those directly and indirectly involved (ongoing)
- Provide staff and students with factual information as appropriate
- Restore normal functioning and school delivery

Follow-up – monitoring, support, evaluation

- Identification of any other people who may be affected by critical incident and access of support services for affected community members
- Maintain contact with any injured/affected parties
- Provision of accurate information to staff and students where appropriate
- Evaluation of critical incident management
- Be aware of any possible longer term disturbances e.g. inquests, legal proceedings

Managing the Media

- Manage access of the media to the scene, and to staff, students and relatives
- The Director should normally handle all initial media calls
- Determine what the official school response will be
- All facts should be checked before speaking to the media
- If accurate information is unavailable or the issue is of a sensitive nature, explain that questions cannot be answered at this time
- Avoid implying blame or fault for any part of the incident as this can have significant legal implications
- The Director may delegate media liaison to another member of staff

Evaluation and review of management plan

- After every critical incident, a meeting of the Director and staff will be held to evaluate the critical incident report and the effectiveness of the management plan and to make modifications if required. If appropriate this process will incorporate feedback from all staff, students and local community representatives.

Privacy Policy

The National Privacy Principles established by the Privacy Act 1988 apply to SEA operating as SEA.

Personal information that is collected and stored usually falls into the following categories:

- Candidate information submitted from the candidate and sources in connection with their student application.
- Candidate information submitted from the candidate and sources in connection with their employment application.
- Training, assessment and performance information.
- Informational about incidents in the workplace.
- Staff information.
- Information submitted and obtained in relation to absences from work or training due to illness, holidays, leave or other causes.
- Information obtained to assist in managing student, staff and business relationships.

SEA primarily holds personal information for Training, Marketing, Recruitment, Placement and Management.

SEA may disclose personal information for the purposes for which it is primarily held or for a related secondary purpose. In some cases we may only disclose information about the candidate with the candidates consent. We may disclose personal information where we are under legal obligation to do so, including circumstances where SEA are under lawful duty of care to disclose information.

All enquiries or complaints regarding the privacy policy must be directed to the Director of SEA.

Subject to some exceptions that are set out in the National Privacy Principles, access can be gained to the personal information that we hold about a candidate. SEA may refuse access or disclosure of information if it interferes with the privacy rights of other persons or if it breaches any confidentiality that attaches to that information.

If a candidate wishes to obtain access to their own personal information, they must contact the Director of SEA. The candidate must produce identification.

Where access is deemed necessary a fee of \$25 must be paid per access application for the disclosure of information. It is anticipated that it will take a minimum of seven working days to process any application for access.

Record Management Policy

Client Information

SEA Training Centres provides accurate, relevant and up to date information to students prior to commencement. This includes, but is not limited to:

- Admissions Procedures and Criteria,
- Refund Policy, Total Costs/ Fees to students,
- Certification to be issued to clients on completion or partial completion of the course,
- Competencies to be achieved by students,
- Assessment Procedures,
- Arrangements for Recognition of Prior Learning,
- Grievance/Appeal Procedure,
- Facilities and Equipment,
- Student Support Services

The integrity, accuracy and currency of records are maintained through:

- Secure storage, including backup of electronic records.
- Retention, archiving and retrieval of student records for a period of 30 years and transfer consistent with State registering requirements.
- Retention, archiving and retrieval of all other records consistent with contractual and legal requirements.
- Compliance with external reporting requirements.

Access to Records

No staff member of SEA can provide information about you to a third party without your written permission.

Students have access to their own personal records at any time, by approaching the Director who will ensure that the student obtains access to your records. At no time at all must a student take their file out of the view of the staff person responsible. A record will be kept on file that the student has accessed records.

Use of Personal Information

Information is collected during your enrolment in order to meet our obligations under the ESOS Act and the National Code 2007; to ensure student compliance with the conditions of their visas and their obligations under Australian immigration laws generally. The authority to collect this information is contained in the Education Services for Overseas Students Act 2000, the Education Services for Overseas Students Regulations 2001 and the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007. Information collected about you on this form and during your enrolment can be provided, in certain circumstances, to the Australian Government and designated authorities and, if relevant, the Tuition Assurance Scheme and the ESOS Assurance Fund Manager. In other instances information collected on this form or during your enrolment can be disclosed without your consent where authorised or required by law.

SEA may make available all information provided by the student to the Commonwealth and State Agencies and the Fund Manager of the OSTAS, as a result of obligations under the ESOS Act

2000 and the National Code and SEA International is required under s19 of the ESOS Act 2000 to inform the department about:

1. any changes to the student's enrolment, and
2. any breach by the student of a student visa condition relating to attendance or satisfactory academic performance.

Changes to Student Information Policy

Students are obligated to inform SEA immediately (within 7 days) of any changes of contact details, change of address, changes to their enrolment or changes of visa condition.

Changes to the Registered Provider's Ownership or Management Policy

The CEO, or a legal representative, of SEA is obligated to advise the designated authority in writing of any prospective or actual changes of ownership, management or high management agents.

SEA will provide the designated authority with information on the new owner or high management agent for the purpose of making an assessment under Section 9 (6) of the ESOS Act.

SEA will inform the designated authority as soon as possible, which according to the definition in Section 5 of the ESOS Act, means:

- as soon as practicable prior to the change taking effect,
- within 10 working days of the change taking effect where the change cannot be determined until it takes effect,
- as soon as the provider is aware that changes to ownership will take place.

Where the change does not result in a new legal entity, any new owners or managers will be subject to the 'fit and proper' test required under Section 9 (6) of the ESOS Act.

Change of Location Policy

SEA will notify the designated authority and the students enrolled with SEA of any intention to relocate premises (including the head office and campus locations) at least 20 working days before the relocation.

Certificate I English Communication Skills

Course Information, Including Content & Vocational Outcomes

Entry Requirements

All applicants must be over 18 years of age at time of course commencement.

There are no minimum language proficiency requirements, academic requirements or academic prerequisites for entry into the Certificate I in English Communication Skills. However, international students are required to undertake a pre-assessment entry test to accurately determine their level of English prior to course commencement.

Course Name and Code

Certificate I in English Communication Skills 30599QLD

Nominal Durations

800 hours

Course Aim

The purpose of the course is to equip applicants with general English conversation skills in reading, writing, listening and speaking.

Course Owner

Sea English Academy International Pty Ltd has developed and written this course material and owns all copyright. This work is copyright, but permission is given to teachers, trainers and assessors who have been approved by SEA International to make copies by photocopying or other duplication processes for use in the delivery of training within a recognised training location of the SEA International Pty Ltd. This permission does not extend to the making of copies for outside the immediate training environment for which they are made, nor the making of copies for hire or resale to third parties. For permission outside these guidelines apply in writing to SEA International.

The Australian Qualifications Framework

The Certificate I in English Communication Skills course leads to a nationally recognised qualification, a certificate if you complete all of the requirements of the qualification, or a statement of attainment for those parts that you successfully complete (if you do not complete the full qualification). This certificate/statement of attainment will be recognised in Australia and overseas. This is because in Australia we now have a national qualifications framework called the Australian Qualifications Framework (AQF). There are 12 different types of qualifications you can obtain. They are shown in the diagram below. The one that is bolded is the one that you have the opportunity to complete, fully or partially, through the VET program you are undertaking at SEA International.

AQTF Qualifications by Educational Sector

Schools Sector	Vocational Education and Training Sector	Higher Education Sector
Senior Secondary Certificate of Education	Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Advanced Diploma Diploma

This Handbook provides you with full information about the VET qualification you are aiming for at this Academy, including an overview of the specific modules, assessment requirements, vocational outcomes, etc.

Textbooks

A range of textbooks are used on the course and may include, but are not limited to:

- Eastwood, John. *Oxford Practice Grammar* (with answers and CD-ROM), Oxford UP.
- Soars, L & J. *New Headway Elementary*, Oxford UP.
- Soars, L & J. *New Headway Pre-Intermediate*, Oxford UP.
- Soars, L & J. *New Headway Intermediate*, Oxford UP.
- Soars, L & J. *New Headway Advanced*, Oxford UP.
- Redston C & Cunningham G, *Face to Face Pre-Intermediate*, Cambridge UP.
- Redston C & Cunningham G, *Face to Face Intermediate*, Cambridge UP.
- Cambridge, *IELTS Examination 1 – 5*, Cambridge University Press.
- McCarter, S, *Improve Your IELTS Writing Skills*, MacMillan.
- McCarter, S, *Improve Your IELTS Reading Skills*, MacMillan.
- McCarter, S, *Improve Your IELTS Speaking Skills*, MacMillan.
- McCarter, S, *Improve Your IELTS Listening Skills*, MacMillan.

Vocational Outcomes

Graduates will be able to:

- speak English as a second or foreign language
- engage in the English speaking community
- pursue further academic studies where courses are conducted in English
- access employment where English language is required
- enter the workforce where English is the main language
- be competent in general English skills

Course Structure

The Certificate I in English Communication Skills consists of the following units:

Unit Code	Unit Name	Hours
ECS	Theory and Practice Teaching Modules	
ECS.01	Develop Beginner Communication Skills	200
ECS.02	Develop Elementary Communication Skills	200
ECS.03	Develop Intermediate Communication Skills	200
ECS.04	Develop Advanced Communication Skills	200
Total Nominal hours		800

Contact Hours

The course requires students to engage in a total of 800 nominal hours comprising face to face class time of 20 hours per week for 40 weeks.

