



# Lyceum English Language Australia Student Handbook 2017

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*Throughout this document, the term 'College' refers to Lyceum English Language Australia and any trading name associated with this legal entity.*

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**Lyceum English Language Australia – Student Handbook**

A TRADING NAME OF LYCEUM EDUCATION CENTRE PTY LTD – CRICOS PROVIDER 02919C – NATIONAL PROVIDER CODE 5493

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## **Greetings!**

Welcome to Lyceum!

Our goal is to provide you with a quality education.

Our teachers are highly educated and undergo regular professional development to ensure that they are up to date with current best practice. During your course, you will receive expert instruction in applying the skills you learn in a wide range of settings, gaining the practical hands-on experience that employers are looking for.

Our college is based a set of core values, which reflect our commitment to you as a student:

- Integrity
- Commitment
- Quality
- Honesty
- Passion

If you have any questions or concerns about your course, I encourage you to contact our student services team on (03) 9600 1194.

Yours Sincerely,

**Brijesh Sethi**

*MD, Lyceum*

## About Lyceum

Lyceum Pty Ltd (RTO Code 5493) is a Registered Training Organization (RTO). We are registered with the Australian Skills and Quality Authority (ASQA) to provide qualifications listed on the Australian Qualifications Framework (AQF). Being a registered RTO is your guarantee of receiving a quality education developed and delivered to a national standard.

## Our Service Commitment

As an RTO, we undertake to behave in an ethical, open and transparent manner at all times.

Lyceum will provide a physical environment and the resources required for students to pursue the stated learning outcomes, including the provision of support services to meet students' learning needs.

Lyceum will provide a harassment-free learning environment which affords each student an equitable opportunity to achieve their educational goals, and which enhances self-esteem. We will work actively to identify and promptly remove unfair discrimination, either direct or indirect.

Lyceum will promote education as a partnership between students and staff and encourage students to participate in the evaluation of their education programs and their delivery.

Lyceum encourages participation in our community by providing social experiences and support services.

## Emergency Contact

Our team is here to help around the clock – for after-hours assistance please contact:

**Saya Kayo**

**Marketing Manager**

**+61 455 949 919**

**saya@lyceumenglish.com.au**

## Facilities

Our boutique, architect-designed learning centre is elegant and well equipped. It includes bright, spacious and comfortably furnished classrooms, a common room with a well-appointed kitchen, computer areas as well as ample learning resources, the teachers' study area and our administration offices are situated on the same floor, making it easy for students to talk to us. The centre is air-conditioned throughout and there is free Wi-Fi available for students.

Directly above the floor, you will find our beautiful, award winning roof top garden which gives you great views over the city. It is the perfect location for our school parties, BBQs and conversation activities, and students also love to meet and relax there during break time, lunchtime and after class.

## **Quality student services**

Our friendly Student Services team will take good care of you from the moment you make your first enquiry to the day you finish your course. Our staff is multilingual and many have studied overseas themselves, so they understand your needs and are keen to support you in various areas including:

### **Accommodation**

Melbourne offers a great range of accommodation options for students. We can book homestay and hostel accommodation for you and can assist with renting a share house, apartment or other accommodation.

Prices range from:

Homestay, single room, half-board	\$285 per week
Homestay, single room, full-board	\$300 per week
Homestay, twin share, half-board	\$240 per week
Hostel, dormitory	\$196 per week
Hostel, single room	\$560 per week
Hostel, twin room/double room	\$630 per week
Serviced apartment (Studio)	\$760 per week

### **Job Service**

We know that finding work in Melbourne can be an important part of your stay, so we can give you lots of advice on where to look for jobs, how to apply and other useful information. In class, you will also acquire the necessary English skills and cultural knowledge to prepare you for the Australian workplace.

### **Getting started**

There are a lot of things to organize when moving to a new country and we can assist you with opening a bank account, getting an Australian mobile phone, using our public transport or finding good, affordable medical and dental services and much more.

### **Welfare**

We have a dedicated student counselor in the school who is always happy to give you the support you need. Should you ever need to talk to someone in your own language, our multilingual student services staff will look after you well and give you the comfort of conversing in your own language, as well as helping you to express the same in English.

## **Equal Educational Opportunity**

Lyceum strives to provide a learning environment for students, which is free from barriers which cause or perpetuate inequity in respect to the education of any person or groups of persons.

Lyceum recognizes the value of diversity and seeks to serve its community, and each student as an individual of dignity and worth, inclusive of their ethnicity and cultural background, values, political and religious beliefs, lifestyle, gender, sexual orientation, age, occupation, appearance, physical and intellectual ability, economic, marital and social status.

## **Student Orientation**

Students will be required to participate in an orientation session on their first day. The orientation session covers the information listed below. It is important that you attend the orientation program otherwise you may miss out on information that affects your study.

The purpose of the orientation session is to fully inform new students of most aspects of life at the College and to provide an introduction to studying at the College.

## **Orientation Program**

The orientation program will address the following points:

- Student support services
- Information about legal services and emergency and health services available in Melbourne
- College facilities and resources
- College contacts
- Course progress and attendance requirements
- Other visa conditions and requirements
- Student code of conduct
- Keeping addresses and contact details up-to-date
- Student deferral, leave of absence or withdrawal
- Student refunds
- Student complaints and appeals processes

## **College contact details**

The Campus Manager and Student Services team can be contacted as indicated below:

Location: Level 8/ 131 Queen Street, Melbourne VIC 3000

Phone +61 3 9600 1194

Email [info@lyceumenglish.com](mailto:info@lyceumenglish.com)

Web [www.lyceumenglish.com](http://www.lyceumenglish.com)

## **College contact hours**

Monday to Thursday: 8:30am to 6:30pm

Friday: 8:30am to 5:00pm

Please note the college will be closed on public holidays and the Christmas holidays shutdown period.

## Fees and refund arrangements

### Fees

Fee Description	Fee	Refundable
Application Fee	See our current price list on website	Not refundable
Materials Fee	See our current price list on website	Refundable – conditions apply
Tuition Fees	See our current price list on website	Refundable – conditions apply
Overseas Student Health Cover	See Health Insurance page on website	Refundable – conditions apply
Bank Transfer Fee	What the bank charges for the transfer	Not refundable
Accommodation Services	Contact us for details	Refundable – conditions apply
Airport pick up/drop off	Contact us for details	Refundable – conditions apply

### Visa refusal

If your visa application is not granted and provided that sufficient evidence of visa refusal is given to Lyceum English Language Australia by the Immigration Department, a full refund of tuition fees will be made, except for the \$150 Enrolment Fee and any accommodation placement fee.

