



# **TRAINING & ASSESSMENT STRATEGY**

## **10365NAT Certificate IV in Spoken and Written English - Further Studies**

This training and assessment strategy is intended to inform trainers and assessors involved in the delivery of training and the collection of assessment evidence. It is also relevant to students, employers or supervisors. The strategy provides a top down perspective of the course and the training and assessment to be applied. This is a working document and will change over time as the course is subjected to continuous improvement. The training and assessment strategy should be read in conjunction with supporting learning and assessment documentation and CBC's Student Handbook.

Published by the Canterbury Business College (CBC)

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## Training and Assessment Strategy

<b>Name of RTO</b>	Canterbury Business College Pty Ltd		
<b>Code and title of qualification</b>	10365NAT Certificate IV in Spoken and Written English – Further Studies CRICOS Code – 095415B		
<b>Course Fee / Tuition Fee</b>	\$AU 5500 (includes tuition fees plus any additional compulsory costs)  Please note Canterbury Business College reserves the right to vary Tuition Fees and/or Material Fees without prior notice. Please contact the College prior to enrolling to confirm the current cost and fee structure and refer to the Pre-enrolment Information Pack (Brochure) for Student Refund and Cancellation Policy.		
<b>Qualification Packaging rules</b>	<b>Total number of modules= 7 (1 compulsory module plus 6 elective modules)</b>  Elective modules are guided by the core rules requirements and the characteristics of the AQF level of this qualification.		
<b>Units of competencies</b>			
<b>Module</b>	<b>Unit Code</b>	<b>Unit Name</b>	<b>Nominal Hours</b>
<b>Compulsory Module</b>			
Module A	SWELRN401A	Learning strategies for further studies	20
<b>Electives</b>			
Module B	SWEKNO402A	Language knowledge	80
Module C	SWEUND403A	Understanding academic culture	80
Module E	SWEPER405A	Writing skills for persuasive essays	80
Module F	SWEANA406A	Writing skills for academic reports	80
Module G	SWELIS407A	Listening and taking notes in presentations	80
Module H	SWESPE408A	Speaking and writing skills for presentations	80

<p><b>Course Description</b></p>	<p><b>10365NAT Certificate IV in Spoken and Written English – Further Studies</b> focuses specifically on the development of spoken and written language skills required to continue with higher education studies.</p> <p>It provides a general education curriculum for English as an additional language (EAL) language and literacy education primarily targeted to students who need to develop higher-level language skills to enter higher education or higher-level training.</p> <p>10365NAT Certificate IV in Spoken and Written English – Further Studies is an <i>advanced</i> course for learners who have developed some competence in English language and literacy skills and who have had fair degree of formal or informal exposure to English.</p> <p>Educational outcomes for 10365NAT Certificate IV in Spoken and Written English – Further Studies are advanced skills in:</p> <ul style="list-style-type: none"> <li>• language knowledge</li> <li>• understanding academic culture</li> <li>• identifying critical stance in texts</li> <li>• identifying conventions for referencing other people's ideas</li> <li>• reading a variety of texts</li> <li>• note-taking</li> <li>• interpreting diagrammatic texts</li> <li>• interpreting essay questions</li> <li>• researching, planning and writing essays</li> <li>• researching, planning and writing reports</li> <li>• understanding lectures and presentations</li> <li>• delivering presentations with visual support</li> <li>• participating in discussions/tutorials</li> <li>• pronunciation for further studies.</li> </ul> <p><small>*Ref - 10365NAT Certificate IV in Spoken and Written English - Further Studies Version 1 – July 2013 Published by NSW Adult Migrant English Service</small></p>
<p><b>Duration</b></p>	<p>The Certificate IV Spoken and Written English – Further Studies is conducted over a 26-weeks period (includes any public holidays), over 1 term.</p> <p>CBC students will attend class equivalent to 20 hours per week in full-time mode.</p> <p>Total Duration with Holidays = 26 weeks (500 Hours + 200* hours self-study) Holidays = As per recognised public holidays for the state</p> <p>*It is expected that learners will undertake 200 hours of out-of-class study. This will involve homework and out-of-class tasks set by teachers. Time will also be spent undertaking research and practising language skills through authentic spoken and written events in individual learning classes, computer rooms and in the community.</p> <p>Please contact <a href="mailto:info@canterburybc.com.au">info@canterburybc.com.au</a> for a copy of timetable.</p>