Timetable

The Course is delivered in a full time face to face delivery mode for 40 weeks only.

International students intending to study on a student visa must undertake the full time (40 week) timetable and fulfil 20 hours per week of full time study.

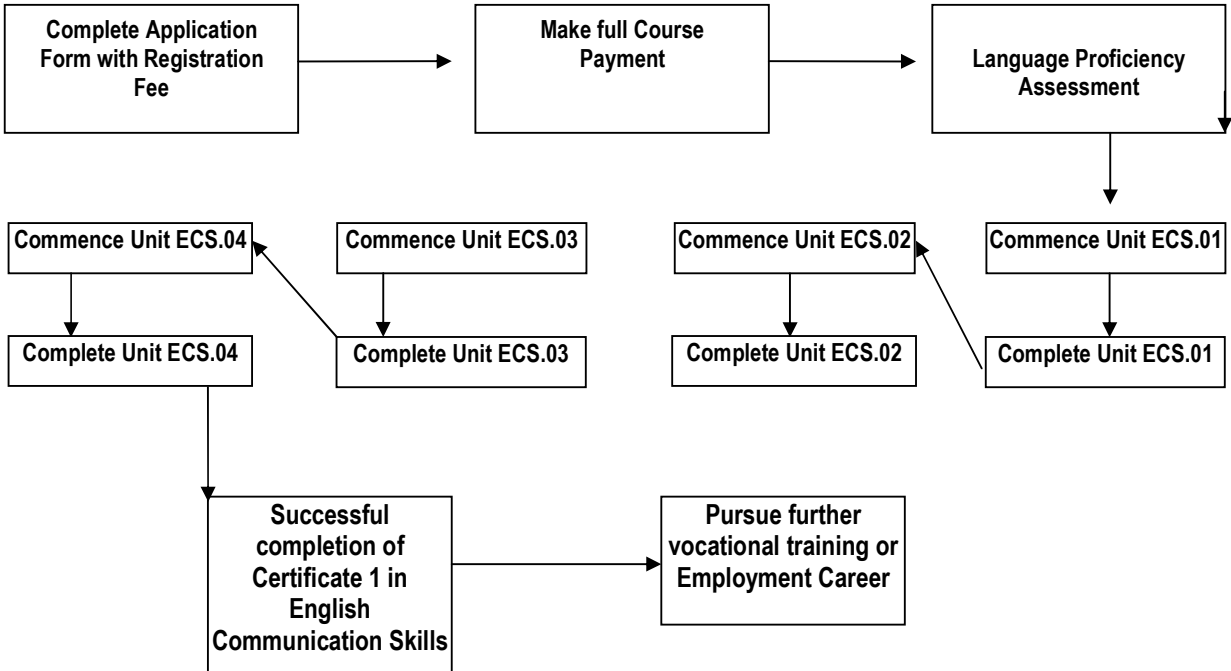
The full time course will be delivered as per the following format:

- 9.00am to 1.30pm each weekday over a 40 week period

Course enrolment for the Certificate I in English Communication Skills is held every Monday.

Certificate I in English Communication Skills Pathway Program

Please refer to the 'flow chart' table below on the simple steps to follow in achieving the Certificate I in English Communication Skills:



Certificate I in English Communication Skills Timetable (sample)

ECS01 Develop Beginner Communication Skills					
Week One to Ten (10)					
Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	Orientation, OHS Classroom Strategies (Unit ECS01.01)	Speaking Skills (Unit ECS01.04)	Writing Skills (Unit ECS01.06)	Measurement Skills (Unit ECS01.08)	Emergency Information Skills (Unit ECS01.10)
Break					
10.45 to 11.45a	Communication Skills (Unit ECS01.02)	Speaking & Listening Skills (Unit ECS01.04 & 5)	Writing Skills (Unit ECS01.06)	Numeracy Skills (Unit ECS01.09)	Emergency Information Skills (Unit ECS01.10)
Break					
12.00 to 1.30p	Interaction Skills (Unit ECS01.03)	Speaking & Listening Skills (Unit ECS01.04 & 5)	Reading & Writing Skills (Unit ECS01.06 & 7)	Communication Skills (Unit ECS01.02)	Interaction Skills (Unit ECS01.03)
Room No:	1	1	1	1	1
Teacher:	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan
Total Hours:	4	4	4	4	4

ECS01 Develop Elementary Communication Skills					
Week Eleven (11) to Twenty (20)					
Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 to 10:30a	Orientation, OHS Classroom Strategies (Unit ECS02.01)	Speaking Skills (Unit ECS02.04)	Writing Skills (Unit ECS02.06)	Measurement Skills (Unit ECS02.08)	Emergency Information Skills (Unit ECS02.10)
Break					
10:45 to 11:45a	Communication Skills (Unit ECS02.02)	Speaking & Listening Skills (Unit ECS02.04 & 5)	Writing Skills (Unit ECS02.06)	Numeracy Skills (Unit ECS02.09)	Emergency Information Skills (Unit ECS01.10)
Break					
12:00 to 1:30p	Interaction Skills (Unit ECS02.03)	Speaking & Listening Skills (Unit ECS02.04 & 5)	Reading & Writing Skills (Unit ECS02.06 & 7)	Communication Skills (Unit ECS02.02)	Interaction Skills (Unit ECS21.03)
Room No:	4	4	4	4	4
Teacher:	Lachlan Kurtz	Lachlan Kurtz	Lachlan Kurtz	Lachlan Kurtz	Lachlan Kurtz
Total Hours:	4	4	4	4	4

ECS01 Develop Intermediate Communication Skills					
Week Twenty One (21) to Thirty (30)					
Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	Orientation, OHS Classroom Strategies (Unit ECS03.01)	Speaking Skills (Unit ECS03.04)	Writing Skills (Unit ECS03.06)	Measurement Skills (Unit ECS03.08)	Emergency Information Skills (Unit ECS03.10)
Break					
10.45 to 11.45a	Communication Skills (Unit ECS03.02)	Speaking & Listening Skills (Unit ECS03.04 & 5)	Writing Skills (Unit ECS03.06)	Numeracy Skills (Unit ECS03.09)	Emergency Information Skills (Unit ECS03.10)
Break					
12.00 to 1.30p	Interaction Skills (Unit ECS03.03)	Speaking & Listening Skills (Unit ECS03.04 & 5)	Reading & Writing Skills (Unit ECS03.06 & 7)	Communication Skills (Unit ECS03.02)	Interaction Skills (Unit ECS03.03)
Room No:	5	5	5	5	5
Teacher:	Irina Nunn	Irina Nunn	Irina Nunn	Irina Nunn	Irina Nunn
Total Hours:	4	4	4	4	4

ECS01 Develop Advanced Communication Skills					
Week Thirty (31) to Forty (40)					
Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	Orientation, OHS Classroom Strategies (Unit ECS04.01)	Speaking Skills (Unit ECS04.04)	Writing Skills (Unit ECS04.06)	Measurement Skills (Unit ECS04.08)	Emergency Information Skills (Unit ECS04.10)
Break					
10.45 to 11.45a	Communication Skills (Unit ECS04.02)	Speaking & Listening Skills (Unit ECS03.04 & 5)	Writing Skills (Unit ECS03.06)	Numeracy Skills (Unit ECS04.09)	Emergency Information Skills (Unit ECS04.10)
Break					
12.00 to 1.30p	Interaction Skills (Unit ECS04.03)	Speaking & Listening Skills (Unit ECS04.04 & 5)	Reading & Writing Skills (Unit ECS04.06 & 7)	Communication Skills (Unit ECS04.02)	Interaction Skills (Unit ECS04.03)
Room No:	6	6	6	6	6
Teacher:	Liz Stephan	Liz Stephan	Liz Stephan	Liz Stephan	Liz Stephan
Total Hours:	4	4	4	4	4

Certificate IV in Teaching English to Speakers of Other Languages

Course Information, Including Content & Vocational Outcomes

Entry Requirements

The following basic entry requirements when applying for entry into the Certificate IV in Teaching English to Speakers of Other Languages are as follows:

All applicants must be over 18 years of age at time of course commencement.

Applicants must provide evidence of an ability to undertake studies at an appropriate tertiary level in English. Evidence should be graduation from Grade 12 or equivalent. If an applicant has not completed this education they are encouraged to complete appropriate schooling prior to undertaking this course.

If an applicant has not reached an appropriate level of English language they are encouraged to undertake an English language program within SEA, to assist them to attain an appropriate level of English to undertake further study. An appropriate level of English language is deemed to be an IELTS (International English Language Testing System) score of 5.5 or higher.

Course Name and Code

Certificate IV in Teaching English to Speakers of Other Languages 30373QLD

Nominal Durations

220 hours

Course Aim

The purpose of the course is to equip students to be involved in teaching English to speakers of other languages and to equip them to develop and establish new English teaching centres.

