

English Language Support Program Procedure (CC)

Colleges of Business and Technology (WA) Pty Ltd
Trading as Curtin College, a member of Navitas Pty Limited

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Document

Document Name	English Language Support Program Procedure (CC)
Brief Description	The purpose of this document is to enable staff and students to become familiar with the academic language support and development classes available at Curtin College.
Responsibility	Academic Director
Initial Issue Date	01/11/2015

Version Control

Date	Version No.	Summary of Changes	Reviewer Name and Department/Office
31/03/2021	V2.0	The changes made to this document include updating to conform with Procedure Template and to assure mapping against regulatory instruments is current.	Manager Quality, Risk and Compliance

Related Documents

Name	Location
English Language Support Policy	Curtin College website; 'H' Drive and the Policy HUB
Admissions Policy	Curtin College website; 'H' Drive
Credit for Recognised Learning Policy	Curtin College website; 'H' Drive and the Policy HUB
Credit for Recognised Learning Procedure	Curtin College website; 'H' Drive and the Policy HUB
Progress and Intervention Policy	Curtin College website; 'H' Drive and the Policy HUB
Progress and Intervention Procedure	Curtin College website; 'H' Drive and the Policy HUB
English Language Proficiency Policy	Curtin College website; 'H' Drive and the Policy HUB

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1 Purpose and Scope

1.1 Purpose

- a) The purpose of this *English Support Programme Procedure* (“**Procedure**”) is to ensure that all staff and Diploma students at Curtin College (the “**College**”) are aware of what language support services are available and how to access them for identified students.
- b) Students who are identified through the *Post Enrolment Language Assessment (PELA)* as requiring ongoing language support, will through this procedure be able to access additional support at no extra cost.
- c) The Procedure sets out the instructions of the College relating to the English Support Programme.
- d) This Procedure sets out the minimum English language proficiency requirements for admission into the College’s courses, and the evidence of achievement accepted by the College and ultimately the University Partner.

1.2 Scope

- a) Diploma students at the College are provided with academic literacy support and development classes that specifically focus on the written and oral skills, required for their successful engagement in the Diploma programs.
- b) This Procedure provides detailed, specific and sequential information to staff administering the English Support Programme to identified students.
- c) Students in the first stage of their Diploma studies have access to the first phase of the English Support Programme (ESP).
- d) Students in the second stage of their Diploma studies have access to the Academic Language Enrichment Programme (ALEP).

2 Context

2.1 General

- a) Students studying at the College come from a wide variety of educational, life experience, cultural and socioeconomic backgrounds.
- b) The College recognises this variety and has developed the English Support Programme to assist students, international and domestic, to acquire the English literacy skills necessary to achieve success at the higher education level.
- c) Students aspiring to success in their higher education studies, need to be able to do more than read and write, they need to be able to contextualise and comprehend content, understand nuance and tenor and, to formulate cogent arguments in the preparation of assessment items, during class and when engaging in group work.
- d) The language support services are focused on enabling students achieve success in their academic units of study.
- e) The College has established a Post Enrolment Language Assessment (PELA) Coordinator to ensure that all students enrolling at the College can, where necessary, be provided with appropriate language support services.
- f) The College sets minimum English language proficiency requirements to ensure that all students can participate in their chosen studies and have a good chance of success.
- g) All applicants, domestic and international, must meet the minimum English language proficiency requirements.

- h) International applicants who are required to obtain a student visa to study in Australia must satisfy the Department of Home Affairs' English language criteria. This requirement is in addition to the applicant meeting the College's minimum English language proficiency requirements.
- i) Where an applicant is considered to have equivalent English language proficiency but is unable to provide evidence that meets the requirements set out in this Procedure, or there is doubt about the individual's proficiency in activities outside of reading and writing, the Academic Director may determine equivalent English language proficiency and require the student, as a condition of enrolment, to undertake the PELA(T) and pending the results, to enrol in the English Support Program.
- j) Full details of the English language requirements are available: [HERE](#)