<p><b>Pre-requisite requirements</b></p>	<p><b><i>Pathways into the qualification</i></b></p> <p>It is strongly recommended that individuals entering this qualification hold a General English (ELICOS) Course certificate at Upper Intermediate or above plus the entry level placement test based on the ELLNA Kit from AMES (assessment test provided by CBC). Otherwise ISLPR 2+ is required.</p> <p>Learners entering this level of the CSWE curriculum framework are identified as advanced.</p> <p>For example, entry point against the International Second Language Proficiency Rating (ISLPR) scale is 2+ across the four macro skills of listening, speaking, reading and writing.</p> <p>Entry point against the Australian Core Skills Framework (ACSF) is Level 4.</p> <p>For learners with a mixed profile it is possible for them to be enrolled across Certificate levels. For example, a learner with weaker writing skills and higher oracy can be enrolled in Certificates III and IV simultaneously.</p> <p><b><i>Pathways from the qualification</i></b></p> <p>10365NAT Certificate IV in Spoken and Written English – Further Studies is a component of the <i>Certificates in Spoken and Written English</i> (CSWE) general education English as an additional language (EAL) curriculum framework through which learners can progress from the <i>Preliminary course in Spoken and Written English</i> through to <i>Certificate IV in Spoken and Written English – Further Studies</i>.</p> <p>CSWE provides underpinning language, literacy and numeracy skills that can be applied to entry into vocational and/or further study pathways. Pathways through the qualification may include:</p> <ul style="list-style-type: none"> <li>• full-time or part-time study with a registered training organisation</li> <li>• face-to-face study</li> <li>• institution-based training</li> <li>• flexible delivery through online courses, print distance learning resources or a tutor</li> <li>• blended learning options through distance and face-to-face delivery</li> <li>• recognition of prior learning (RPL)</li> </ul> <p>After achieving this qualification, individuals may engage in further learning in vocational or higher education through Certificate IV, Diploma, Advanced Diploma and Degree qualifications in a discipline of choice.</p>
<p><b>Language Literacy and Numeracy (LLN) requirements</b></p>	<ul style="list-style-type: none"> <li>• Canterbury Business College is committed to provide education opportunities to its students from non-English-speaking background (NESB).</li> <li>• Canterbury Business College will use enrolment procedures aimed at ensuring that only students with the requisite LLN skills enrol in its courses as stated in its assessing student's qualifications and English language proficiency Policy and Procedure.</li> <li>• Canterbury Business College recognises the need to pay particular attention to issues related to language in its training and assessment, in order to cater to the needs of the largest section of its target market, i.e. International</li> </ul>

	<p>students</p> <ul style="list-style-type: none"> <li>• Canterbury Business College will take all reasonable measures to ensure that its staff are aware of the students' specific learning needs and make reasonable adjustments to training and assessment practices to cater for such needs.</li> <li>• Canterbury Business College reserves the right to refer students whose English language proficiency is demonstrably inadequate for their course to enrol in a package course comprising an ELICOS course of sufficient duration in an approved English Language Teaching (ELT) Centre.</li> <li>• If after the commencement of a program it is identified that a student has a Language, Literacy and Numeracy (LLN) issue; our staff can discuss different ways of conducting training and assessment to assist students to access additional tutorial (generally on Fridays) with the Head Trainer.</li> <li>• Students requiring any assistance or support with language, literacy or numeracy should speak confidentially with their trainers and assessor who will call on the Head Trainer and/or other assessors for assistance and guidance as required.</li> </ul>
<b>Clients</b>	<p>CBC's clients for this qualification are international students who would like to develop their skills and knowledge in order to create further educational and employment opportunities.</p> <p>Entry requirements for students:</p> <ul style="list-style-type: none"> <li>• An overall IELTS band 5.0 or equivalent and above or ISLPR 2+ (International Students only)</li> <li>• 18 years and above with a High School Certificate (Year 12)</li> <li>• Students will / may have to meet the entry criteria's depending on individual qualification requirements.</li> <li>• If a student does not have the international tests required for entry, a entry placement / assessment test may be taken that CBC has prepared based on the assessment criteria required for entry into the CERT IV course.</li> </ul>