### Student default

An overseas student or intending overseas student “defaults”, in relation to a course at a location, if:

- a) the course starts at the location on the agreed starting day, but the student does not start the course on that day (and has not previously withdrawn); or
- b) the student withdraws from the course at the location (after the agreed starting day); or
- c) the registered provider of the course refuses to provide, or continue providing, the course to the student at the location because of one or more of the following events:
  - the student failed to pay an amount he or she was liable to pay the College, directly or indirectly, in order to undertake the course;
  - the student breached a condition of his or her student visa;
  - Misconduct by the student.

### Student requested refunds

After a deposit or installment payment is made, the refund process is as follows:

- a. Refund request must be in writing, signed and dated by the student, and delivered to the College by email, letter, or in person;
- b. Once the refund request is received the refund arrangements that apply will be those that were agreed to in the signed Student Agreement;
- c. All refunds will be made back to the original source of payment;
- d. No refunds will be made where a Student Default condition has occurred.

### Special Circumstances

A student may apply for credit up to a maximum value equivalent to the unused portion of their tuition fees where it can be proved that compassionate or compelling circumstances have led to a Student Default. Students will need to complete and submit a Special Circumstances Form to the college with appropriate evidence. In the case of fee credit being approved, this will be valid for one year from notification of approval and is non-transferrable.

## Overseas Student Health Cover Refund

Please refer to the BUPA website to find information on how to receive a refund for your health insurance cover: [www.bupa.com.au/health-insurance/cover/ohsc/member-services/membership-refund](http://www.bupa.com.au/health-insurance/cover/ohsc/member-services/membership-refund)

## Provider Default (College delayed commencement, non-commencement, non-completion of delivery)

In the event that the College is unable to commence the course or deliver your course in full, you will be offered a refund by the College in respect of your enrolment.

- For delayed or non-commencement the refunded amount will be the initial fee payment and any installment payments received by the College;
- For non-completion of delivery any unspent pre-paid fees received.

The refund will be paid to you within 14 days of the day on which the College defaults on the commencement or delivery of the course.

Alternatively, you may be offered enrolment in an alternative course by the College at no extra cost to you. You have the right to choose whether you would prefer a refund as outlined above, or to accept a place in another course. If you choose placement in another course, we will ask you to sign a document to indicate that you accept the placement in another course without payment of a refund.

## Missed payments

Students who do not make installment payments by the due date will be excluded from attendance and will have their enrolment suspended for the lesser of one week or until the missed installment payment is made. If the missed installment payment has not been made at the end of the one week suspension the student will have their enrolment (and CoE for students with a student visa) cancelled.

## Fee changes

Prior to a student enrolling, fees may be altered without notice. Once a student has completed the enrolment, fees will not be subject to change for the normal duration of the course. If a course length is extended by the student then any fee increases will be required to be paid for the extended component of the course.

## Tuition protection service

The Tuition Protection Service (TPS) is an initiative of the Australian Government to assist international students whose education providers are unable to fully deliver their course of study. The TPS ensures that international students are able to either:

- complete their studies in another course or with another education provider or
- receive a refund of their unspent tuition fees

The Tuition Protection Service website is <https://tps.gov.au/>

## Other information & conditions

Students must notify the College of changes of address, telephone number, email address and fax number within 7 days of the change. This is required so that students can be contacted and receive important information which may affect their course or their enrolment.

On commencement and at least every six months whilst you are enrolled at the College you will be asked to review and update your contact information with the College.

Students are entitled, at no additional cost, to a formal Statement of Attainment on course withdrawal or cancellation, prior to completing the qualification, provided the student has paid in full for the tuition related to the units of competency to be shown on the Statement of Attainment. Course test amurs (awards, statements of attainment, transcripts) will not be issued to students who are in breach of any part of the Student Agreement.

## Information for Students

### Courses

#### General English

Course Name	General English
<b>Intakes</b>	Any Monday, for Beginner start dates refer to our website
<b>Course duration</b>	10 weeks per level (maximum of 67 weeks incl. holidays)
<b>Delivery Mode</b>	Face to face, classroom based
<b>Campus Location</b>	Level 8, 131 Queen Street, Melbourne, VIC 3000
<b>Assessment Mode</b>	Combination of written tests, speaking tests, and informal speaking activities
<b>Fee</b>	Refer to our website
<b>Entry Requirements</b>	Entry requirements are determined by language level: all new students will be asked to complete a placement test on their first day and will then be suitably placed.
<b>Certificates to be Issued</b>	Students completing all assessment requirements for a course level will be awarded a Certificate of Completion corresponding to the completed level. Students completing assessment requirements for part of a course level will be awarded a Certificate of Participation indicating which units of competency they have completed.

#### IELTS Preparation

Course Name	IELTS Preparation
<b>Intakes</b>	Any Monday
<b>Course duration</b>	10 weeks – 20 weeks
<b>Delivery Mode</b>	Face to face, classroom based
<b>Campus Location</b>	Level 8, 131 Queen Street, Melbourne, VIC 3000
<b>Assessment Mode</b>	Combination of written tests, speaking tests, and informal speaking activities
<b>Fee</b>	Refer to our website
<b>Entry Requirements</b>	A minimum IELTS score of 5, or: Cambridge First Certificate – C TOEFL iBT – 60 TOEFL PBT – 490 TOIEC – 550 Pearson Test of English Academic – 45 Oxford Placement Test – 135 Other English language test deemed equivalent of above Successful completion of Lyceum General English Intermediate Level An IELTS score 1 point below the desired score (to enter at the 20-week point) or 0.5 below their desired score (to enter at the 10-week point)
<b>Certificates to be Issued</b>	Students completing all assessment requirements for a course level will be awarded a Certificate of Completion. Students completing assessment requirements for part of a course will be awarded a Certificate of Participation indicating which units of Competency they have completed.