Course Owner

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The Australian Qualifications Framework

The Certificate IV in TESOL course leads to a nationally recognised qualification—a certificate if you complete all of the requirements of the qualification, or a statement of attainment for those parts that you successfully complete (if you do not complete the full qualification). This certificate/statement of attainment will be recognised in Australia and overseas. This is because in Australia we now have a national qualifications framework called the Australian Qualifications Framework (AQF). There are 12 different types of qualifications you can obtain. They are shown in

the diagram below. The one that is bolded is the one that you have the opportunity to complete, fully or partially, through the VET program you are undertaking at SEA International.

AQTF Qualifications by Educational Sector

Schools Sector	Vocational Education and Training Sector	Higher Education Sector
Senior Secondary Certificate of Education	Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Advanced Diploma Diploma

This Handbook provides you with full information about the VET qualification you are aiming for at this Academy, including an overview of the specific modules, assessment requirements, vocational outcomes, etc.

Practice Teaching

The Practice Teaching Modules of the course require hands on experience gained through involvement in classes for English language learners. The Practice Teaching Modules for the full time and part time course will be completed progressively as the rest of the course is delivered. Students completing the correspondence must confirm the teaching practicum schedule with their Director of Studies.

Textbooks

Prescribed:

Eastwood, John. *Oxford Practice Grammar* (with answers and CD-ROM), Oxford UP.

Edwards, K. (*Teaching English: A comprehensive guide to language teaching*. SEA International, Australia.

Recommended:

Jeremy Harmer. *The Practise of English Language Teaching*. Fourth Edition

Vocational Outcomes

Graduates will be equipped to be employed to teach English to Speakers of Other Languages to:

- groups of visiting students on Short Term Study Tours
- groups of migrants for the development of general English skills
- overseas students on an individual tuition or small group tutorial basis
- students in overseas institutions

Additional Outcomes for Pre-Qualified Teachers

Pre-qualified teachers should have;

- a recognised general teaching qualification, or
- any recognised university degree or diploma and at least 800 hours of classroom teaching experience (e.g. in TAFE, or overseas English teaching experience, etc.)

For participants who meet these additional entry criteria, the outcome will be a qualification* that enables them to teach English as a Second or Foreign Language in a professional capacity e.g. as an ELICOS teacher (ELICOS = English Language Intensive Courses for Overseas Students).

**Subject to current National ELT Accreditation Scheme (NEAS) guidelines and employer or industry requirements.*

Course Structure

The Certificate IV in Teaching English to Speakers of Other Languages consists of the following units:

Unit code	Modules	Hours
TS 011	Theory and Practice Teaching Modules	
TS 011.01	Second language acquisition	10
TS 011.02	Linguistics in second language learning	10
TS 011.03	Assessing and evaluating second language students and record keeping	20
TS 011.04	Planning an English language program for second language students	20
TS 011.05	Planning and delivering English grammar lessons	20
TS 011.06	Planning and delivering English language lessons	50
TS 011.07	Reviewing English language training sessions	25
TS 011.08	Classroom management strategies in the ESL classroom	25
TS 011.09	Designing a syllabus for an English language program	15
TS 011.10	Evaluating an English language teaching program	15
TS 011.11	Cultural diversity and language in the ESL classroom	10
	Total notional hours required to complete the course	220

Contact Hours

The face to face course requires you to engage in a total of 220 nominal hours comprising:

- 80 hours lectures
- 40 hours classroom activities
- 40 hours assignment research and preparation
- 35 hours teaching observation, syllabus design and lesson plan preparation
- 25 hours supervised and assessed teaching practice

Timetable

International students intending to study on a student visa must undertake the full time (40 week) timetable and fulfil 20 hours per week of full time study.

The Course is delivered as a face-to-face full time course over 11 weeks.

The full time course will be delivered as per the following format:

- 9.00am to 1.30pm each weekday over an 11 week period
- classroom experience, observation, assignment preparation and practice teaching sessions are conducted during the scheduled course contact hours
- At least 2 hours of prescribed reading assignments are required each day in addition to the timetable schedule.

Certificate IV in TESOL Full-Time (11 week) Timetable

Sample Timetable

Week One:

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	Welcome, OHS guidelines, Course overview, Introductions.	Introduction to Linguistics (TS 011.02)	Grammar Introduction. Parts of Speech Grammar (Unit TS 011.05)	Grammar Introduction. Past Simple Tense (Unit TS 011.05)	Grammar Introduction. Present Simple Tense (Unit TS 011.05)
Break					
10.45 to 11.45a	The History of the English Language (Unit TS 011.01)	Introduction to Linguistics (TS 011.02)	Linguistics Review (TS 011.02)	20 th Century Approaches to Language Learning (Unit TS 011.01)	Second Language Acquisition (Unit TS 011.01)
Break					
12.00 to 1.30p	The History of English (Unit TS 011.01)	Introduction to Linguistics (TS 011.02)	Introduction to Linguistics Quiz (TS 011.02)	20 th Century Approaches to Language Learning (Unit TS 011.01)	Second Language Acquisition (Unit TS 011.01)
Room No:	2	2	2	2	2
Trainer:	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall
Total Hours:	4	4	4	4	4

Certificate IV in TESOL Full-Time (11 week) Timetable

Sample Timetable

Week Two:

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	Second Language Acquisition (TS 011.01)	Grammar. Present Continuous Tense (Unit TS 011.05)	Writing a Lesson Plan (Unit TS 011.06)	Grammar. Past Continuous Tense (Unit TS 011.05)	Reviewing English Lessons (Unit TS 011.07)
Break					
10.45 to 11.45a	Second Language Acquisition (TS 011.01)	Learning Needs Analysis (Unit TS 011.03)	Writing a Lesson Plan (Unit TS 011.06)	Teaching Grammar (Unit TS 011.05)	Grammar. Parts of Speech Review (Unit TS 011.05)
Break					
12.00 to 1.30p	Second Language Acquisition Case Studies (TS 011.01)	Needs Analysis (Unit TS 011.03)	Writing a Lesson Plan (Unit TS 011.06)	Teaching Grammar (Unit TS 011.05)	Grammar. Parts of Speech Review (Unit TS 011.05)
Room No:	2	2	2	2	2
Trainer:	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall
Total Hours:	4	4	4	4	4

Certificate IV in TESOL Full-Time (11 week) Timetable

Sample Timetable

Week Three:

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	The Language Macro Skills (Unit TSS 011.	Teaching Speaking (Unit TS 011.06)	The Dialogue Lesson (Unit TS 011.06)	Assessing and Evaluating Second Language Students (Unit TS 011.03)	Assessing and Evaluating Second Language Students (Unit TS 011.03)
Break					
10.45 to 11.45a	Teaching Speaking (Unit TS 011.06)	Teaching Speaking (Unit TS 011.06)	Using Dialogues in the Classroom (Unit TS 011.06)	Assessing and Evaluating Second Language Students (Unit TS 011.03)	Assessing and Evaluating Second Language Students (Unit TS 011.03)
Break					
12.00 to 1.30p	Teaching Speaking (Unit TS 011.06)	30 Speaking Activities (Unit TS 011.06)	The Dialogue Lesson Plan (Unit TS 011.06)	Assessing and Evaluating Second Language Students (Unit TS 011.03)	Assessing and Evaluating Second Language Students (Unit TS 011.03)
Room No:	2	2	2	2	2
Trainer:	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall
Total Hours:	4	4	4	4	4

Certificate IV in TESOL Full-Time (11 week) Timetable

Sample Timetable

Week Four:

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	Teaching Vocabulary (Unit TS 011.06)	The Vocabulary Lesson Plan (Unit TS 011.06)	Grammar. Present Perfect (Unit TS 011.05)	Grammar. Past Perfect (Unit TS 011.05)	Teaching Vocabulary (Unit TS 011.06)
Break					
10.45 to 11.45a	Teaching Vocabulary (Unit TS 011.06)	The Vocabulary Lesson Plan (Unit TS 011.06)	Teaching Vocabulary (Unit TS 011.06)	Teaching Vocabulary (Unit TS 011.06)	Teaching Vocabulary (Unit TS 011.06)
Break					
12.00 to 1.30p	Teaching Vocabulary (Unit TS 011.06)	The Vocabulary Lesson Plan (Unit TS 011.06)	Teaching Vocabulary (Unit TS 011.06)	Teaching Vocabulary (Unit TS 011.06)	Teaching Vocabulary (Unit TS 011.06)
Room No:	2	2	2	2	2
Trainer:	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall
Total Hours:	4	4	4	4	4

Certificate IV in TESOL Full-Time (11 week) Timetable

Sample Timetable

Week Five:

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	Grammar Presentation. (Unit TS 011.05)	Designing a Syllabus for an English language Program (Unit TS 011.09)	Teaching Reading (Unit TS 011.06)	Teaching Reading (Unit TS 011.06)	Teaching Reading (Unit TS 011.06)
Break					
10.45 to 11.45a	Designing a Syllabus for an English language Program (Unit TS 011.09)	Designing a Syllabus for an English language Program (Unit TS 011.09)	Teaching Reading (Unit TS 011.06)	Teaching Reading (Unit TS 011.06)	Literacy in the ESL Classroom (Unit TS 011.06)
Break					
12.00 to 1.30p	Designing a Syllabus for an English language Program (Unit TS 011.09)	Designing a Syllabus for an English language Program (Unit TS 011.09)	Teaching Reading (Unit TS 011.06)	Teaching Reading (Unit TS 011.06)	Adult Literacy Reading (Unit TS 011.06)
Room No:	2	2	2	2	2
Trainer:	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall
Total Hours:	4	4	4	4	4