<b>Learning and assessment arrangements</b>	<p><b>Organisation’s Delivery plan</b></p> <p>Each module of 10365NAT Certificate IV in Spoken and Written English – Further Studies focuses on a specific area of language acquisition through the study of spoken or written text-types. English as an additional language (EAL) learners gain skills in dealing with spoken and written texts from a range of contexts by studying a variety of modules. The methodology of teaching English language involves scaffolding the development of knowledge and skills through a range of teacher-centred and learner-centred activities and tasks, which prepare students for the final assessment.</p> <p>A minimum of two successful performances per module, or learning outcomes, where appropriate, provide sufficient evidence of learner competence. Evidence for successful performances can be gathered through formative or summative assessment tasks.</p> <p>The qualification combines face-to-face trainer led theory/practical classes involving small groups/ individual activities, in a simulated environment resembling the workplace setting as close as possible.</p>
	<p><b>Delivery modes</b></p> <p><b>1 Delivery modes</b></p> <p>Delivery may be by distance or face to face. Modules in 10365NAT Certificate IV in Spoken and Written English – Further Studies have been designed to provide flexible delivery according to the needs of the learner or learner group. Modules may be delivered and assessed as stand-alone modules or as a combination of modules and may be taught through text-based, topic-based or theme based approaches. Word skills, grammar, vocabulary, pronunciation and graphology should be taught within these contexts.</p> <p><b>2 Limitations on delivery modes</b></p> <p>In some delivery modes provision must be made for communication that would normally be conducted face to face, including telephone, video or online conferencing, videos of performance and online discussion or chat.</p> <p><b>3 Support mechanisms</b></p> <p>Support mechanisms to maximise learner completion of the course may include:</p> <ul style="list-style-type: none"> <li>• learners grouped appropriately according to level and need</li> <li>• a variety of modes of delivery eg: blended learning, distance learning</li> <li>• provision of a range of different types of learning activities eg: group and project work, simulated and real-life activities</li> <li>• teaching and learning strategies which reflect educational background and needs, and preferred learning styles of learners</li> <li>• educational counselling</li> </ul>

### **Evidence-gathering techniques / Assessment tools**

Evidence-gathering techniques takes place throughout the whole process and units of competency are assessed individually and within the modules.

In order to facilitate a flexible approach to both learning and assessment, the evidence gathering is both formative and summative. Formative evaluation is ongoing throughout the delivery of the learning sequence at times mutually agreed upon between the assessor and the student. The form and timing of summative assessment will be discussed with the students at the beginning of each learning sequence.

Depending on the purpose of the assessment, the following types of assessment and methods of gathering evidence may be used:

- collection of learner documents
- collection of work samples
- verbal and/or written questioning
- teacher observation of satisfactory performance
- observed role-plays
- presentations
- projects
- observation of simulated or real-world tasks
- checklists of learner performance
- discussions
- ongoing assessment
- student self-assessment
- portfolios

Please refer to **Appendix 1** for Evidence gathering techniques / Assessment tools.

**Combinations of these methods will be used for most situations (eg. observations and oral questioning)**

## **Delivery and assessment staff**

### **1 Assessor competence**

Assessors must be trained teachers with the following teaching qualifications:

A. A recognised bachelor degree – a formal qualification awarded by an Australian university or tertiary institution, or its onshore or overseas equivalent, that is at least three years full-time in length or its part-time equivalent and a recognised postgraduate TESOL qualification – resulting from a course of study in which course content of no less than 100 contact hours (or distance learning equivalent) covers the grammar of the English language, language learning and TESOL methodology and includes a practicum.

**or**

A Bachelor of Education with a TESOL major or equivalent that includes a practicum.

**and**

B. All assessment must be undertaken by assessors who meet the requirements stated to apply under the *Standards for NVR registered Training Organisations* or the *Australian Quality Training Framework (AQTF)* in effect at the time at which assessment is conducted. This includes the necessary assessment competencies determined by the National Skills Standards Council (NSSC) or its successors in effect at the time of assessment.