**English for Academic Purposes (EAP)**

<b>Course Name</b>	English for Academic Purposes (EAP)
<b>Intakes</b>	Please refer to our website
<b>Course duration</b>	10 weeks – 20 weeks
<b>Delivery Mode</b>	Face to face, classroom based
<b>Campus Location</b>	Level 8, 131 Queen Street, Melbourne, VIC 3000
<b>Assessment Mode</b>	Combination of written tests, speaking tests, presentations and assignments
<b>Fee</b>	Refer to our website
<b>Entry Requirements</b>	A minimum IELTS score of 5, or: Cambridge First Certificate – C TOEFL iBT – 60 TOEFL PBT – 490 TOIEC – 550 Pearson Test of English Academic – 45 Oxford Placement Test – 135 Other English language test deemed equivalent of above Successful completion of Lyceum General English Intermediate Level
<b>Certificates to be Issued</b>	An IELTS score 1 point below the desired score (to enter at the 20-week point) or 0.5 below their desired score (to enter at the 10-week point) Students completing all assessment requirements for a course level will be awarded a Certificate of Completion. Students completing assessment requirements for part of a course will be awarded a Certificate of Participation indicating which units of Competency they have completed.

**Attendance**

To achieve satisfactory attendance a student must attend at least 80% of the scheduled contact hours for their course.

At Lyceum, attendance is recorded at every class by the teacher and reviewed weekly by our student services team. Students will be informed by email when their attendance falls below 90% or if a student is absent for five consecutive days and the student will be expected to meet with our support staff. A further warning will be issued if a student’s current attendance drops below 80% and the student will be expected to meet with their program leader to discuss an intervention plan. If a student’s overall attendance drops below 80%, then Lyceum will pursue the intention to report process in accordance with the Student Attendance Policy, which may result in the cancellation of your visa.

If you are absent from a class due to illness or otherwise, you will need to provide a medical certificate or other formal evidence of compassionate or compelling circumstances (Eg. Police report) to the student services team in order for you not to be penalized for that absence.

For further information regarding attendance, please refer to Lyceum’s Student Attendance Policy.

**Lateness**

Being late to class causes disruption to the teachers and other students. For students who are enrolled on a Student Visa, it is crucial that you attend at least 80% of the classes, and that you also arrive on time. Please pay attention to the following:

Time missed once classes have started	Time taken off weekly attendance 16-
30 minutes	1 hour
31 minutes +	2 hours

Students will be deemed as 1 hour late should they arrive between 16 minutes and 30minutes late to a session. Should a student arrive 31 minutes late or more to a session, they will be deemed as being

absent for the whole session. The same penalties apply in regards to leaving early from a session. Teachers will document this in their attendance records.

## Learning Resources

Students can use computers at the school with free access to the Internet. W-fi is also available. Students are encouraged to read newspapers and magazines which are delivered to the school. Lyceum also offers a wide range of social activities after class including excursions, BBQs, visits to museums etc which provide students with great conversing opportunities. The Intercultural Partner Program matches English students with Lyceum local students (learning foreign languages) and students are also encouraged to participate in LOTE (Languages Other Than English) classes to meet Australians. Regular outings that mix both groups of students are organized by the school and include trivia nights, Lyceum’s annual Christmas Party and so on.

## Recognition of prior learning (RPL)

Recognition of Prior Learning does not apply to Lyceum’s English courses. All students are tested on their first day and then placed into the suitable level.

## Completion within expected duration of study

Lyceum students are required to complete their studies within the timeframe specified in their COE and student visa conditions. Only in proven compassionate or compelling circumstances will the student be issued with a new COE in order to extend their period of study to complete their course. Lyceum Education Centre may extend the duration of the student’s course only in the following exceptional circumstances<sup>1</sup>:

- On medical grounds (a medical practitioner’s certificate indicating the student is unable to attend class); or
- In exceptional compassionate circumstances beyond the students control, such as serious illness or death of a close family member (independent evidence of the exceptional circumstances is required).
- Where Lyceum Education Centre is implementing an intervention strategy for students at risk of not meeting academic progress requirements.

Any variation to the duration of a student’s course must be notified by Lyceum Education Centre on PRISMS and if necessary a new CoE will be issued.

Any variation to the duration of a student’s course and the reasons for the extension must be recorded by Lyceum Education Centre on the student’s file.

## Living and studying in Australia

Up-to-date and authoritative information on living and studying in Australia is available at the following web sites:

[www.studyinaustralia.gov.au](http://www.studyinaustralia.gov.au) - living and studying in Australia

[www.youthcentral.vic.gov.au/ViewPage.action?siteNodeId=1&repositoryName=www.youthcentral](http://www.youthcentral.vic.gov.au/ViewPage.action?siteNodeId=1&repositoryName=www.youthcentral) – Wages, housing, health and more useful information

<http://ptv.vic.gov.au>- public transport

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<sup>1</sup>Subject to consultation with the CEO and at his discretion.

## **Student support, welfare and behavior**

### **Student Support Services**

Lyceum Education Centre will gladly assist students in finding suitable accommodation. We can arrange to pick you up from the airport and can assist with your requirements for accommodation. You will also find that our friendly staff will be more than happy to answer your questions and assist you with settling into living and learning in Australia.

We recommend homestay as the preferred accommodation. Staying with a homestay family (single room accommodation, with or without meals provided) is a great way to make Australian friends and practice your English. At Lyceum we choose our homestay advisor very carefully to ensure that you get the best assistance and have the best experience of home life during your stay in Melbourne.

For more information, please email us on [info@lyceumenglish.com](mailto:info@lyceumenglish.com) or feel free to speak to our student services team at reception, or call us on +61 3 9600 1194 during working hours between 8:30am and 6:00pm (Monday to Thursday) or 8:30am and 5:00pm (Friday). Please note the college will be closed on public holidays and the Christmas holidays shutdown period.

Our Student Support Officer helps students make their learning experience at Lyceum Education Centre as productive and enjoyable as possible. Our staff is dedicated to help students adjust to their first few months of arriving in Australia, and to their new environment and academic workload.

For academic support, please contact the student services team to organize a time to speak with our ELICOS Program Leader. For counselling services, arrange a time with our Student Support Officer by contacting our student services team during office hours. Our Student Support Officer is trained in counselling and is available four days a week. For after-hours emergencies please contact our Campus Manager on +61 455 949 989.

### **Access and equity policy**

The College Code of Practice includes an access and equity policy. This document is available on request. It is the responsibility of all staff to ensure the requirements of the access and equity policy are met at all times.

### **College Contacts**

Contact the ELICOS Program Leader for assistance if you have any difficulties with your course, study requirements or assessment

Phone 03 9600 1194

Email [info@lyceumenglish.com](mailto:info@lyceumenglish.com)

## Relevant legislation and information

Please find below a range of legislation and information applicable to staff and students.