2.2 Relevant Standards

- a) The English Language Support Program is informed by the *Higher Education Standards Framework* specifically:
 - i. Standard 1.1.1: Admissions policy and procedure are quite specific with regard to English language entry requirements as well as overall English language skills. Domestic students as well as international students are tested following enrolment to confirm literacy capacity and skills;
 - ii. Standard 1.2.1: Credit for recognised learning is managed through a comprehensive policy (approved by the Academic Board), procedure and guideline;
 - iii. Standard 2.3.3: The English Language Support Program and the Academic Language Enrichment Program have been designed to enable domestic and international students to enhance their language proficiency through specifically designed language enhancement activities and units;
 - iv. Standard 3.3.4: Student cohorts are assessed and evaluated for the types of support that might be necessary to assist them in enhancing their language capabilities, the College's PELA(T) plays a key role in establishing what type of language support students need;
 - v. Standard 7.2.2: The College website provides students, domestic and international, with a range of information specific to language skills and capabilities;
 - vi. Standards 1.3.5; 1.3.6 and 5.3.7: The monitoring of student progress is ongoing through support programs such as the Student at Risk; the ESP and ALEP programs and academic drop-in sessions all assist the College in ensuring that students receive the appropriate type and amount of support that will enable academic success.
- b) The National Code of Practice for Providers of Education and Training to Overseas Students 2018 [National Code](#) requires the College to monitor attendance, progress and course duration. Specifically Standards 8.6.1; 8.6.2; 8.6.3, 8.6.4 and 8.6.5, which in common with the HESF looks at monitoring students, supporting students through appropriate intervention strategies such as the PELA(T), the ESP and the ALEP.
- c) Compliance with the parent Company's values and the College's Code of Conduct also requires that the College ensure that the students are provided with every opportunity to obtain those skills and attributes that will enable them to achieve academic success.

3 Procedure

3.1 Weekly Activity Breakdown for Staff and Students

Week	Tasks			
	PELA Coordinator (PC)	Program Managers (PMs)	Unit Coordinators (UCs)	Lecturers
Pre-Orientation	<ul style="list-style-type: none"> ▪ PELA Coordinator (PC) to check with the Program Managers (PMs) to: <ul style="list-style-type: none"> ✓ Get the timetable; and, ✓ Unit Coordinators (UCs) / lecturers for designated units for the study period. ▪ Determine PELA writing task for each unit for the study period ▪ Record this on the SCHEDULE of PELA (H:\Academic\6. Communication Skills\14. PELAMarking Descriptors & Written Test Tasks) ▪ Create (update) Turnitin submission for the PELA in designated units (see Appendix 1 for detailed instructions) ▪ Clarify Process for Weeks 0 – 3 with UCs for: <ul style="list-style-type: none"> ✓ Stage 1 Communications Units; and, ✓ Stage 2 Designated Units. ▪ Clarify PELA Marking Process for Weeks 0 – 3 with Lecturers ▪ Conduct training on PELA moderation for new Lecturers ▪ Confirm any students who have PELA exemptions for the Study Period – exemptions granted as follows: 	<ul style="list-style-type: none"> ▪ Ensure access for UCs and Lecturers to the: <ul style="list-style-type: none"> ✓ Support Unit; ✓ English Support Programme (ESP); and, ✓ Academic Language Enrichment Programme (ALEP) ▪ Identify Teaching staff with TESOL or CELTA qualifications to teach ESP or ALEP, as back up if additional lecturers with these qualifications are required. ▪ Conduct Professional Development with new staff to ensure they understand the: <ul style="list-style-type: none"> ✓ importance of PELA; and, ✓ their responsibility in relation to PELA 	<ul style="list-style-type: none"> ▪ Confirm with PC process for weeks 0 – 3 ▪ UCs responsible for ESP and ALEP liaise with the UCs of units designated for PELA support to: <ul style="list-style-type: none"> ✓ ensure relevancy of support materials; and, ✓ Unit Outlines ▪ Check Moodle Gradebook to confirm students required to sit PELA 	<ul style="list-style-type: none"> ▪ Confirm with PC marking process for weeks 0 – 3 ▪ New Lecturers undergo training on PELA moderation process ▪ Check Moodle Gradebook to confirm students required to sit PELA