Certificate IV in TESOL Full-Time (11 week) Timetable

Sample Timetable

Week Six:

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 to 10:30a	Teaching Writing (Unit TS 011.06)	Teaching Writing (Unit TS 011.06)	Teaching Writing (Unit TS 011.06)	Writing Activities (Unit TS 011.06)	Newspapers in the ESL Class (Unit TS 011.06)
Break					
10:45 to 11:45a	Teaching Writing (Unit TS 011.06)	Teaching Writing (Unit TS 011.06)	Teaching Writing (Unit TS 011.06)	Writing Activities Presentations (Unit TS 011.06)	Using Newspapers (Unit TS 011.06)
Break					
12:00 to 1:30p	Teaching Writing (Unit TS 011.06)	Teaching Writing (Unit TS 011.06)	Teaching Writing (Unit TS 011.06)	Multi Media (Unit TS 011.06)	A newspaper lesson plan (Unit TS 011.06)
Room No:	2	2	2	2	2
Trainer:	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall
Total Hours:	4	4	4	4	4

Certificate IV in TESOL Full-Time (11 week) Timetable

Sample Timetable

Week Seven:

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 to 10:30a	Teaching Grammar (Unit TS 011.05)	Learning Styles. Classroom Management (Unit TS 011.08)	Teaching Listening (Unit TS 011.06)	Teaching Listening (Unit TS 011.06)	Teaching Listening (Unit TS 011.06)
Break					
10:45 to 11.45a	Teaching Grammar (Unit TS 011.05)	Learning Styles. Classroom Management (Unit TS 011.08)	Teaching Listening (Unit TS 011.06)	Listening Activities (Unit TS 011.06)	Teaching Listening (Unit TS 011.06)
Break					
12.00 to 1.30p	Grammar Presentations (Unit TS 011.05)	Learning Styles. Classroom Management (Unit TS 011.08)	Listening Activities (Unit TS 011.06)	Listening Activities (Unit TS 011.06)	Teaching Listening (Unit TS 011.06)
Room No:	2	2	2	2	2
Trainer:	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall
Total Hours:	4	4	4	4	4

Certificate IV in TESOL Full-Time (11 week) Timetable

Sample Timetable

Week Eight:

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 to 10:30a	Teaching Pronunciation (Unit TS 011.05)	The Pronunciation Lesson Plan (Unit TS 011.05)	Planning English Language Lessons (Unit TS 011.06)	Planning English Language Lessons (Unit TS 011.06)	Reviewing English Lessons (Unit TS 011.07)
Break					
10:45 to 11.45a	Teaching Pronunciation (Unit TS 011.05)	Pronunciation Activities (Unit TS 011.05)	Planning English Language Lessons. EFL vs ESL (Unit TS 011.06)	Planning English Language Lessons (Unit TS 011.06)	Reviewing English Lessons (Unit TS 011.07)
Break					
12:00 to 1.30p	Teaching Pronunciation (Unit TS 011.05)	Pronunciation Activities (Unit TS 011.05)	Planning English Language Lessons. EFL Problems. (Unit TS 011.06)	Planning English Language Lessons (Unit TS 011.06)	Reviewing English Lessons (Unit TS 011.07)
Room No:	2	2	2	2	2
Trainer:	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall
Total Hours:	4	4	4	4	4

Certificate IV in TESOL Full-Time (11 week) Timetable

Sample Timetable

Week Nine

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	Classroom Management (Unit TS 011.08)	Cross Cultural Communication (Unit TS 011.011)	Classroom Management & Culture Diversity (Unit TS 011.08)	Planning an English language program for second language students (Unit TS 011.04)	Planning an English language program for second language students (Unit TS 011.04)
Break					
10.45 to 11.45a	Classroom Management (Unit TS 011.08)	Cross Cultural Communication (Unit TS 011.011)	Cross Cultural Communication (Unit TS 011.011)	Planning an English language program for second language students (Unit TS 011.04)	Reviewing English Lessons (Unit TS 011.07)
Break					
12.00 to 1.30p	The Role of the Teacher (Unit TS 011.08)	Cross Cultural Communication (Unit TS 011.011)	Cross Cultural Communication (Unit TS 011.011)	Planning an English language program for second language students (Unit TS 011.04)	Planning English Language Lessons (Unit TS 011.06)
Room No:	2	2	2	2	2
Trainer:	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall
Total Hours:	4	4	4	4	4

Certificate IV in TESOL Full-Time (11 week) Timetable

Sample Timetable

Week Ten

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	Assessing and Evaluating Second Language Students (Unit TS 011.03)	Planning and Delivering English Language Lessons (Unit TS 011.06)	Planning and Delivering English Language Lessons (Unit TS 011.06)	Planning and Delivering English Language Lessons (Unit TS 011.06)	Reviewing English Lessons (Unit TS 011.07)
Break					
10.45 to 11.45a	Assessing and Evaluating Second Language Students (Unit TS 011.03)	Planning and Delivering English Language Lessons (Unit TS 011.06)	Planning and Delivering English Language Lessons (Unit TS 011.06)	Planning and Delivering English Language Lessons (Unit TS 011.06)	Reviewing English Lessons (Unit TS 011.07)
Break					
12.00 to 1.30p	Assessing and Evaluating Second Language Students (Unit TS 011.03)	Planning and Delivering English Language Lessons (Unit TS 011.06)	Planning and Delivering English Language Lessons (Unit TS 011.06)	Planning and Delivering English Language Lessons (Unit TS 011.06)	Reviewing English Lessons (Unit TS 011.07)
Room No:	2	2	2	2	2
Trainer:	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall
Total Hours:	4	4	4	4	4