Fire, ambulance and police emergency	Phone 000
Translating and Interpreting Service	Phone 131 450
Life Line 24 hour Counselling, Advice and Referral Services	Phone 131 114
Victoria Legal Aid	Phone 03 9269 0120
Pregnancy Counselling Australia	Phone 1300 737 732
Fair Work Ombudsman	<a href="http://www.fwo.gov.au">www.fwo.gov.au</a>
Rights at work	<a href="http://www.job-watch.org.au">www.job-watch.org.au</a>
Health Services – Royal Melbourne Hospital (Carlton)	<a href="http://www.rmh.mh.org.au">www.rmh.mh.org.au</a>
List of General Practitioners (doctors) and hospitals	<a href="http://www.bupa.com.au/find-a-provider">www.bupa.com.au/find-a-provider</a>
Legal assistance	<a href="http://www.fitzroy-legal.org.au">www.fitzroy-legal.org.au</a>
Occupational Health & Safety	<a href="http://www.worksafe.vic.gov.au">www.worksafe.vic.gov.au</a>
Public transport- trains, trams and buses	<a href="http://www.ptv.gov.au">www.ptv.gov.au</a>
Department of Immigration & Citizenship	<a href="http://www.immi.gov.au">www.immi.gov.au</a>
OSHC Insurance	<a href="http://www.bupa.com.au">www.bupa.com.au</a>
Living and studying in Australia	<a href="http://www.studyinaustralia.gov.au">www.studyinaustralia.gov.au</a>
Things to do in Melbourne	<a href="http://www.thatsmelbourne.com.au">www.thatsmelbourne.com.au</a>

## Plagiarism and cheating

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own. Plagiarism is a serious act and may result in a student's exclusion from a unit or a course. When students have any doubts about including the work of other authors in their assessments, they must consult their trainer to discuss the matter. The following list outlines some of the activities for which a student can be suspected of plagiarism or cheating:

- Presenting any work by another individual as one's own unintentionally
- Handing in assessments markedly similar to or copied from another student.
- Presenting the work of another individual or group as their own work.
- Allowing another student to copy your work
- Handing in assessments without the adequate acknowledgement of sources used, including assessments taken totally or in part from the internet.

Legitimate cooperation between students on assignments is encouraged, as it can be a real aid to understanding. It is legitimate for students to discuss assignment questions at a general level, provided everybody involved makes some contribution. However, students must produce their own individual written solutions. Copying someone else's work is plagiarism, and is unacceptable.

## Copyright

Students must be careful when photocopying the work of others. The owner of the material may take legal action against students of the college if the owner's copyright has been infringed. Students are allowed to do a certain amount of photocopying for research or study purposes. Generally, 10% or one chapter of a book is acceptable, where the participant is studying with, or employed by, an educational institution.

## Student code of behaviour

The Student Code of Behaviour requires the following rights and expectations to be respected and adhered to at all time.

- The right to be treated with respect from others, to be treated fairly and without discrimination, regardless of religious, cultural, racial and sexual differences, age, disability or socio-economic status
- The right to be free from all forms of intimidation
- The right to work in a safe, clean, orderly and cooperative environment
- The right to have personal property (including computer files and student work) and the Registered Training Organization property protected from damage or other misuse
- The right to have any disputes settled in a fair and rational manner (this is accomplished by the Complaints and Appeals Procedure)
- The right to work and learn in a supportive environment without interference from others
- The right to express and share ideas and to ask questions
- The right to be treated with politeness and courtesy at all times
- The expectation that students will not engage in copyright breaches, cheating or plagiarism
- The expectation that students will submit work when required.
- The expectation that students will maintain consistent participation by attending all required classes and assessments.
- The expectation that students will attend all required classes and assessments as part of the requirement to progress through the course satisfactorily and complete the course within the time frame notified on the student enrolment form.

For non-compliance with the Code of Conduct the following procedure for discipline will be followed:

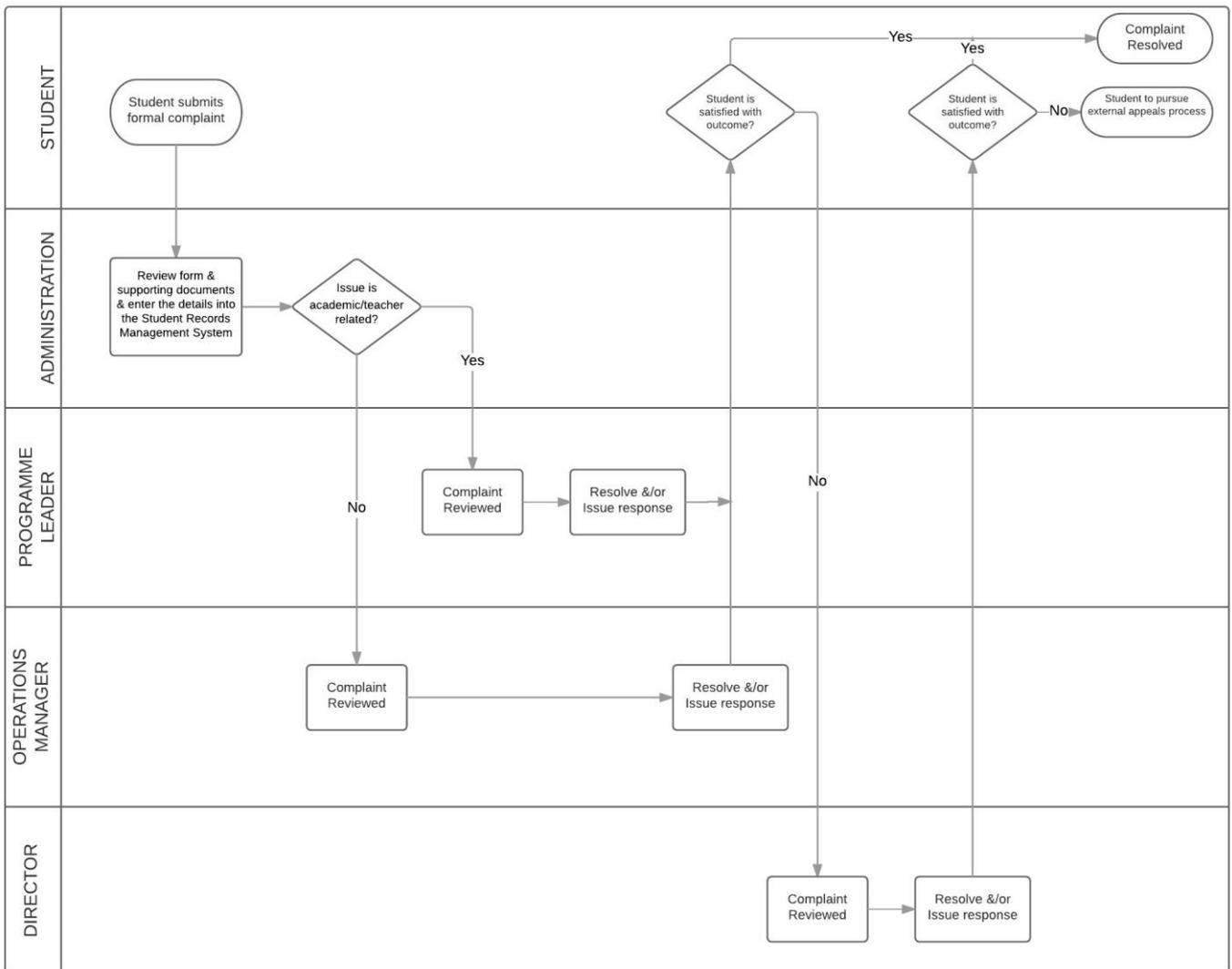
- A member of Lyceum Education Centre will contact students in the first instance and arrange a counselling meeting to discuss the issue or behaviour and to determine how the issue might be rectified. This meeting and its outcomes will be documented, signed by all parties and included in the student's personal file. (Step 1)
- Where there is a second breach of the Student Code of Behaviour, students will be invited for a personal interview with the Training Manager to discuss the breaches further. This meeting and its outcomes will be documented, signed by all parties and included in the student's personal file. (Step 2)
- Should a third breach of the Student Code of Behaviour occur after the stage 2 meeting, the student will be provided with a final warning in writing & a time frame in which to rectify the issue. A copy of this letter will be included in the student's personal file. (Step 3)
- After the three steps in the discipline procedure have been followed, and breaches of the Code of Behaviour still continue, training services will be withdrawn and the student will be sent a student suspension or cancellation letter.
- Failure to attend scheduled meetings may result in the College deciding to suspend or cancel a student's enrolment