	<ul style="list-style-type: none"> ✓ Stage 1 Students have IELTS 5.5+ ✓ All Stage 2 Students unless they are doing: <ul style="list-style-type: none"> ➤ IT and already have IELTS 6.0; and ➤ Health Science Students and already have IELTS 6.5 ▪ On Friday before Orientation access Moodle page for Stage 1 Communication Skills and designated Stage 2 Units to: <ul style="list-style-type: none"> ✓ Confirm in Gradebook if students have previous PELA scores recorded in Navigate OR Diagnostic Test Results Spreadsheets; and, ✓ Leave PELA grade blank if not exempt; if student is exempt enter score into Gradebook. ▪ Provide UCs and Lecturers with access to the TEACHER GUIDELINES accessible via: <ul style="list-style-type: none"> ▪ (H:\Academic\6. Communication Skills\14. PELA\PELA procedures\Lecturer Guidelines) ▪ Inform UCs and Lecturers to check results in Moodle Gradebook to confirm students required to sit PELA in week 1 of the Study Period. 			
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Week One	Tasks					Academic Services
	PELA Coordinator	Program Managers	Unit Coordinators	Lecturers	Students	
	<ul style="list-style-type: none"> ▪ Confirm Lecturers to invigilate by ZOOM for online sessions of PELA ▪ Friday Week 1 set up ZOOM meeting for Wednesday Week 2 for students who did not sit PELA by the end of Week 1 ▪ Email ZOOM link to UCs and Lecturers (See Appendix 2 for details of email sent to students and copied to staff) ▪ RENEW EMAIL TEMPLATE for Teacher notification and information about ESP/ALEP format ▪ EMAIL renewed template to Teachers dealing Communications units linked to ESP/ALEP ▪ Follow up on student engagement with ESP, ALEP or PELA 		<ul style="list-style-type: none"> ▪ Conduct PELA in last 45 minutes of class ▪ By Friday check Moodle Gradebook for PELA Task Submissions. ▪ Email ZOOM Link to students (see Appendix 2) who have not yet completed PELA for catch-up in week 2 during academic drop-in sessions. 	<ul style="list-style-type: none"> ▪ Conduct PELA last 45 minutes of class ▪ Invigilate online session by ZOOM ▪ Mark PELA scripts as they are uploaded. ▪ By Friday check Moodle Gradebook for PELA Task Submissions. ▪ Email ZOOM Link to students (see Appendix 2) who have not yet completed PELA for catch-up in week 2 during academic drop-in sessions. 	<ul style="list-style-type: none"> ▪ Upload PELA to Moodle Turnitin submission point. ▪ Students who have not completed PELA in Week 1 to attend session in Week 2 to complete PELA. 	
Week Two	Tasks					Academic Services
	PELA Coordinator	Program Managers	Unit Coordinators	Lecturers	Students	
	<ul style="list-style-type: none"> ▪ Identify the students who: <ul style="list-style-type: none"> ✓ Need ESP and/or ALEP support; and, ✓ Still need to take the PELA. ▪ Note these students in the feedback column next to the grade in Moodle Gradebook 		<ul style="list-style-type: none"> ▪ Check all PELA scripts are marked and scores entered into Moodle Gradebook by Tuesday noon. ▪ invigilate Wednesday zoom meeting for students who must write the PELA Catch Up session. ▪ mark new PELAs by COB Thursday. 	<ul style="list-style-type: none"> ▪ Complete all marking by Wednesday of week 2 ▪ check all PELA scripts are marked and scores entered into Moodle Gradebook by Tuesday noon ▪ mark new PELAs by COB Thursday. 	<ul style="list-style-type: none"> ▪ Attend PELA catch-up session ▪ Check timetable for: <ul style="list-style-type: none"> ✓ Commencement of their ESP/ALEP classes; and 	<ul style="list-style-type: none"> ▪ Enrol the identified students by COB Thursday