**NOTE:** The practicum must be at least 60 hours, which includes, for example, supervised teaching, observation, field visits, resources evaluation, team teaching, volunteer tutoring etc.

If a course undertaken has less than 60 hours practicum, teachers must demonstrate teaching experience equivalent to 60 hours, or must make up the difference in duration by individually organising a supervised practicum. Appropriate documentation of such a practicum should be kept.

*\*Ref - 10365NAT Certificate IV in Spoken and Written English - Further Studies  
Version 1 – July 2013 Published by NSW Adult Migrant English Service*

### **Recognition of Prior Learning (RPL) / Credit Transfer (CT)**

Students are granted recognition of prior learning, where they are able to demonstrate that they can fulfil the assessment criteria for a particular learning outcome or module. Providers are required to comply with the AQF Pathways Policy 2.1.6 (AQF 2013: 79).

### **Special Needs Arrangements (Reasonable Adjustments)**

All students, including those with disabilities, are treated equally, with dignity and be able to enjoy the benefits of the educational experience in the same way.

If there are students with special needs, the trainer/assessor takes into account the students' needs and makes appropriate adjustments to the training environment, wherever feasible and practicable and in consultation with the Principal and Head Trainer.



### **Transition Arrangements**

The Principal is fully responsible for ensuring the management of the students into the revised version of this course.

This will include:

- Consultation with appropriate industry personnel to ensure relevance of learning and assessment materials.
- Revising and upgrading of existing assessment tools to the requirements of the revised qualification.
- Creation of new identified assessment tools.
- Revising and upgrading of existing learning materials to the requirements of the revised qualification.
- Creation and purchasing of new learning materials.
- Rewriting of this learning and assessment strategy to match the new qualification
- Training and or up-skilling of existing trainers and assessors into the requirements of the new qualification
- Updating of the trainer assessor matrix, mapping tables and other relevant documents against the new qualification.

### **Intervention Strategies**

An Intervention Strategy is a plan of action that anticipates barriers and resources in relation to achieving a specific objective. Canterbury Business College endeavours to anticipate students' needs and implements a range of intervention strategies. Resources and facilities provide students with options to complete each unit of competency. If the student is deemed not yet competent or if he/she does not show an understanding of the course being taught, the student may be asked to:

- Discuss an intervention plan with the Head Trainer.
- Sit for a re-assessment.
- Attend a number of supervised studying hours.
- Repeat the unit

## **Assessment Process**

### **1 Assessment strategy**

Each module of 10365NAT Certificate IV in Spoken and Written English – Further studies focuses on a specific area of language acquisition through the study of spoken or written text-types. English as an additional language (EAL) learners gain skills in dealing with spoken and written texts from a range of contexts by studying a variety of modules.

The methodology of teaching English language involves scaffolding the development of knowledge and skills through a range of teacher-centred and learner-centred activities and tasks, which prepare students for the final assessment.

A minimum of two successful performances per module, or learning outcomes, where appropriate, provide sufficient evidence of learner competence. Evidence for successful performances can be gathered through formative or summative assessment tasks.

Assessors must clearly inform the learner that an assessment is taking place and ensure that the learner is fully aware of the assessment process and assessment criteria, and agrees to this process. Learners should also be informed of any appeals processes.

Assessors must ensure that the assessment task assesses the skill it claims to assess. For example, if an assessment task is designed to measure reading, a performance should not depend heavily on writing or speaking to be successful. If an assessment of reading comprehension requires learners to demonstrate their understanding of what has been read by writing answers, assessment should depend on the content of the answers and not on the grammar and spelling.