Certificate IV in TESOL Full-Time (11 week) Timetable

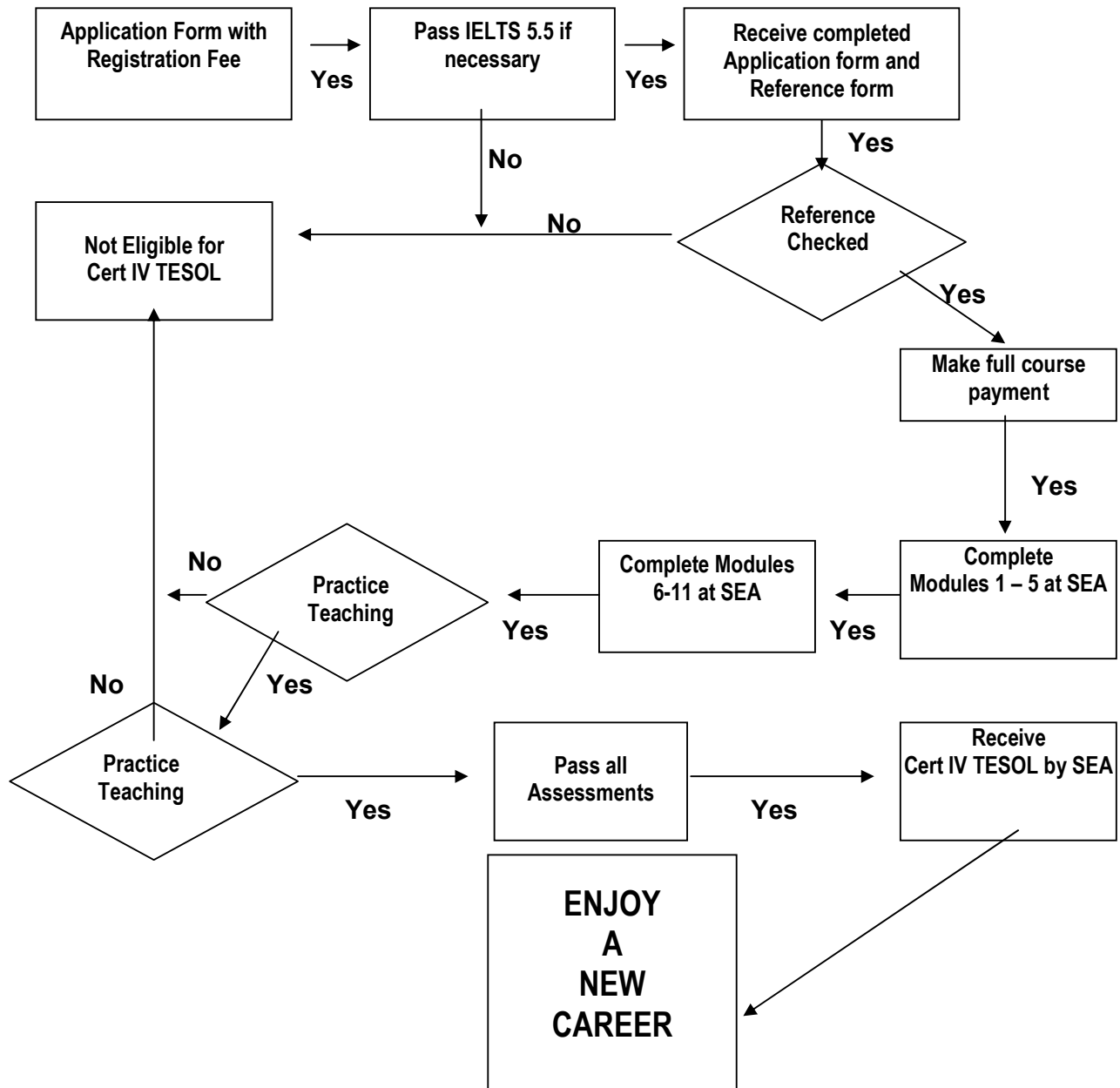
Sample Timetable

Week Eleven

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	Reviewing English Lessons (Unit TS 011.07)	Reviewing English Lessons (Unit TS 011.07)	Reviewing English Lessons (Unit TS 011.07)	Reviewing English Lessons (Unit TS 011.07)	Evaluating an English Program - Course Feedback (Unit TS 011.10)
Break					
10.45 to 11.45a	Planning and Delivering English Language Lessons (Unit TS 011.06)	Planning and Delivering English Language Lessons (Unit TS 011.06)	Planning and Delivering English Language Lessons (Unit TS 011.06)	Evaluating an English Program - Course Feedback (Unit TS 011.10)	Evaluating an English Program - Course Feedback (Unit TS 011.10)
Break					
12.00 to 1.30p	Planning and Delivering English Language Lessons (Unit TS 011.06)	Planning and Delivering English Language Lessons (Unit TS 011.06)	Planning and Delivering English Language Lessons (Unit TS 011.06)	Evaluating an English Program - Course Feedback (Unit TS 011.10)	Evaluating an English Program - Course Feedback (Unit TS 011.10)
Room No:	2	2	2	2	2
Trainer:	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall	Stephanie Woodall
Total Hours:	4	4	4	4	4
					Graduation.

Certificate IV in TESOL Pathway Program Steps

Please refer to the 'flow chart' table below on the simple steps to follow in achieving the Certificate IV in Teaching English to Speakers of Other Languages.



Diploma of TESOL - Teaching English to Speakers of Other Languages

Course Information, Including Content & Vocational Outcomes

Entry Requirements

The following basic entry requirements when applying for entry into the Diploma of TESOL - Teaching English to Speakers of Other Languages are as follows:

All applicants must be over 18 years of age at time of course commencement.

Applicants must provide evidence of successful completion of a Certificate in TESOL and an ability to undertake studies at an appropriate academic level in English. Evidence can include graduation from Grade 12 or equivalent and an accredited TESOL qualification. If an applicant has not completed this education they are encouraged to complete an appropriate course prior to undertaking this course.

If an applicant has not reached an appropriate level of English language they are encouraged to undertake an English language program within the SEA International, or similar institution, to assist them to attain an appropriate level of English to undertake further study. An appropriate level of English language is deemed to be an IELTS (International English Language Testing System) band score of 7.0 or higher.

Course Name and Code

Diploma of TESOL (Teaching English to Speakers of Other Languages) 30777QLD

Nominal Durations

400 hours

Course Aim

The Diploma of Teaching English to Speakers of Other Languages course is designed to equip ESL/EFL teaching professionals with advanced skills to teach English to speakers of other languages around the world. The Diploma of TESOL will equip language teachers with advanced skills in areas such as IELTS preparation teaching, advanced English grammar, a variety of cultural contexts and to develop and establish new English teaching centres. Graduates will be able to access higher level teaching positions.

Course Owner

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The Australian Qualifications Framework

The Diploma of TESOL course leads to a nationally recognised qualification—a certificate if you complete all of the requirements of the qualification, or a statement of attainment for those parts that you successfully complete (if you do not complete the full qualification). This certificate/statement of attainment will be recognised in all eight States/Territories in Australia and overseas. This is because in Australia we now have a national qualifications framework called the Australian Qualifications Framework (AQF). There are 12 different types of qualifications you can obtain. They are shown in the diagram below. The one that is bolded is the one that you have the opportunity to complete, fully or partially, through the VET program you are undertaking at SEA International.

AQF Qualifications by Educational Sector

Schools Sector	Vocational Education and Training sector	Higher Education sector
Senior Secondary Certificate of Education	Advanced Diploma Diploma of TESOL Certificate IV Certificate II Certificate II Certificate I	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Advanced Diploma Diploma

This Handbook provides you with full information about the VET qualification you are aiming for at this Academy, including an overview of the specific modules, assessment requirements, vocational outcomes, etc.

Textbooks

1. Eastwood, J. (1999) *Oxford Practice Grammar*, Oxford University Press.
2. Edwards, K. (2008) *Teaching English: A comprehensive guide to language teaching, 4th Edition*, SEA International, Australia.
3. Celce-Murcia, M. (2001) *Teaching English as a Second or Foreign Language*, Heinle & Heinle, USA.
4. SEA Diploma of TESOL Course Manual

Vocational Outcomes

Graduates will be equipped to teach English to Speakers of Other Languages to:

- groups of visiting students on Short Term Study Tours
- groups of migrants for the development of English skills
- English language students preparing for IELTS/TOEFL/Cambridge/TOEIC examination
- overseas English language students on an individual tuition or small group tutorial basis
- ELICOS students
- English language students in English language schools, colleges and universities

Articulation & Credit Transfer

Students who have successfully completed the Diploma of TESOL will receive direct credit for that unit where it forms part of the structure for tertiary Bachelor and Master programs for the course in which they subsequently enrol.

SEA currently has articulation agreements with the following Universities:

- University of Southern Queensland
- Central Queensland University
- Southern Cross University
- La Trobe University

Course Structure

The Diploma of TESOL – (Teaching English to Speakers of Other Languages) consists of the following units:

Unit Code	Unit Name	Hours
DTE501	Theory and Practice Teaching Modules	
DTE50101	Plan, Conduct and Assess Advanced English Language Grammar Lessons	40
DTE50102	Design specific strategies programs and methodologies for the cultural context of the Second Language Student.	40
DTE50103	Analyse and Assess Linguistic Context to develop programs and methodologies for the Second Language Student	40
DTE50104	Design an Extensive Language Program for Second Language Students	40
DTE50105	Develop Effective Teaching Strategies for advanced students for IELTS preparation and examination	40
DTE50106	Develop Advanced Strategies for teaching Pronunciation, Phonology and Phonics	40
DTE50107	Develop modern techniques for sociolinguistics, discourse analysis and communicative approaches to language teaching	40
DTE50108	Understand Psycholinguistics, motivation, learning styles and multiple intelligences in the Second Language Classroom	40
DTE50109	Analyse teacher de-motivation and develop a forum for feedback, sharing resources and peer support for professional development	40
DTE501010	Prepare to teach in monolingual and multilingual classrooms, Second and Foreign situations, and the location of choice	40
Total Nominal hours		400

Timetable

The Course is delivered as a face-to-face full time (20 weeks).

International students intending to study on a student visa must undertake the full time (20 week) timetable and fulfil 20 hours per week of full time study.

The Diploma of TESOL (full time) will be delivered in the following format:

- This course is delivered in a full time study program over a 20 week period.
- The course will be held for a minimum of 20 hours per week.
- The course is taught through the use of lectures, prescribed reading texts, assignments and a teaching practicum. You are required to read the reading texts thoroughly, conduct research, complete the set assignments and arrange a minimum of 2 hours of practicum.

Practice Teaching

The Practice Teaching Modules of the course require hands on experience gained through involvement in classes for English language learners. Students are required to teach a minimum of two hours teaching with IELTS preparation students.

Diploma of TESOL Full-Time Course Subject Timetable (sample)

Sample Timetable

Week One:

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	Orientation, Welcome and OHS (Unit DTE50109)	Parts of Speech Grammar (Unit DTE50101)	Verb Tenses (Unit DTE50101)	Communicative Teaching (Unit DTE50107)	Reading Schedule (Unit DTE50107)
Break					
10.45 to 11.45a	The English language Industry (Unit DTE50103)	Parts of Speech Exercises (Unit DTE50101)	History of Language teaching (Unit DTE50103)	Communicative Methods (Unit DTE50107)	Assignment Preparation (Unit DTE50107)
Break					
12.00 to 1.30p	The English language Industry (Unit DTE50103)	Parts of Speech Quiz (Unit DTE50101)	20 th Century Theories & Methods (Unit DTE50107)	Communicative Activities (Unit DTE50107)	Assignment Preparation (Unit DTE50107)
Room No:	3	3	3	3	3
Trainer:	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan
Total Hours:	4	4	4	4	4

Diploma of TESOL Full-Time Course Subject Timetable (sample)

Sample Timetable

Week Two:

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	Strategies for teaching Grammar (Unit DTE50101)	Direct and Indirect Nouns (Unit DTE50101)	Correction methods (Unit DTE50101)	Write an Irregular Verb Quiz (Unit DTE50101)	To Infinitive Verbs (Unit DTE50101)
Break					
10.45 to 11.45a	Grammar Exercise Types (Unit DTE50101)	Direct Indirect Noun Review (Unit DTE50101)	Inductive versus Deductive (Unit DTE50101)	Relative Clauses (Unit DTE50101)	To Infinitive Review (Unit DTE50101)
Break					
12.00 to 1.30p	Functional Grammar (Unit DTE50101)	Direct Indirect Noun Quiz (Unit DTE50101)	Grammar Lesson Plans (Unit DTE50101)	Relative Clause Exercises (Unit DTE50101)	To Infinitive Exercises (Unit DTE50101)
Room No:	3	3	3	3	3
Teacher:	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan
Total Hours:	4	4	4	4	4