	<ul style="list-style-type: none"> ▪ Export the Gradebook as an Excel spreadsheet ▪ Save spreadsheet on <i>H:\Academic\6. Communication Skills\14. PELAMarking Descriptors & Written Test Tasks .</i> ▪ Send Identified Student Excel spreadsheet to Academic Services to enrol the students by COB Thursday. ▪ Email students regarding PELA results and ESP/ALEP enrolment. ▪ Use the <i>Support Class Enrolment</i> template emails for each program as set up in Navigate. ▪ Email to alert students that they are required to check their timetable for both the commencement and completion dates of their ESP class. ▪ RENEW EMAIL TEMPLATES for Student Notification to all Students identified AS NEEDING ESP/ALEP; and Student identified as NOT NEEDING ESP/ALEP ▪ Follow up on all students not engaging with ESP/ALEP or PELA 				<ul style="list-style-type: none"> ✓ Completion of their ESP/ALEP Class 	
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Week Three	Tasks					
	PELA Coordinator	Program Managers	Unit Coordinators	Lecturers	Students	Academic Services
	<ul style="list-style-type: none"> ▪ Send alerts to staff and students regarding commencement of ESP and ALEP ▪ Conduct 'late-comers' PELA on Wednesday 12 – 2pm ▪ Collate results from 'late-comers' PELA and email list of students requiring enrolment to Academic Services for enrolment ▪ Sent notification email to students identified as requiring ESP or ALEP re enrolment process ▪ Email all students to complete the PELA if they have not already done so. ▪ Follow up all students not engaging with ESP, ALEP and PELA 		<ul style="list-style-type: none"> ▪ Update attendance at ESP and ALEP classes on AXIS ▪ Mark 'late-comers' PELA and inform PC of outcomes 	<ul style="list-style-type: none"> ▪ Update attendance at ESP and ALEP classes on AXIS ▪ Mark 'late-comers' PELA and inform PC of outcomes 		<p>Action enrolments as necessary</p>

Week Four	Tasks					
	PELA Coordinator	Program Managers	Unit Coordinators	Lecturers	Students	Academic Services
	<ul style="list-style-type: none"> • Email results to students not needing to attend ESP/ALEP support classes • Use the <i>Support Class Enrolment</i> template emails for each program as set up in Navigate • Add PELA Tag to Navigate for each student based on their individual PELA scores for the current study period: <ul style="list-style-type: none"> ✓ Enter student's ID number in Navigate; ✓ Click on Action; ✓ Go to Links, then click on Add Tag. ✓ Add the PELA Tag for Navigate to the student's Navigate entry. ▪ Follow up with UCs and Lecturers regarding EMAIL to students still not engaging with ESP/ALEP or completing the PELA 		<ul style="list-style-type: none"> ▪ Follow up all students not engaging with ESP, ALEP and PELA 	<ul style="list-style-type: none"> ▪ Follow up all students not engaging with ESP, ALEP and PELA 		
Weeks 5 - 11	Tasks					
	PELA Coordinator	Program Managers	Unit Coordinators	Lecturers	Students	Academic Services
	<ul style="list-style-type: none"> ▪ Maintain oversight of Student attendance at ESP/ALEP classes ▪ Follow up EMAIL to students still not engaging with either ESP/ALEP or undertaking the PELA 		<ul style="list-style-type: none"> ▪ Monitor attendance and activity completion for 3 to 12. ▪ Maintain digital spreadsheet for: <ul style="list-style-type: none"> ✓ Attendance; ✓ completion of online activities; and, 	<ul style="list-style-type: none"> ▪ Monitor attendance and activity completion for 3 to 12. ▪ Maintain digital spreadsheet for: <ul style="list-style-type: none"> ✓ Attendance; 		