- At any stage of this procedure students are able to access the College Complaints and Appeals Procedure to settle any disputes that may arise.

### Complaints and Appeals Procedure

The College has a Complaints and Appeals Procedure to provide students with a fair and equitable process for resolving any complaints or appeals they may have. The Complaints and Appeals Procedure includes a requirement that an independent mediator will be appointed if the student is dissatisfied with the process undertaken by the College. If you have a complaint or appeal you should follow the steps as described in the complaint flow chart (see next page). Please be aware that your enrolment remains current throughout the entire complaints and appeals process and we encourage you to continue to attend classes.

Student Complaint Process Flow Chart



## **Other Information**

### **Change of address and contact details**

You are required to advise the College of your residential address and telephone number and of any subsequent changes to your residential address and telephone number whilst enrolled in a course.. It is your responsibility and in your own interests to ensure that you always update your address details at the College to ensure you receives important information that the College may send to you from time to time.

On commencement and at least every six months whilst you are enrolled at the College you will be asked to review and update your contact information with the College.

### **Student initiated deferral or suspension of enrolment**

Students may initiate a request to defer commencement of studies or suspend their studies. Students wishing to defer the commencement of their studies or suspend their studies must apply to do so in writing to the College using the student deferral, suspension or cancellation application form or in writing by email, fax or post.

### **Student cancellation of enrolment**

Cancellation of enrolment will trigger the refund arrangements in the agreement between the College and the client organization. Students who cancel their enrolment and think a refund is due must apply for a refund. Refund applications must be made in writing to the College Administration Coordinator. The refund application form, available from the College, may be used as the written application. Written applications for refunds will also be accepted by mail or by email. Refunds will be made within 28 days of receipt of a written application.

### **College initiated suspension or cancellation of enrolment**

The College may decide to suspend or cancel a student's enrolment on its own initiative as a response to breaching the student code of behaviour through misbehaviour, a poor academic record or poor attendance by the student. If the College is intending to initiate a suspension or cancellation of enrolment a warning letter will be sent to the student's currently notified address and the student will have 20 working days from the date of the warning letter to complain or appeal against the College suspension or cancellation.

### **College deferral of commencement**

The College may also decide to defer the commencement of a course. If the College defers the commencement of a course the provider default conditions in the agreement between the College and the client organization will be triggered and the College will be obliged to repay any unspent pre-paid fees received by the College in respect of the student within 14 days of the date of deferral unless alternative arrangements can be made which are acceptable to students.

### **Use of personal information**

It is a requirement of the Australian Quality Training Framework that students can access personal information held by the College and may request corrections to information that is incorrect or out of date. Apply to the Administration Coordinator using the Student records request form if you wish to view your own records. Once the request has been approved the Administration Coordinator will

arrange a time for you to view your own records. You must view your records at the College and you cannot take records away from the College.

## **The ESOS Framework**

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 both the Education Services for Overseas Students (ESOS) Act 2000 and the National Code 2007. Please refer to the Australian Government explanation of how the Education Services to Overseas Students Act 2000 works:  
<https://www.legislation.gov.au/Details/C2016C00935>

## **Course Progress and Intervention strategies**

Progress is measured through satisfactory/ unsatisfactory completion of the range of assessment tasks set for each course and monitored by the Program Leader.

Unsatisfactory course progress is defined as not successfully completing or demonstrating competency in 50% or more of course assessments within the study period.

If a student has been identified as being at risk of failing to demonstrate satisfactory course progress, documentary evidence must be collected by the Program Leader to substantiate the claim in the form of attendance records, assessment grades, samples of work etc. The Program Leader will arrange a meeting with the teacher to discuss appropriate intervention strategies and then meet with the student to discuss ways to implement an agreed strategy. This strategy may include increased monitoring of student, assistance with personal issues which may be impeding progress, additional homework or time management and study skills advice.

All teachers will be informed of the course progress and intervention strategy during the Induction Session conducted by the Program Leader.