Diploma of TESOL Full-Time Course Subject Timetable (sample)

Sample Timetable

Week Three:

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	Strategies for teaching Pronunciation (Unit DTE50106)	The Phonetic Alphabet (Unit DTE50106)	Bowen's Technique (Unit DTE50106)	Tree & Three (Unit DTE50106)	Pronunciation Lesson Plans (Unit DTE50106)
Break					
10.45 to 11.45a	Introduction to Phonics (Unit DTE50106)	The Phonetic Alphabet (Unit DTE50106)	Tongue Twisters (Unit DTE50106)	Join the Dots Activity (Unit DTE50106)	Pronunciation Lesson Plans (Unit DTE50106)
Break					
12.00 to 1.30p	Phonics in the ESL Class (Unit DTE50106)	The Phonetic Alphabet (Unit DTE50106)	Minimal Pairs (Unit DTE50106)	Pronunciation Exercises (Unit DTE50106)	Pronunciation Lesson Plans (Unit DTE50106)
Room No:	3	3	3	3	3
Teacher:	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan
Total Hours:	4	4	4	4	4

Diploma of TESOL Full-Time Course Subject Timetable (sample)

Sample Timetable

Week Four:

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	Introduction to Phonology (Unit DTE50106)	Grammar Conditionals 1 (Unit DTE50101)	Listening Theories (Unit DTE50106, 104)	Relative Pronouns (Unit DTE50101)	Adverbs (Unit DTE50101)
Break					
10.45 to 11.45a	The sounds of languages (Unit DTE50106)	Contrastive Analysis (Unit DTE50103)	Listening Activities (Unit DTE50106, 104)	Possessive Pronouns (Unit DTE50101)	Reading Assignments (Unit DTE50109)
Break					
12.00 to 1.30p	Methodologies (Unit DTE50103)	Contrastive Methods (Unit DTE50103)	Listening Lesson Plans (Unit DTE50104)	Exercises (Unit DTE50101)	Reading Assignments (Unit DTE50109)
Room No:	3	3	3	3	3
Teacher:	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan
Total Hours:	4	4	4	4	4

Diploma of TESOL Full-Time Course Subject Timetable (sample)

Sample Timetable

Week Five:

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	Linguistic Context (Unit DTE50103)	Grammar Conditionals 2 (Unit DTE50101)	Assessing Linguistic (Unit DTE50103)	Diagnostic Tests (Unit DTE50103)	Diagnostic Speaking (Unit DTE50103)
Break					
10.45 to 11.45a	Languages of the World (Unit DTE50103)	Monolingual Classrooms (Unit DTE501010)	Needs Analysis (Unit DTE50103)	Diagnostic Reading (Unit DTE50103)	Diagnostic Listening (Unit DTE50103)
Break					
12.00 to 1.30p	Language or Dialect (Unit DTE50103)	Multilingual Classrooms (Unit DTE501010)	Conduct Needs Analysis (Unit DTE50103)	Diagnostic Writing (Unit DTE50103)	Diagnostic Review (Unit DTE50103)
Room No:	3	3	3	3	3
Teacher:	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan
Total Hours:	4	4	4	4	4

Diploma of TESOL Full-Time Course Subject Timetable (sample)

Sample Timetable

Week Six:

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	Student Motivation (Unit DTE50108)	Grammar Conditional 3 (Unit DTE50101)	Creating a positive learning environment (Unit DTE501010)	Issues facing teachers (Unit DTE50109)	Case Studies (Unit DTE50109)
Break					
10.45 to 11.45a	Improving Motivation (Unit DTE50108, 109)	Assessment Tools (Unit DTE50103)	learning environment (Unit DTE501010)	Student Burn Out and Absenteeism (Unit DTE50109)	Case Studies (Unit DTE50109)
Break					
12.00 to 1.30p	Case Studies (Unit DTE50109)	Grammar Lesson Plans (Unit DTE50101)	Classroom Management (Unit DTE50104)	Student Burn Out and Absenteeism (Unit DTE50109)	Case Studies (Unit DTE50109)
Room No:	3	3	3	3	3
Teacher:	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan
Total Hours:	4	4	4	4	4

Diploma of TESOL Full-Time Course Subject Timetable (sample)

Sample Timetable

Week Seven:

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	Cultural Context (Unit DTE50102)	World View (Unit DTE50102)	Symptoms of Culture shock (Unit DTE50102)	Indigenous ESL classes (Unit DTE50102)	Cultivating Diversity (Unit DTE50102)
Break					
10.45 to 11.45a	Hot & Cold Cultures (Unit DTE50102)	Culture Shock (Unit DTE50102)	Dealing with Culture Shock (Unit DTE50102)	Indigenous Learning Issues (Unit DTE50102)	Cultivating Diversity (Unit DTE50102)
Break					
12.00 to 1.30p	Culture and Classroom (Unit DTE50102)	Stages of Shock (Unit DTE50102)	Dealing with Culture Shock (Unit DTE50102)	Indigenous Learning Issues (Unit DTE50102)	Celebrating Diversity (Unit DTE50102)
Room No:	3	3	3	3	3
Teacher:	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan
Total Hours:	4	4	4	4	4

Diploma of TESOL Full-Time Course Subject Timetable (sample)

Sample Timetable

Week Eight:

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	Culture & Communication (Unit DTE50102)	Space (Unit DTE50102)	Face Culture (Unit DTE50102)	Non-verbal communication (Unit DTE50102)	Improving Cross Cultural Communication (Unit DTE50102)
Break					
10.45 to 11.45a	Chronocracy (Unit DTE50102)	Group versus Individual (Unit DTE50102)	Saving Face Culture (Unit DTE50102)	Body Language (Unit DTE50102)	Humour in Communication (Unit DTE50107)
Break					
12.00 to 1.30p	Time (Unit DTE50102)	Fate versus Responsibility (Unit DTE50102)	Giving Face Culture (Unit DTE50102)	Body Language (Unit DTE50102)	Improve your Communication Skills (Unit DTE50107)
Room No:	3	3	3	3	3
Teacher:	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan
Total Hours:	4	4	4	4	4

Diploma of TESOL Full-Time Course Subject Timetable (sample)

Sample Timetable

Week Nine:

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	Introduction to Sociolinguistics (Unit DTE50107)	Discourse Markers (Unit DTE50107)	Code Switching (Unit DTE50107)	Genres (Unit DTE50107)	Visual Learners (Unit DTE50108)
Break					
10.45 to 11.45a	Ethnicity and Diversity (Unit DTE50102)	Discourse Analysis (Unit DTE50103)	Code Switching (Unit DTE50107)	Speech Events (Unit DTE50107)	Auditory Learners (Unit DTE50108)
Break					
12.00 to 1.30p	A complex classroom (Unit DTE50102)	Case Studies (Unit DTE50107)	Formal versus Informal (Unit DTE50107)	Jargon (Unit DTE50107)	Kinaesthetic Learners (Unit DTE50108)
Room No:	3	3	3	3	3
Teacher:	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan
Total Hours:	4	4	4	4	4

Diploma of TESOL Full-Time Course Subject Timetable (sample)

Sample Timetable

Week Ten:

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	Introduction to Psycholinguistic (Unit DTE50108)	Multiple Intelligence (Unit DTE50108)	Musical Intelligence (Unit DTE50108)	Visual Spatial Intelligence (Unit DTE50108)	Learning Styles Matrix (Unit DTE50108)
Break					
10.45 to 11.45a	Learning Styles (Unit DTE50108)	Linguistic Intelligence (Unit DTE50108)	Intrapersonal Intelligence (Unit DTE50108)	Kinaesthetic Intelligence (Unit DTE50108)	Lesson Plans (Unit DTE50104)
Break					
12.00 to 1.30p	Learning Styles (Unit DTE50108)	Maths Logic Intelligence (Unit DTE50108)	Interpersonal Intelligence (Unit DTE50108)	Naturalist Intelligence (Unit DTE50108)	Lesson Plans (Unit DTE50104)
Room No:	3	3	3	3	3
Teacher:	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan
Total Hours:	4	4	4	4	4

Diploma of TESOL Full-Time Course Subject Timetable (sample)

Sample Timetable

Week Eleven:

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	Brain Dominance (Unit DTE50108)	Dominance Questionnaire (Unit DTE50108)	The Learning Pyramid (Unit DTE50108)	Language Acquisition 1 (Unit DTE50104)	Language Loss (Unit DTE50104)
Break					
10.45 to 11.45a	Divergency (Unit DTE50108)	Intelligence Questionnaire (Unit DTE50108)	Writing Lesson Plans (Unit DTE50104)	Language Acquisition 2 (Unit DTE50104)	Case Studies (Unit DTE50104)
Break					
12.00 to 1.30p	Convergency (Unit DTE50108)	Identifying Learning Styles (Unit DTE50108)	Writing Lesson Plans (Unit DTE50104)	Language Acquisition 3 (Unit DTE50104)	Case Studies (Unit DTE50104)
Room No:	3	3	3	3	3
Teacher:	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan
Total Hours:	4	4	4	4	4