	<ul style="list-style-type: none"> ▪ Remind UCs and Lecturers to send Attendance Reminder emails to students with attendance breach. ▪ In Week 11 notify students who have qualified for supplementary session ▪ In Week 11 notify all students who have successfully completed the ESP/ALEP requirements. 		<ul style="list-style-type: none"> ✓ email communication to students. ▪ Online attendance recorded during ZOOM session ▪ Lecturers generate an activity completion report in the Student Portal and go to support class Moodle page to: <ul style="list-style-type: none"> ✓ Confirm who has completed activities; and, ✓ Online activities must be completed by the Sunday of the Study Week. ▪ Then: <ul style="list-style-type: none"> ✓ Go to Student Portal Axis ✓ Click on 'Timetable and attendance'. Choose the class for that week and record activity completion based on this report ✓ Present = 100% activities completed, ✓ Half = approximately 50% of activities completed ✓ Absent = 0% activities completed. ▪ Email students who have not completed/attended 2 or more classes using the attendance email templates in Moodle. ▪ Follow up all students not engaging with ESP, ALEP and PELA 	<ul style="list-style-type: none"> ✓ completion of online activities; and, ✓ email communication to students. ▪ Online attendance recorded during ZOOM session ▪ Lecturers generate an activity completion report in the Student Portal and go to support class Moodle page to: <ul style="list-style-type: none"> ✓ Confirm who has completed activities; and, ✓ Online activities must be completed by the Sunday of the Study Week. ▪ Then: <ul style="list-style-type: none"> ✓ Go to Student Portal Axis ✓ Click on 'Timetable and attendance'. Choose the class for that week and record activity completion based on this report ✓ Present = 100% activities completed, ✓ Half = approximately 50% of activities completed 		
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				<ul style="list-style-type: none"> ✓ Absent = 0% activities completed. ▪ Email students who have not completed/attended 2 or more classes using the attendance email templates in Moodle. ▪ Follow up all students not engaging with ESP, ALEP and PELA 		
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Study Week	Tasks					
	PELA Coordinator	Program Managers	Unit Coordinators	Lecturers	Students	Academic Services
	<ul style="list-style-type: none"> ▪ Email to all students informing of final ESP/ALEP status. 		<ul style="list-style-type: none"> • Finalise ESP or ALEP support class attendance and activity completion up to and including Week 12 (follow the process in week 5) • Check previous online activity completion for the study period. • Add a row to the spreadsheet: ✓ Note if students have met the requirements of the support class; ✓ If they have missed or not completed 4 or more classes/online activities, then they have not met the requirements of the support class. ▪ EMAIL Students in each support class: 	<ul style="list-style-type: none"> • Finalise ESP or ALEP support class attendance and activity completion up to and including Week 12 (follow the process in week 5) • Check previous online activity completion for the study period. • Add a row to the spreadsheet: ✓ Note if students have met the requirements of the support class; ✓ If they have missed or not completed 4 or more 		

			<ul style="list-style-type: none"> ✓ Go to the “Email Students function on the Student Portal”; and, ✓ Use the ESP or ALEP completed or not completed template 	<p>classes/online activities, then they have not met the requirements of the support class.</p> <ul style="list-style-type: none"> ▪ Filter the spreadsheet to identify those who have not met completion requirements for the ESP and/or ALEP support classes. ▪ Email the list to the UC and PM in the relevant program. 		
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3.2 Conditions Specific to ESP/ALEP Support

3.2.1 Attendance

- a) Students are required to attend 80% of ESP/ALEP classes, in line with College attendance policy.
- b) 80% attendance means that students must attend 7.5 classes of the 10 ESP/ALEP punctually.
- c) Students may miss 1.5 classes (3 hours) without penalty.
- d) Students that miss more than 1.5 but less than 3.5 classes will qualify for a supplementary session in week 12.
- e) Where a student is absent due to illness, a valid medical certificate must be provided and a completed explained absence form completed, these absences will be excused
- f) Attendance for ESP/ALEP is defined as:
 - i. Punctual attendance to at least 80% (7.5) classes;
 - ii. Contributing to verbal discussions and participation in activities in every class; and,
 - iii. Speaking in English during class time and during all class activities.

3.2.2 Supplementary Session

- a) Students that miss more than 1.5 but less than 3.5 classes will qualify for a supplementary session in week 12.
- b) A supplementary session is defined as two hours of additional ESP/ALEP class time provided in week 12 during timetabled ESP/ALEP session and facilitated by timetabled ESP/ALEP teacher.

3.2.3 Consequences of Not Meeting ESP/ALEP Conditions

- a) Students who miss more than 3.5 ESP/ALEP classes will not be eligible to qualify for the course language completion requirement (if the total mark is 50% or more) in the relevant linked unit.
- b) The Board of Examiners (BoE) will allocate a grade of **D.A. (deferred assessment)** if the linked credit unit (ARW011 or ACS01S1) has a mark total of 50% or more; the student will be offered a supplementary PELA.
- c) If the student passes the supplementary PELA prior to repeating ESP/ALEP, this will be considered evidence that the student has improved their English to the standard required and the Chair of the Board of Examiners will amend the D.A. grade to the appropriate pass grade.
- d) If the student **does not pass the supplementary** PELA, the grade in the linked unit will be changed to '**Did Not Submit**' (**DNS**) and the student will be required to repeat ESP/ALEP in the next study period.
- e) If a student is in their last study period of the Diploma Stage 1, and a pass grade in the linked unit will allow the student to articulate to Diploma Stage 2, the student will be allowed to progress **but with an enrolment condition** that they complete ALEP in the first study period of their Stage 2 program.