## Course details and entry requirements

### General English

<b>Beginner Level</b>	
<b>Entry requirements</b>	There are no entry requirements for beginner level.
<b>Course description</b>	The beginner level is designed for complete beginners in English or those who need to brush up on the basics before moving on to elementary level. They may never have studied English, or may have done so some time ago. In this level they will learn basic English in familiar situations across all four macro skills of reading, writing, listening and speaking.
<b>Learning outcomes</b>	Upon completion of this course students will be able to: <ul style="list-style-type: none"> <li><b>Reading</b> <ul style="list-style-type: none"> <li>• Read and understand simple texts in English</li> <li>• Answer simple comprehension questions and match sentences about texts</li> <li>• Reconstruct texts by reordering sentences</li> <li>• Understand the main idea of a text</li> <li>• Identify specific information in a text</li> </ul> </li> <li><b>Writing</b> <ul style="list-style-type: none"> <li>• Complete forms</li> <li>• Write well-structured simple sentences</li> <li>• Write simple texts about familiar topics</li> <li>• Use simple conjunctions</li> <li>• Use punctuation and capitalisation correctly in simple sentences</li> </ul> </li> <li><b>Listening</b> <ul style="list-style-type: none"> <li>• Listen for specific information e.g. personal information</li> <li>• Answer simple questions on informational texts</li> <li>• Match information with speakers</li> <li>• Listen for pronunciation and intonation</li> <li>• Identify numbers (e.g. years and dates) from listening texts</li> <li>• Listen to complete sentences</li> </ul> </li> <li><b>Speaking</b> <ul style="list-style-type: none"> <li>• Greetings and introductions</li> <li>• Make conversations in familiar situations (e.g. café, chatting about family, weekend)</li> <li>• Ask and respond to simple questions with modelling</li> <li>• Describe things</li> <li>• Talk about past and future events</li> </ul> </li> </ul>
<b>Elementary Level</b>	
<b>Entry requirements</b>	To enter the Elementary course, students need the following or equivalent: <ul style="list-style-type: none"> <li>• ISLPR Entry Level: 1</li> <li>• IELTS Entry Level: 2.5</li> <li>• Successful completion of GE Beginner level at Lyceum English Language Australia</li> </ul> In addition to the above, all students will sit a placement test on arrival, and this will determine the class they will be placed in.
<b>Course description</b>	The elementary level is designed to help students develop English to communicate in simple situations and daily activities in the community, to access services available to them and to improve the core skills of reading, writing, listening and speaking.
<b>Learning outcomes</b>	Upon completion of this course students will be able to: <ul style="list-style-type: none"> <li><b>Reading</b> <ul style="list-style-type: none"> <li>• Skim for main ideas and scan for specific information</li> <li>• Find information in documents</li> <li>• Understand texts about familiar topics</li> <li>• Answer multiple choice and short answer questions about a text</li> <li>• Use simple texts as models for writing</li> </ul> </li> <li><b>Writing</b> <ul style="list-style-type: none"> <li>• Write simple descriptions</li> <li>• Write well-structured sentences</li> <li>• Devise questions to form a survey and respond to questions in writing</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>• Complete application forms</li> <li>• Write email messages and online texts</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Listen for specific information e.g. numbers, names, countries Answer questions on informational texts</li> <li>• Match information to pictures</li> <li>• Respond to questions in familiar situations Understand simple telephone conversations Follow directions</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• Greetings and introductions</li> <li>• Talk about familiar topics and routines</li> <li>• Ask and respond to straightforward questions Describe pictures and differences between pictures Make arrangements and plans</li> </ul>

**Pre-intermediate Level**

<b>Entry requirements</b>	<p>To enter the Pre-intermediate course, students need the following or equivalent:</p> <ul style="list-style-type: none"> <li>• ISLPR Entry Level: 1+</li> <li>• IELTS Entry Level: 3</li> <li>• Cambridge English Key (KET)</li> <li>• Successful completion of GE Elementary level at Lyceum English Language Australia</li> </ul> <p>In addition to the above, all students will sit a placement test on arrival, and this will determine the class they will be placed in.</p>
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**Course description** The pre-intermediate level is designed to help students develop English to communicate in a variety of situations and about a variety of topics, to discuss ideas and feelings and to improve the core skills of reading, writing, listening and speaking.

<b>Learning outcomes</b>	<p>Upon completion of this course students will be able to:</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Skim for main ideas and scan for specific information</li> <li>• Guessing the meaning of words from context</li> <li>• Understand texts about a range of familiar and unfamiliar topics</li> <li>• Use texts as a basis for discussion</li> <li>• Use texts as models for a range of writing tasks</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write well-constructed paragraphs</li> <li>• Write narratives</li> <li>• Write descriptions of people and places</li> <li>• Write letters and invitations</li> <li>• Complete application forms</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen for gist and specific information</li> <li>• Use listening tasks as a basis for speaking</li> <li>• Match information to specific criteria (e. g. jobs)</li> <li>• Complete tables of information</li> <li>• Identify main points and summarise information in listening texts</li> <li>• Infer relationships of speakers</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Tell a story</li> <li>• Talk about personal activities and engage in social chit-chat</li> <li>• Describe people and places</li> <li>• Talk about the future and plans</li> <li>• Make choices and explain the reasons for those choices</li> </ul>
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**Intermediate Level**

<b>Entry requirements</b>	<p>To enter the Intermediate course, students need the following or equivalent:</p> <ul style="list-style-type: none"> <li>• ISLPR Entry Level: 2</li> <li>• IELTS Entry Level: 4.5</li> <li>• Cambridge Preliminary English (PET)</li> <li>• Successful completion of GE Pre-intermediate level at Lyceum English Language Australia</li> </ul>
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	In addition to the above, all students will sit a placement test on arrival, and this will determine the class they will be placed in.
<b>Course description</b>	The intermediate level is designed to help students develop English to communicate in a wide range of contexts, link ideas and opinions in spoken and written forms and to improve listening and reading skills to form a basis for speaking and writing.
<b>Learning outcomes</b>	<p>Upon completion of this course students will be able to:</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read for main points and specific information</li> <li>• Answer comprehension questions on a text</li> <li>• Make inferences from written texts</li> <li>• Identify different text types (narrative, news report, informational text etc)</li> <li>• Use text types as models for different types of writing</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write emails, descriptions and narratives</li> <li>• Write for work purposes</li> <li>• Give opinions in writing</li> <li>• Write in paragraphs</li> <li>• Use several types of linking words in their writing</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen for main idea and specific information</li> <li>• Use listening as a basis for discussion and extension</li> <li>• Listen in order to match or to complete sentences</li> <li>• Answer questions based on listening texts</li> <li>• Listen and reconstruct a story</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Talk about a variety of familiar topics</li> <li>• Describe people and places in detail</li> <li>• Give advice and make suggestions</li> <li>• Give opinions and suggest solutions to problems</li> <li>• Make arrangements over the phone</li> </ul>