Diploma of TESOL Full-Time Course Subject Timetable (sample)

Sample Timetable

Week Twelve:

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	Introduction to IELTS (Unit DTE50105)	IELTS Enrolment (Unit DTE50105)	Practice Spoken IELTS (Unit DTE50105)	IELTS Preparation (Unit DTE50105)	IELTS Activities (Unit DTE50105)
Break					
10.45 to 11.45a	What is IELTS? (Unit DTE50105)	Practice Reading IELTS (Unit DTE50105)	Practice Listening IELTS (Unit DTE50105)	IELTS Lesson Plans (Unit DTE50105)	IELTS Lesson Plans (Unit DTE50105)
Break					
12.00 to 1.30p	What is TOEFL? (Unit DTE50105)	Practice Writing IELTS (Unit DTE50105)	Assessment of IELTS (Unit DTE50105)	IELTS Lesson Plans (Unit DTE50105)	IELTS Lesson Plans (Unit DTE50105)
Room No:	3	3	3	3	3
Teacher:	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan
Total Hours:	4	4	4	4	4

Diploma of TESOL Full-Time Course Subject Timetable (sample)

Sample Timetable

Week Thirteen:

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	IELTS Teaching (Unit DTE50105)	IELTS Teaching (Unit DTE50105)	IELTS Teaching (Unit DTE50105)	IELTS Teaching (Unit DTE50105)	IELTS Teaching (Unit DTE50105)
Break					
10.45 to 11.45a	IELTS Teaching (Unit DTE50105)	IELTS Teaching (Unit DTE50105)	IELTS Teaching (Unit DTE50105)	IELTS Teaching (Unit DTE50105)	IELTS Teaching (Unit DTE50105)
Break					
12.00 to 1.30p	IELTS Teaching (Unit DTE50105)	IELTS Teaching (Unit DTE50105)	IELTS Teaching (Unit DTE50105)	IELTS Teaching (Unit DTE50105)	IELTS Teaching (Unit DTE50105)
Room No:	3	3	3	3	3
Teacher:	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan
Total Hours:	4	4	4	4	4

Diploma of TESOL Full-Time Course Subject Timetable (sample)

Sample Timetable

Week Fourteen:

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	Proficiency Levels 1 (Unit DTE50103)	Error Correction (Unit DTE50104)	White Board Work (Unit DTE50104)	Multi-Media in the ESL Class (Unit DTE50104)	The Internet and the ESL Industry(Unit DTE50104)
Break					
10.45 to 11.45a	Proficiency Levels 2 (Unit DTE50103)	Error symbols (Unit DTE50104)	Classroom Etiquette (Unit DTE50104)	Newspapers in the Class (Unit DTE50104)	The Internet and the ESL Industry(Unit DTE50104)
Break					
12.00 to 1.30p	Assessment of Levels (Unit DTE50103)	Peer Correction (Unit DTE50 104)	Performance Strategies (Unit DTE50104)	Using Technology (Unit DTE50104)	The Internet and the ESL Industry(Unit DTE50104)
Room No:	3	3	3	3	3
Teacher:	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan
Total Hours:	4	4	4	4	4

Diploma of TESOL Full-Time Course Subject Timetable (sample)

Sample Timetable

Week Fifteen:

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	Gender and Language (Unit DTE50107)	Social Class (Unit DTE50107)	Phonics (Unit DTE50106)	The Phonics lesson (Unit DTE50106)	Vocabulary teaching (Unit DTE50104)
Break					
10.45 to 11.45a	Body Language (Unit DTE50107)	The role of Gender and Social Class on language (Unit DTE50107)	History of English Spelling (Unit DTE50106)	Design a Phonics lesson (Unit DTE50106)	Write a Vocabulary lesson plan (Unit DTE50104)
Break					
12.00 to 1.30p	Social Boundaries (Unit DTE50107)	The role of Gender and Social Class on language (Unit DTE50107)	Dictionaries (Unit DTE50106)	Design a Phonics lesson (Unit DTE50106)	Write a Vocabulary lesson plan (Unit DTE50104)
Room No:	3	3	3	3	3
Teacher:	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan
Total Hours:	4	4	4	4	4

Diploma of TESOL Full-Time Course Subject Timetable (sample)

Sample Timetable

Week Sixteen:

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	Literacy (Unit DTE50104)	Culture and Literacy (Unit DTE50104)	Lesson Plan Preparation (Unit DTE50104)	One on One Assignment (Unit DTE50103)	One on One Assignment (Unit DTE50103)
Break					
10.45 to 11.45a	Illiteracy (Unit DTE50104)	Creating a safe environment for illiterate student (Unit DTE50104)	Lesson Plan Preparation (Unit DTE50104)	One on One Assignment (Unit DTE50103)	One on One Assignment (Unit DTE50103)
Break					
12.00 to 1.30p	Adult Illiteracy (Unit DTE50104)	Lesson Planning for literacy (Unit DTE50104)	Writing Lesson Plan (Unit DTE50104)	One on One Assignment (Unit DTE50103)	One on One Assignment (Unit DTE50103)
Room No:	3	3	3	3	3
Teacher:	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan
Total Hours:	4	4	4	4	4

Diploma of TESOL Full-Time Course Subject Timetable (sample)

Sample Timetable

Week Seventeen:

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	Analysis (Unit DTE50109)	Teacher Forums (Unit DTE50109)	Ex/Intrinsic (Unit DTE50104)	Peer Support (Unit DTE50109)	Recruitment (Unit DTE50109)
Break					
10.45 to 11.45a	Feedback Styles (Unit DTE50109)	Forum interaction (Unit DTE50109)	Teacher de-motivation (Unit DTE50109)	Identify Burnout (Unit DTE50109)	Case Studies (Unit DTE50109)
Break					
12.00 to 1.30p	Creating Feedback tools (Unit DTE50109)	Developing a forum (Unit DTE50109)	Teacher de-motivation (Unit DTE50109)	Overcome Burnout (Unit DTE50109)	Case Studies (Unit DTE50109)
Room No:	3	3	3	3	3
Teacher:	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan
Total Hours:	4	4	4	4	4

Diploma of TESOL Full-Time Course Subject Timetable (sample)

Sample Timetable

Week Eighteen:

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	Program Design Introduction (Unit DTE501010)	Analysis (Unit DTE501010)	Marketing (Unit DTE501010)	Risk Management (Unit DTE501010)	Scheduling (Unit DTE501010)
Break					
10.45 to 11.45a	Demographics (Unit DTE501010)	Identify Resources (Unit DTE501010)	Target Marketing (Unit DTE501010)	Identify Risks (Unit DTE501010)	Evaluation (Unit DTE501010)
Break					
12.00 to 1.30p	ESL industry (Unit DTE501010)	Costs and Financials (Unit DTE501010)	Brand Awareness (Unit DTE501010)	Contingencies (Unit DTE501010)	Exit Criteria (Unit DTE501010)
Room No:	3	3	3	3	3
Teacher:	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan
Total Hours:	4	4	4	4	4

Diploma of TESOL Full-Time Course Subject Timetable (sample)

Sample Timetable

Week Nineteen:

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	Preparing a Program Design (Unit DTE501010)	Plan to Write a Program (Unit DTE501010)	Design a Program Assignment (Unit DTE501010)	Design a Program Assignment (Unit DTE501010)	Design a Program Assignment (Unit DTE501010)
Break					
10.45 to 11.45a	Writing a Program (Unit DTE501010)	Design a Program Assignment (Unit DTE501010)	Design a Program Assignment (Unit DTE501010)	Design a Program Assignment (Unit DTE501010)	Design a Program Assignment (Unit DTE501010)
Break					
12.00 to 1.30p	Research (Unit DTE501010)	Design a Program Assignment (Unit DTE501010)	Design a Program Assignment (Unit DTE501010)	Design a Program Assignment (Unit DTE501010)	Design a Program Assignment (Unit DTE501010)
Room No:	3	3	3	3	3
Teacher:	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan
Total Hours:	4	4	4	4	4

Diploma of TESOL Full-Time Course Subject Timetable (sample)