## 2 Assessment standards

Assessment is based on the following principles:

- Assessments should be *valid, reliable, fair, current, sufficient* and *authentic*.
- Learners should be informed of assessment times and processes prior to assessment. Learners must be notified prior to the commencement of the course if ongoing assessment is to be conducted.
- Assessment tasks should contain clear and explicit instructions and be moderated regularly.
- Assessment can be formative or summative at the end of a teaching/learning cycle.
- Modules may be assessed at the module or learning outcome level. Module and learning outcome pages contain recommendations on how assessments may be conducted. Where appropriate a combination of modules may also be assessed in the one assessment event.
- To be deemed competent in a module, learners must be competent in all learning outcomes and assessment criteria.
- Assessment should be familiar and relevant to learner contexts and not be culturally biased.
- Assessments should be completed in a timeframe appropriate to the context and demands of the assessment task.
- Where assessment is conducted at a distance, sufficient support should be provided eg: telephone support or online submissions.

### **Assessment validation process**

The processes used to validate assessment activity in this program are:

#### **1. Pre-assessment**

Assessment strategies are developed through the requirements and advices presented in the curriculum document ensuring assessment methods are consistent. Assessment tools and activities are validated by assessors from within the RTO or from another RTO that delivers the same or a similar course, or from external industry representatives.

Validation before assessment focuses on:

- the design of assessment activities;
- the assessment methods that are to be used;
- the benchmarks against which each participant is assessed.

#### **2. Post-assessment**

In order to ensure that assessment outcomes are reliable across a range of assessors, over a range of contexts and over time, Canterbury Business College conducts post-assessment validation.

The Post-assessment Validation process focuses on:

- The assessment tasks and the assessment process;
- The evidence of participants' performance;
- The assessment decisions made on the samples of evidence provided;
- Reporting and record keeping.

It includes the following activities:

- Validation meetings;
- Moderation process;
- Student and Trainer/Assessor's Feedback;

#### **Assessment Moderation Process**

Assessors must participate in regular moderation sessions to ensure reliability of evidence ie: to ensure that the evidence presented for assessment is consistently interpreted and the results are consistent with the assessment outcomes.

The Head Trainer/Assessor conducts Assessment moderation at the end of each term by collecting samples of assessment evidence from all assessors for the same unit of competency, and compares the outcomes of the assessment process against the assessment and module requirements.

Feedback from students and trainers/assessor is collected to support the continuous improvement of the assessment process and assessment tools used by the RTO.

### Other requirements

- All staff (including full time, part time and casual) involved in the delivery and assessment of this qualification, have direct access to the current version of the 10365NAT-Certificate IV in Spoken and Written English – Further Studies Curriculum Document, including the appropriate units of competency, assessment guidelines and qualification structure.
- All staff (including full time, part time and casual) involved in delivering the program, have access to trainer, assessor and candidate support materials relevant to their areas of delivery and assessment.
- All assessors have access to print and electronic copies of the assessment tools used in this program. Learning resources are supplied to all students
- The RTO has access to staff and training/assessment resources to meet the requirements of students with special needs and has an assessment process that incorporates reasonable adjustment procedures. (Reasonable adjustment refers to measures or actions taken to provide a student with a disability the same educational opportunities as everyone else.)
- The RTO has reviewed the equipment and facility requirements for each unit of competency in the qualification and guarantees it has access to the plant and equipment needed to implement the program.
- Classrooms for the delivery of Theory based Units
  - Tables & Chairs, Whiteboard or Flipchart
  - Data projector
  - computing rooms with Internet access and computing software
- Office Equipment for practical demonstration assessments
  - Desks or work stations with Ergonomic Chairs
  - Computers with Internet Access
  - Photocopier
- Text books and reference library