3.2.4 Setting up Standard Templates

- a) The PELA Coordinator will prepare standard email templates, which are required for:

Week	Purpose of Template
Pre-Week 1	Teacher notification/information Email Diploma lecturers teaching Communications Units linked to ESP with details about ESP/ALEP format
Week 2	Student notification Email to all students identified as requiring ESP and those that are not required to attend ESP
Weeks 3 and 4	Ongoing Student Notification Email to all students that have NOT ENROLLED in ESP or COMPLETED the PELA
Weeks 4 - 11	Ongoing Student Notification Reminder about attendance falling below 80%
Week 11	Student Notification Information for students who have qualified for a supplementary session Student Notification Information for students who have successfully met ESP and ALEP requirements
Week 12	Student Notification Email to all students who have completed ESP/ALEP supplementary successfully Student Notification Email to all students who have NOT completed ESP/ALEP supplementary successfully

3.2.5 Maintaining Records

- a) Navigate is the repository for all of the following:
 - i. Record copy of all student notification emails;
 - ii. Notes added in week 12 for any student that has not completed the ESP language requirement; and,
 - iii. Notes added in week 12 for all students that have successfully completed ALEP requirement.

3.2.6 Diploma Stage 1 Designated Communication Units

- a) ACS01S1 Academic Communication Skills
- b) ARW01S1 Academic Research and Writing

3.2.7 Diploma Stage 2 Designated Units of Study

- a) APCOMS Academic and Professional Communications
- b) CIB1100 Communications in Business
- c) FPEP1000 Fundamentals of Professional Engineering Practice
- d) FPHP1000 Foundations of Professional Health Practice
- e) IISS1003 Integrating Indigenous Science and STEM

3.3 Process Map

Under development

4 Responsibilities

- a) Each of the positions involved in implementing and achieving Procedure objectives and carrying out procedures are clearly described below:

Responsibility	CDP	AD	PELA	PMs	UCs	Lecturers	SAS	Academic Board	BoE	ALL
Preparing and managing PELA testing process	I	A	R	C	S	S	S	I		
Reviewing and approving English language support programs (ESP and ALEP)	I	A	R	C	S	S		C and I		
Communications to Students regarding PELA and ESP/ALEP engagement	I	A	R	C	R	R	S			
Maintaining records specific to PELA; ESP and ALEP	I	A	R	C	R	R	S	I		
Determining eligibility for supplementary support	I	A	S	S	C	S	S	I	R	
Preparing communication templates re Language Support Program	I	A	R	S	C	C	S	I		
Managing attendance and records specific to attendance at ESP/ALEP	I	A	R	S	S	S	C	I		
Supporting embedding of ESP/ALEP								C		R and A
Managing online engagement with ESP/ALEP	I	A	R	S	R	R		C		
Managing student records specific to ESP/ALEP in Navigate	I	A	R	C	S	S	S	I		
Marking PELA tests	I	A	A	S	S	R		I		
See Section 3.1 for weekly breakdown of activities specific to PELA, ESP and ALEP										
R = Responsible, A = Accountable, S = Supporting, C = Consulting, I = Informed.										

5 Definitions

- a) Unless the contrary intention is expressed in this Procedure, the following words (when used in this Procedure) have the meaning set out below:

Term	Meaning
ALEP	Academic Language Enrichment Program
BoE	Means the Board of Examiners responsible for finalising unit assessment activity
Business Unit Manager	Means the College Director and Principal of Curtin College
Company	Means Navitas Pty Ltd ACN 109 613 309 having its registered office at Level 8, Brookfield Place, Perth, 6000.
Deferred Assessment	Means a student, as a result of compassionate or other compelling reasons, has been granted an opportunity to undertake a deferred assessment item to complete their assessment requirements in a unit or units being studied at the College
DNS	Means Did Not Submit and refers to a student who did not submit a piece or pieces of assessment
ESP	Means the English Support Program
Group	Means Navitas Pty Limited (the Company) and all of its subsidiaries.
NLT	Means the Navitas Leadership Team of Curtin College's parent Company
PELA(T)	Means Post Enrolment Language Assessment Test
PELA (T) Coordinator	Means the member of the Academic Leadership appointed to manage the English Support Program for all students at Curtin College
PMs	Means the Program Managers for each of the 1 st Year (degree) Diploma programs being conducted at the College
Supplementary PELA(T)	Means a student is given an opportunity to undertake a second PELA(T) in order to complete assessment requirements for English language competency.
UCs	Means Unit Coordinators engaged in the PELA(T) ESP and ALEP activities at the College
Website (where relevant)	Means the College's website where information is available to students, employees, and other interested persons or organisations.