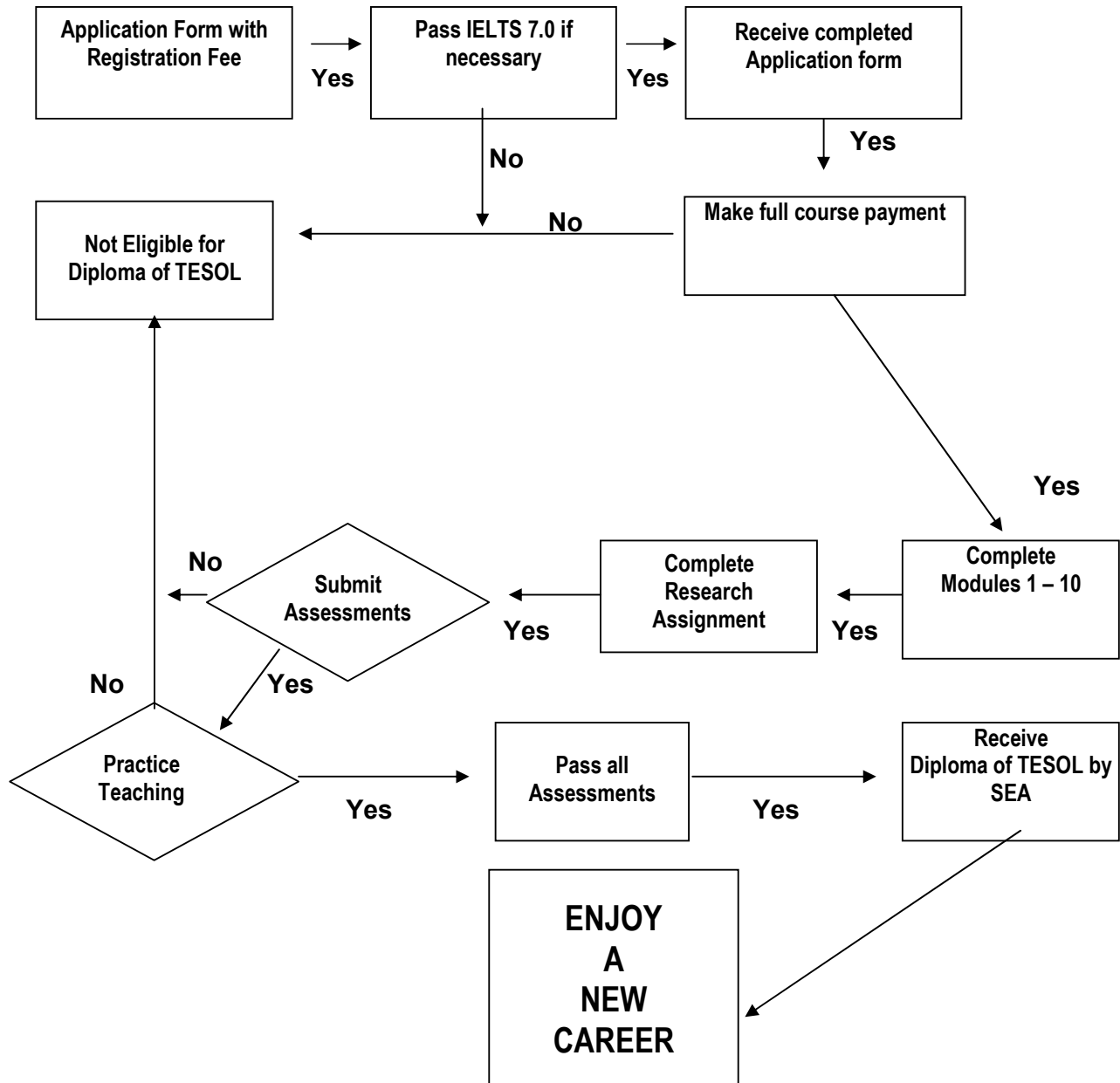
Sample Timetable

Week Twenty:

Session Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 to 10.30a	Teaching Opportunities (Unit DTE50109)	Preparing for an interview (Unit DTE50109)	Writing a Resume (Unit DTE50109)	Resume Preparation (Unit DTE50109)	Course Review (Unit DTE50109)
Break					
10.45 to 11.45a	Getting that Job (Unit DTE50109)	The interview (Unit DTE50109)	Professional Development (Unit DTE50109)	Resume Writing (Unit DTE50109)	Course Feedback (Unit DTE50109)
Break					
12.00 to 1.30p	The ESL Resume (Unit DTE50109)	Interview Role Play (Unit DTE50109)	Professional Development (Unit DTE50109)	Resume Writing (Unit DTE50109)	Course Questionnaire and Survey Form (Unit DTE50109)
Room No:	3	3	3	3	3
Teacher:	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan	Tosca Nathan
Total Hours:	4	4	4	4	4

Diploma of TESOL Pathway Program Steps

Please refer to the 'flow chart' table below on the simple steps to follow in achieving the Diploma of TESOL.



Campus Locations

All campus locations offer state of the art facilities with spacious sunlit and airconditioned classrooms, full disability wheelchair access, bathrooms, kitchen and a student area. Campuses are close to public transport, shops and cafes.

Sea English Academy Maroochydore

Unit 3, 122 Aerodrome Road,
Maroochydore Qld 4558
Australia
Telephone: +61 (0) 7 5479 0001
Email: maroochy@seaenglishacademy.com

Sea English Academy Caboolture

Level 1, Suite 11, 42 King Street,
Caboolture Qld 4510
Telephone: +61 (0) 7 5495 2900
Email: caboolture@seaenglishacademy.com

Sea English Academy Sydney City

Level 4, 29 – 37 Bellevue Street,
Surry Hills NSW 2010
Australia
Telephone: +61 (0) 2 9212 6977
Email: sydneycity@seaenglishacademy.com

Sea English Academy Chicago

Suite 175, Woodfield Green Executive Centre,
1920 Thoreau Drive,
Schaumburg IL 60173
USA
Telephone: +1 (847) 373 0732
Email: chicago@seaenglishacademy.com

Sea English Academy Chiang Rai

129 Moo 4,
T. Robwiang A. Muang
Chiang Rai 57000
Thailand
Telephone: +66 (86) 919 5051
Email: chiangrai@seaenglishacademy.com

Sea English Academy Manila

Pasig City
Manila
Philippines
Telephone: +63 (0) 9175837391
Email: philippines@seaenglishacademy.com



Australian Government
Australian Education International

The ESOS framework – providing quality education and protecting your rights

The ESOS Framework Quick Find Information

The Australian Government wants overseas students in Australia to have a safe, enjoyable and rewarding place to study. Australia's laws promote quality education and consumer protection for overseas students. These laws are known as the ESOS framework and they include the *Education Services for Overseas (ESOS) Act 2000* and the National Code 2007.

Protection for overseas students

As an overseas student on a student visa, you must study with an education provider and in a course that can be found on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) at <http://cricos.dest.gov.au>. CRICOS registration guarantees that the course and the education provider at which you study meet the high standards necessary for overseas students. Please check carefully that the details of your course – including its location – match the information on CRICOS.

Your rights

The ESOS framework protects your rights, including:

- your right to receive, before enrolling, current and accurate information about the courses, fees, modes of study and other information from your provider and your provider's agent. If you are under 18, to ensure your safety, you will be granted a visa only if there are arrangements in place for your accommodation, support and welfare.
- your right to sign a written agreement with your provider before or as you pay fees, setting out the services to be provided, fees payable and information about refunds of course money. You should keep a copy of your written agreement.
- your right to get the education you paid for. The ESOS framework includes consumer protection that will allow you to receive a refund or to be placed in another course if your provider is unable to teach your course.

The ESOS framework sets out the standards Australian education providers offering education services to overseas students must obey. These standards cover a range of information you have a right to know and services that must be offered, including:

- orientation and access to support services to help you study and adjust to life in Australia
- who the contact officer or officers is for overseas students
- if you can apply for course credit
- when your enrolment can be deferred, suspended or cancelled
- what your provider's requirements are for satisfactory progress in the courses you study and what support is available if you are not progressing well
- if attendance will be monitored for your course, and
- a complaints and appeals process.

One of the standards does not allow another education provider to enroll a student who wants to transfer to another course, but has not completed six months of the final course of study you plan to undertake in Australia. If you want to transfer beforehand you need your provider's permission.

If you are under 18, to ensure your safety, you will be granted a visa only if there are arrangements in place for your accommodation, support and welfare.

Your responsibilities

As an overseas student on a student visa, you have responsibilities to:

- satisfy your student visa conditions
- maintain your Overseas Student Health Cover (OSHC) for the period of your stay
- meet the terms of the written agreement with your education provider
- inform your provider if you change your address
- maintain satisfactory course progress
- if attendance is recorded for your course, follow your provider's attendance policy, and
- if you are under 18, maintain your approved accommodation, support and general welfare arrangements.

Contact details

Who?	Why?	How?
Sea English Academy International	For policies and procedures that affect you	<ul style="list-style-type: none"> • www.seaenglishacademy.com • +61 7 5479 0001 • Email info@seaenglishacademy.com
Department of Education Science and Training (DEST)	For your ESOS rights and responsibilities	<ul style="list-style-type: none"> • www.aei.dest.gov.au/ESOS • ESOS Helpline +61 2 6240 5069 • Email esosmailbox@dest.gov.au
Department of Immigration and Citizenship (DIAC)	For visa matters	<ul style="list-style-type: none"> • www.immi.gov.au • Phone 131 881 in Australia • Contact the DIAC office in your country.

Check List

The final checklist

- ✓ Request and receive information, application form and student handbook.
- ✓ Read student handbook.
- ✓ Complete a student application form and sign the declaration.
- ✓ Attach certified copies of any required additional documentation (e.g. English proficiency results).
- ✓ Send your application to SEA.
- ✓ Receive a letter of offer, written agreement and invoice from SEA.
- ✓ Sign the written agreement.
- ✓ Pay the course fees.
- ✓ Receive an electronic Confirmation of Enrolment (eCoE).
- ✓ Apply for a student visa at your nearest Embassy.
- ✓ Send confirmation of your visa to SEA.
- ✓ Notify SEA of your arrival details.
- ✓ Commence training at SEA
- ✓ Be deemed competent to receive the Qualification by SEA International