Please refer to **Appendix 2** for Resource Material / Textbooks

	<p><b>Recording assessment evidence and candidate feedback</b></p> <p>It is mandatory that assessors record detailed evidence of the student's demonstrated knowledge and skills. The comments fields within the assessment tools are to be used to record detailed commentary on the knowledge and skills demonstrated by the student. The Assessment Summary Report is to be used to record the overall assessment finding and the feedback that is provided to the student. These comments should be as detailed as possible.</p> <p>This completed assessment record will be retained by CBC in archive and may be accessed in the future as part of a review of the quality of evidence being gathered by CBC relating to a particular unit of competency or as part of a general audit of CBC's assessment strategy.</p> <p>Candidates should be given a chance to comment on their performance prior to getting feedback from the assessor.</p> <p>At the conclusion of the assessment, the assessor will complete the Assessment Summary Report for each candidate and indicate whether the candidate is competent or not yet competent. The Assessment Summary Report together with all assessment materials should be retained and filed within the student's academic record.</p> <p><b>Re-assessment</b></p> <p>Students who are assessed as not yet competent are to be provided with detailed feedback to assist them to identify the gaps in their knowledge and skills to be addressed through further training. These students are to be provided with additional training and learning support to target their specific gaps in knowledge and/or skills and prepare them for additional assessment.</p> <p>For more information, please refer to Resit / Re-assessment procedure section in the Student Handbook.</p>
<p><b>Benchmarks for assessment</b></p>	<p>In accordance with the 10365NAT Certificate IV in Spoken and Written English – Further Studies Curriculum Document, the endorsed unit of competency is the benchmark for assessment. As such, the unit of competency being assessed in these assessment activities has been unpacked to identify the required knowledge and skills to be demonstrated by the student. These are represented in the observation assessment criteria, and written knowledge questions which have been developed by analysing the whole unit including elements of competence, performance criteria, range information, required knowledge and skills and the evidence guide. These have been represented in the sequence this work is usually performed. The assessor is required to facilitate the observation of these knowledge and skills and is required to record what was actually observed to evidence these benchmarks of assessment.</p>

<b>Third Party Arrangement</b>	<p>Canterbury Business College has an agreement with <b>Cogninet Australia Pty Ltd</b> to provide training and assessment services which include trainer's management and compliance services.</p> <p><b>Contact details:</b>  Cogninet Australia Pty Ltd  Level 5, 29-37 Bellevue St  Surry Hills, NSW 2010  Email: <a href="mailto:info@cogninet.com.au">info@cogninet.com.au</a>  Web: <a href="http://www.cogninet.com.au">www.cogninet.com.au</a></p> <p>CBC will also use part of the staff from the Canterbury House to supplement trainers.</p>
<b>Learner's rights for training and assessment</b>	<p><b>Please read Student Handbook for learner's rights and obligation under Tuition Protection Scheme section. A copy of Student Hand Book can be downloaded from CBC website ( <a href="http://www.cbc.nsw.edu.au">www.cbc.nsw.edu.au</a> )</b></p>
<b>Industry Consultation</b>	<p><b>Copyright owner of the course - NSW Adult Migrant English Service (NSW AMES)</b></p> <p>The NSW Adult Migrant English Service will establish licensing arrangements with interested parties and reserves the right to levy a licensing fee.</p> <p>Canterbury Business College (CBC) has a License Agreement with NSW Adult Migrant English Service (NSW AMES) to deliver 10365NAT Certificate IV in Spoken and Written English – Further Studies.</p>

CEO's endorsement:	<b>Gajinder Paul</b>	Date:	<b>15 May 2017</b>
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Appendix 1 - Evidence gathering techniques / Assessment tools

Module Name / Units	Demonstration	Projects	Report Writing	Written Exam	Research Documentation	Role Play	Presentation	Discussion	Oral Questioning
<b>Module A SWELRN401A Learning strategies for further studies</b>									
Participate in and contribute to the formal educational environment	✓					✓		✓	✓
Develop and use independent learning strategies	✓			✓		✓		✓	✓
<b>Module B SWEKNO402A Language knowledge</b>									
Identify the role and features of nouns, nominalisation and noun groups in texts	✓							✓	✓
Identify the role and features of verbs and verbal groups in texts	✓							✓	✓
Identify the role and features of clauses in texts	✓							✓	✓
Identify how paragraphs are structured for different purposes	✓							✓	✓
Identify how cohesive devices work at whole text and paragraph levels	✓							✓	✓
<b>Module C SWEUND403A Understanding academic culture</b>									
Research and present concepts of critical stance and plagiarism in Western educational contexts	✓				✓		✓	✓	✓