**Upper Intermediate Level**

<b>Entry requirements</b>	<p>To enter the Upper-intermediate course, students need the following or equivalent:</p> <ul style="list-style-type: none"> <li>• ISLPR Entry Level: 2+/3</li> <li>• IELTS Entry Level: 5</li> <li>• Cambridge First Certificate English (FCE)</li> <li>• Successful completion of GE Intermediate level at Lyceum English Language Australia</li> </ul> <p>In addition to the above, all students will sit a placement test on arrival, and this will determine the class they will be placed in.</p>
<b>Course description</b>	The upper-intermediate level is designed to help students develop English to communicate in a wide range of contexts, express opinions and reasons and to read and write a variety of genres and for a variety of purposes.
<b>Learning outcomes</b>	<p>Upon completion of this course students will be able to:</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read for main idea and specific information</li> <li>• Guess the meaning of new words from context</li> <li>• Read and understand texts in a variety of genres</li> <li>• Identify register and tone from reading texts</li> <li>• Use reading texts to inform their writing</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write biographies and narratives</li> <li>• Write descriptions of events and achievements</li> <li>• Write formal letters and other types of messages</li> <li>• Give opinions and supporting reasons in essays and reviews</li> <li>• Take notes when listening to information</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen for main ideas and supporting detail</li> <li>• Use listening as a basis for presenting information</li> <li>• Listen in order to make notes</li> <li>• Listen in order to summarise verbally</li> <li>• Listen for explanations and reasons</li> </ul>

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	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Talk about a wide variety of topics</li> <li>• Present information clearly to others</li> <li>• Describe events and achievements</li> <li>• Explain opinions and decisions</li> <li>• Speak accurately in various contexts</li> </ul>
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<b>Advanced Level</b>	
<b>Entry requirements</b>	<p>To enter the Advanced course, students need the following or equivalent:</p> <ul style="list-style-type: none"> <li>• ISLPR Entry Level: 3+</li> <li>• IELTS Entry Level: 5.5</li> <li>• Cambridge First Certificate English (FCE) (A)</li> <li>• Successful completion of GE Upper-intermediate level at Lyceum English Language Australia</li> </ul> <p>In addition to the above, all students will sit a placement test on arrival, and this will determine the class they will be placed in.</p>
<b>Course description</b>	<p>The advanced level is designed to help students develop English to interpret complex written information in a variety of contexts, to understand extended speech and make notes on it, and to present information clearly and accurately in both spoken and written forms.</p>
<b>Learning outcomes</b>	<p>Upon completion of this course students will be able to:</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read contemporary articles for meaning and specific information</li> <li>• Read articles and reports and interpret writer’s viewpoint</li> <li>• Identify genre, register, tone and attitude in a written text</li> <li>• Use reading texts to find evidence to support written arguments</li> <li>• Write accurately for a variety of purposes and contexts</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write clear, detailed text on a wide variety of subjects</li> <li>• Write essays or reports using researched evidence to support their points</li> <li>• Write different forms of communication to deliver an accurate message</li> <li>• Write to convey information in a clear and structured manner</li> <li>• Use a variety of genres to convey opinion and reasons</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Understand extended speech on a wide variety of topics</li> <li>• Interpret indications of tone and register</li> <li>• Interpret opinions expressed in listening texts</li> <li>• Use a wide variety of listening tasks as a basis for extended discussion</li> <li>• Follow extended lines of argument on familiar topics</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Interact with native speakers with little or no problem</li> <li>• Take an active part in discussions on familiar topics</li> <li>• Present information and descriptions on a wide range of topics</li> <li>• Explain a viewpoint on a topical issue giving reasons for that viewpoint</li> <li>• Use stress, rhythm and intonation to convey meaning</li> <li>• Explain the reasons for decisions they have made</li> </ul>

## IELTS Preparation

<b>IELTS Preparation Course</b>	
<b>Entry requirements</b>	<p>To enter the course, students need the following or equivalent:</p> <ul style="list-style-type: none"> <li>• A minimum IELTS score of 5, or:</li> <li>• Cambridge First Certificate – C</li> <li>• TOEFL iBT – 60</li> <li>• TOEFL PBT – 490</li> <li>• TOIEC – 550</li> <li>• Pearson Test of English Academic – 45</li> <li>• Oxford Placement Test – 135</li> <li>• Other English language test deemed equivalent of above</li> </ul>

	<ul style="list-style-type: none"> <li>• Successful completion of Lyceum General English Intermediate Level</li> <li>• An IELTS score 1 point below the desired score (to enter at the 20- week point) or 0.5 below their desired score (to enter at the 10-week point)</li> </ul>
<b>Course description</b>	<p>The IELTS Preparation course is designed to help students develop English skills to prepare for the formal IELTS Test (Academic Module). It will use a theme-based systematic approach to develop skills in all four macro skills of reading, writing, listening and speaking, plus give students extra help with vocabulary and grammar. The course will provide students with a thorough understanding of the test format, as well as timing and procedures of the IELTS test. The structure of the course provides students with a step-by-step preparation for the test. Students will also do either a section of a practice test or a complete practice test each week to help them monitor their progress towards their goal. They will be given feedback on these tests in class, and may be given extra work to do at home to target problem areas on an individual basis. The course is delivered through a communicative approach engaging students with task-based activities, catering to the individual needs, language backgrounds and learning styles of a wide range of students. Each week one or more topics are covered.</p>
<b>Learning outcomes</b>	<p>The overall objective of the course is to help students develop English skills to prepare for IELTS Academic Test.</p> <p>Upon completion of this course students will be able to:</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• recognise the different types of questions asked in IELTS tests</li> <li>• predict main ideas from titles and visual aids</li> <li>• use skimming and scanning to identify gist and details</li> <li>• identify and summarise the main ideas in various types of texts</li> <li>• determine the meaning of unknown words from the context</li> <li>• recognise a writer's views or claims and their implications</li> <li>• answer a variety of question types found in IELTS reading tests</li> <li>• complete a reading test in the allotted time</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• analyse IELTS questions and respond appropriately</li> <li>• organise and present information in a coherent way</li> <li>• use appropriate language and vocabulary for specific tasks</li> <li>• use a variety of sentence patterns with grammatical accuracy</li> <li>• summarise the main ideas of various types of texts</li> <li>• develop an argument and support it in a structured essay</li> <li>• identify implications and propose solutions</li> <li>• edit written work</li> <li>• complete the test tasks within the required time limits</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• recognise the format and question patterns in an IELTS listening test</li> <li>• use a variety of techniques to respond appropriately to IELTS listening test questions</li> <li>• identify the main ideas of an aural text</li> <li>• identify specific information and roles of speakers</li> <li>• identify numbers, dates, time, letters, etc. correctly</li> <li>• understand the implications of information provided in aural texts</li> <li>• accurately transfer information gathered from listening to written answers within the set time limit</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• recognise the different sections and requirements of the IELTS speaking test</li> <li>• introduce self and converse confidently on a topic, for example, family, hobbies, or work</li> <li>• give a talk based on a personal topic</li> <li>• give an opinion and justify it</li> <li>• speculate about general topics</li> <li>• answer questions fluently and with clear pronunciation</li> <li>• use appropriate stress, intonation and speed patterns in their conversation</li> <li>• use the appropriate vocabulary and grammar to express their ideas</li> <li>• complete a speaking test within the allotted time</li> </ul>