6 Review

This Procedure is tested and reviewed annually by the Academic Director in line with the IT Security readiness schedule and any changes to the regulatory compliance requirements, legislation, regulation and guidelines.

This review process aims to ensure alignment to appropriate strategic direction and continued relevance to the College's current and planned operations.

7 Records Management

- a) All records in relation to this document will be managed as follows:

Record type	Owner	Location	Retention	Disposal
Procedure	Academic Director	Policy HUB and College 'H' Drive	Permanent until such time as replaced with a revised version.	Archived securely through the Policy HUB archiving system.

8 Appendix 1: Set Up Instructions for PELA Coordinator

8.1 Updating Turnitin submission for PELA in designated units of study

- a) Go to General setting to commence instructional set up.
- b) Open Description and add the following information and instructions for students:
 - i. The PELA is a short diagnostic exercise that all Curtin College students are required to complete.
 - ii. The PELA is compulsory for ALL students.
 - iii. The purpose of this diagnostic test is to identify students who require additional academic language support.
 - iv. It is very important that you treat this PELA seriously as it is the only means the College has to decide whether you need further support for your academic and English language proficiency level.
 - v. STEP 1: Please turn on your camera.
 - vi. STEP 2: This must remain on for the duration of the task as it is an assessment activity.
 - vii. STEP 3: Open the PELA Task which includes a reading passage and a Writing task sheet for you to type in your response.
 - viii. STEP 4: Please enter you NAME, STUDENT ID; DATE and UNIT CODE on the writing task sheet.
 - ix. STEP 5: Commence the assessment and remember:
 - ✓ Enter your response in the space provided;
 - ✓ Write your answers in full sentences;
 - ✓ DO NOT use any kind of electronic dictionary or other electronic devices during the task.
 - x. You have 40 minutes to read the short text and complete writing your response to the given question.
 - xi. Once you have finished the assessment item, make sure you proof-read your response.
 - xii. Save the document to your desktop and name it as follows:
 - ✓ Full Name;
 - ✓ Curtin College ID number (e.g. John Smith 900****).
 - xiii. Once saved, upload the Word document to the PELA submission point.
 - xiv. Ensure you accept the submission declaration and then click on the submit button.

8.2 Additional Instructions for Staff

- a) Once you have set up the instructions for students as set out in 8.1 b) above, you must complete the following tasks:
 - i. GO TO: **Additional Files** – upload the allocated Writing Task in Word format;
 - ii. GO TO: **Availability** – allow submissions for the full study period;
 - iii. GO TO: **In Submission types** – tick file Submissions and Maximum number of uploaded files – 2.

- iv. GO TO: **In Submission settings** – require students to click the **submit button** and **accept the submission statement**.
- v. GO TO: **In Turnitin plagiarism plugin settings**:
 - ✓ Enable Turnitin;
 - ✓ Store papers to “standard repository”;
 - ✓ Attach the PELA rubric to the assignment through **Rubric Manager**.
- vi. GO TO: **In Grade** – Type is Point and Maximum Grade is 7. No grade to pass required.
- vii. GO TO: **Common Module Settings** – hide from students.

9 Appendix 2: Email Template to Students RE PELA

Email Template:

Dear {{Addressee.firstName}},

I hope you are well.

Unfortunately, you have not yet written the PELA test, which is a requirement of your (INSERT UNIT) class, this study period.

You are being offered an opportunity to sit the PELA test on Wednesday (INSERT DATE) at (INSERT TIME) by clicking on OR copying this link into your Google Chrome browser (INSERT ZOOM LINK).

The PELA is a short, compulsory language test that every student at the College is required to take. Your Unit Outline makes this requirement very clear.

The results of this test allow us to identify students who may require additional academic language support in the (INSERT SUPPORT CLASS CODE) class. The PELA test and ongoing language support does not cost you any additional fees, but it will assist you to be successful in your study program.

If you have any questions about the information in this email, please do not hesitate to contact me.

Kind Regards,

INSERT PELA Coordinator's contact details