Identify critical stance adopted in texts	✓						✓	✓	✓
Identify the conventions for introducing ideas/evidence from other writers into texts	✓	✓						✓	✓
<b>Module E SWEPER405A Writing skills for persuasive essays</b>									
Interpret essay questions	✓							✓	✓
Research and plan an essay	✓							✓	✓
Write an essay		✓							✓
<b>Module F SWEANA406A Writing skills for academic reports</b>									
Research and plan a report	✓		✓					✓	✓
Write a report	✓		✓					✓	✓
<b>Module G SWELIS407A Listening and taking notes in presentations</b>									
Demonstrate understanding of a lecture or presentation	✓					✓	✓	✓	✓
Use note-taking strategies	✓					✓	✓	✓	✓
<b>Module H SWESPE408A Speaking and writing skills for presentations</b>									
Prepare to deliver a spoken presentation	✓					✓	✓	✓	✓
Create appropriate visual aids to support presentation	✓					✓	✓	✓	✓
Deliver a presentation	✓						✓	✓	✓

## Appendix 1 – Resource Material / Textbooks

Name of resource	Author	Year	Publisher	Type
Headway Academic Skills Listening Speaking and Study Skills Level 2 Teacher's guide	Philpot & Curnick	2011	Oxford	Book/CD
Headway Academic Skills Listening Speaking and Study Skills Level 2 Students book	Philpot & Curnick	2011	Oxford	Book
Headway Academic Skills Level 1 Listening Speaking & Study Skills Teacher's guide	Pathare E & G	2011	Oxford	Book/CD
Headway Academic Skills Reading Writing & Study Skills Level 1 Student's book	Harrison R	2011	Oxford	Book
Headway Academic Skills Reading Writing and Study Skills Level 2 Teacher's guide	Philpot S	2011	Oxford	Book/CD
Headway Academic Skills Reading Writing and Study Skills Level 2 Student's book	Philpot S	2011	Oxford	Book
Headway Academic Skills Listening Speaking and Study Skills Level 3 Teacher's guide	Hobbs S	2011	Oxford	Book/CD
Headway Academic Skills Listening Speaking and Study Skills Level 3 Students book	Harrison R	2011	Oxford	Book
Headway Academic Skills Reading Writing and Study Skills Level 3 Teacher's guide	Philpot & Curnick	2011	Oxford	Book/CD
Headway Academic Skills Reading Writing and Study Skills Level 3 Student's book	Philpot & Curnick	2011	Oxford	Book
Headway Academic Skills Reading Writing & Study Skills Level 1 Teachers guide	Harrison R	2011	Oxford	Book /CD
Headway Academic Skills Level 1 Listening Speaking & Study Skills Students Book	Pathare E & G	2011	Oxford	Book

Focus on IELTS Academic Practice Tests	Gould & Clutterbuck	2011	McMillan	Book /2CDs
Achieve IELTS 2 English for International Education Teachers Book	Harrison Hutchison Cushen	2013	Cengage Learning	Book
Achieve IELTS 2 English for International Education Students Book	Harrison Hutchison Cushen	2013	Cengage Learning	Book
Achieve IELTS 2 English for International Education Workbook	Harrison Hutchison Cushen	2013	Cengage Learning2	Book/CD
Steps to Success in Writing Essays and Reports Student Wkbk	Cipollone J	2011	TAFE NSW Access	Book
Writing Academic English Answer Key	Oshima & Hogue	2006	Pearson Longman	Book
Headway Academic Skills Level 1 Listening Speaking & Study Skills Class Audio CDs	Pathare E & G	2011	Oxford	CD set
Headway Academic Skills Listening Speaking and Study Skills Level 2 Class Audio CDS	Philpot & Curnick	2011	Oxford	CD set
Headway Academic Skills Listening Speaking and Study Skills Level 3 Class Audio CDs	Harrison R	2011	Oxford	CD set
EAP Now 2nd edition class audio CD	Cox & Hill	2011	Pearson Longman	CD set
Achieve IELTS 2 Class audio CDs 2nd edition	Harrison Hutchison Cushen	2013	Cengage Learning	CD set
IELTS Practice Tests Plus 3	Mathews and Salisbury	2013	Pearson	Book + 2 CDs
Introduction to Academic Writing	Oshima & Hogue	2007	Pearson	Book
Cambridge Academic English Upper Intermediate	Martin Hewings	2012	Cambridge University Press	Book + CD + DVD