## English for Academic Purposes (EAP)

### English for Academic Purposes 1

<b>Entry requirements</b>	<p>All new students will sit a placement test (Oxford Placement Test) on arrival, and this will determine the class they will be placed in. To enter the course, students need the following or equivalent:</p> <ul style="list-style-type: none"> <li>• A minimum IELTS score of 5, or:</li> <li>• Cambridge First Certificate – C</li> <li>• TOEFL iBT – 60</li> <li>• TOEFL PBT – 490</li> <li>• TOIEC – 550</li> <li>• Pearson Test of English Academic – 45</li> <li>• Other English language test deemed equivalent of above</li> <li>• Successful completion of General English Intermediate level at Lyceum English Language Australia</li> </ul>
<b>Course description</b>	<p>The EAP1 level is designed to help students develop English and Academic skills to study in an Australian university or TAFE. The course has 5 main subject areas: reading, writing, listening &amp; speaking, grammar and academic skills. Several types of academic writing are covered in this course with a focus on explanation and opinion essays. This course is a foundation for EAP2, which will prepare students for direct entry into university or TAFE.</p>
<b>Learning outcomes</b>	<p>Upon completion of this course students will be able to:</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Use skimming and scanning techniques to get the gist of a text and find specific information</li> <li>• Guess the meaning of new vocabulary from context</li> <li>• Identify structural features of a written text, for example topic sentences, points in arguments etc</li> <li>• Identify different genres of text and identify their purpose</li> <li>• Identify an author’s point of view, bias and tone</li> <li>• Read academic texts, make notes from them and write a summary of the text</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Keep a personal journal to improve fluency and reflect on learning</li> <li>• Write grammatically in English, with an ability to write simple sentences and with reasonable control of complex sentence structures</li> <li>• Write well-structured and formatted paragraphs of various types</li> <li>• Express ideas in a logical order</li> <li>• Make and take notes and write a summary of a text</li> <li>• Write short explanation and opinion essays</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen for a range of purposes, e.g. to predict, identify stages, answer short-answer questions etc</li> <li>• Listen to and follow instructions</li> <li>• Listen to differentiate between opinion and fact, solutions, explanations</li> <li>• Listen to a short talk or video and retell or write a short piece based on the listening</li> <li>• Listen to a short lecture and take notes, then complete a writing task based on the notes.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Communicate effectively in the classroom with other students and the teacher</li> <li>• Speak fluently about familiar topics</li> <li>• Use stress, tone and intonation to convey meaning clearly</li> <li>• Participate in an academic debate</li> <li>• Give a presentation using visual aids e.g. Powerpoint, Presi or Flash etc</li> </ul>

### English for Academic Purposes 2

<b>Entry requirements</b>	<p>All new students will sit a placement test (Oxford Placement Test) on arrival, and this will determine the class they will be placed in. To enter the course, students need the following or equivalent:</p> <ul style="list-style-type: none"> <li>• A minimum IELTS score of 5.5, or:</li> <li>• Cambridge First Certificate – A</li> <li>• TOEFL iBT – 72</li> </ul>
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- TOIEC – 650
- Pearson Test of English Academic – 50
- Other English language test deemed equivalent of above
- Successful completion of EAP1 level at Lyceum English Language Australia

### Course description

The EAP2 level is designed to help students develop English to study in an Australian university or TAFE. The course has 5 main subject areas: reading, writing, listening & speaking, grammar and academic skills. Several types of academic writing are covered in this course with a focus on argument essays and research reports.

### Learning outcomes

Upon completion of this course students will be able to:

#### Reading

- Use skimming and scanning techniques to get the gist of a text and find specific information in complex texts
- Find the meaning of new vocabulary in context and extend that meaning
- Critically read and analyses a variety of complex texts
- Identify genre, purpose, tone, bias, and author's stance in a text and understand the role of style in relation to these
- Identify and follow the stages of a written text
- Evaluate the reliability and credibility of a variety of texts, including those found on the Internet
- Read and synthesize information for use as evidence of supporting ideas in research
- Understand and expand on a wide range of academic vocabulary

#### Writing

- Record and reflect on learning in an academic journal
- Write correctly-structured and cohesive paragraphs for inclusion in essays or research reports, using topic sentences, supporting ideas and relevant evidence
- Plan, draft and edit their writing
- Write a well-structured and cohesive argument essay with a clear thesis and logical development of that thesis, including a refutation of the opposing point of view
- Identify the purpose of a research report and analyses the parts and functions
- Formulate and administer a questionnaire for the purpose of creating a report from this research
- Generate graphs and tables from their research results
- Synthesize primary and secondary research into appropriate discussion sections and paraphrase ideas
- Correctly reference any research cited in their writing
- Create all sections of a report, including executive summary, introduction, methodology, findings, discussion and conclusion and recommendations

#### Listening

- Listen for signals and discourse markers in lectures which indicate important ideas etc.
- Use several techniques for listening and note-taking e.g. symbols and abbreviations, using lecture notes and PowerPoint slides, spider diagrams, linear method, tables, Cornell Method etc.
- Listen for transitions between ideas and recognize staging in lectures and presentations
- Take notes from detailed explanations and write summaries from such notes
- Identify speaker's attitude in lectures and presentations

#### Speaking

- Give spoken explanations and prepare and present academic presentations
- Participate in tutorials and understand the rules of turn-taking, interrupting and preventing interruptions, suggesting, and accepting and rejecting ideas
- Discuss a wide variety of issues, clearly expressing their opinions and reasons for those opinions
- Participate in an informal debate, refuting, exemplifying and requesting further information
- Make academic requests and replies
- Use persuasive language to convince others to adopt their point of view