

NATIONAL STANDARDS FOR

FOUNDATION

PROGRAMS

and
Explanatory Guide

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Requirements for approval of Foundation Programs to be placed on CRICOS (Standards 1–10)

Preamble

The following standards for Foundation Programs have been endorsed by State and Territory Governments as providing a uniform set of standards to be applied by designated authorities in approving non-award Foundation Programs to be placed on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) and by the Commonwealth for the purposes of CRICOS. The following requirements apply to standard or conventional Foundation Programs of at least 26 teaching weeks, and to ‘extended’ programs delivered over a longer period (but no more than 18 months). They do not apply to so called ‘accelerated’ programs of less than 26 teaching weeks. Providers must demonstrate compliance to achieve approval, registration and re-registration as a Foundation Program on CRICOS.^a

Foundation Programs must comply with the requirements of the *Education Services for Overseas Students (ESOS) Act 2000* and the *National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (the National Code)*.^b

Definition of Foundation Programs

Foundation Programs for international students are nationally recognised courses that equip these students with the skills and capabilities to seek entry into higher education programs in Australia. They provide an academic entry pathway to first year undergraduate study or its equivalent.

^a These standards apply to ‘non award’ courses which lie outside the AQF. There are courses approved under the Australian Qualifications Framework (AQF) which are also Foundation Program courses. Those courses must meet the relevant applicable standards. These Foundation Program standards are not required for AQF award courses, but, providers offering AQF award courses can choose to also apply these standards to those courses.

^b In some respects the Foundation Programs standards contain requirements which are more specific than those under the *National Code*, e.g. N.C. Standard 2.1a and b.

Standard 1

The program must be based on a curriculum which prepares students for further study in higher education programs

Requirements

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|-----|--|
| 1.1 | Standard Foundation Programs for international students must be designed to meet the needs of these students. |
| 1.2 | The curriculum must include subjects comparable in standard to an Australian Year 12 curriculum. |
| 1.3 | The contents of the curriculum must be open to independent scrutiny by designated authorities with relevant expertise, with sufficient detail supplied to allow evaluation of the equivalence of the course outcomes to those of an Australian Year 12 curriculum. |
| 1.4 | The curriculum must be approved by the designated authority at least every 5 years.
A Foundation Program provider must notify the designated authority of significant changes to the curriculum. |

Standard 2

The program must reflect minimum entry requirements:

- a. successful completion of Australian Year 11 or a comparable educational level;^c*
- b. attainment of English language proficiency comparable to an overall score of 5.5 in the International English Language Testing System (IELTS) or equivalent.^d*

[See footnotes for academic and English language proficiency requirements for extended Foundation Programs]

Requirements

2.1	The course prospectus (including course brochures and/or website material) made available to potential applicants must specify entry requirements. Where extended Foundation Programs are available, the prospectus must indicate the basis for modification of standard Foundation Program requirements.
2.2	The prospectus must state whether or not certified forecast/provisional examination results on prerequisite courses are acceptable, if final results are not available.
2.3	Minimum acceptable entry requirements from other countries must be based on robust internal or external advice.
2.4	The minimum English language proficiency level for entry to a standard Foundation Program must be IELTS 5.5 (minimum 5 in all skills) or equivalent. [See footnote for English language proficiency entry requirements for extended Foundation Programs.] The prospectus must also provide a table stating alternative English language minimum admission requirements, such as an English language exam, test or a set of other assessment procedures.
2.5	Students enrolled in a Foundation Program must have completed the equivalent of Year 11. Students must be a minimum of 17 years of age at the time of commencement for a Foundation Program unless exempted by the relevant designated authority. A provider may apply for an exemption through the relevant designated authority for its student(s) to commence the Foundation Program at a minimum 16 years of age.

^c Standard 2a. Minimum academic entry requirements for an extended Foundation Program: completion of Australian Year 11 or a comparable educational level, although not with the grades required to enter a standard Foundation Program, as evidenced by the provider's student entry assessment policy.

^d Standard 2b. Minimum English entry requirements for an extended Foundation Program: attainment of English language proficiency comparable to an overall score of 5 in the IELTS.

Standard 3

The program must contain a number of discipline based subjects

Requirements

- | | |
|-------------------|--|
| <p>3.1</p> | <p>The Foundation Program must make it clear whether it offers a streamed program (or programs), or a generalist (multi-field) program.</p> <p>The minimum number of discipline-based subjects students must complete is three per semester, session or term. The same subjects may be studied throughout the duration of the course.</p> |
| <p>3.2</p> | <p>For generalist (multi-field) programs, subject offerings must span a broad range of disciplines or Key Learning Areas, and include at least one subject in each of the following areas:</p> <ul style="list-style-type: none"> • Mathematics • Science and Technology • The Arts • Society and the Environment/Business and Legal Studies |
| <p>3.3</p> | <p>For streamed programs, the subjects offered must clearly be relevant to the entry requirements for the proposed area of higher education study, or from those areas listed in standard 3.2.</p> |
| <p>3.4</p> | <p>The Foundation Program structure, including specification of core and elective subjects, and rules for subject choice and combination, must be clearly stated.</p> |
| <p>3.5</p> | <p>A Foundation Program cannot include paid work experience (i.e. employment).</p> |

Standard 4

The program must contain dedicated English studies to develop English language proficiency required for entry to higher education studies

[See footnote for English studies for extended Foundation Programs]

Requirements

- 4.1^c** The Foundation Program must include in its curriculum an academic English program, with a major focus on the needs of students who may not have English as a first language.
- A standard Foundation Program must include a minimum of 200 hours of scheduled course contact hours in formal English language learning and communication skills for students. This should be spread consistently throughout the duration of the program and must include 100 hours of formal class contact time, as well as regular, supervised self-directed study of English (e.g. language laboratory or self-access work, computer-based study). [See footnote for extended Foundation Programs.] Because the English language learning must be focused on use of academic English, it will include attention to study skills.
- The English Language subject must explicitly include all of the following teaching and learning components:
- academic listening skills
 - academic reading skills
 - academic writing skills, including essay/report writing
 - academic writing conventions (including understanding/avoiding plagiarism)
 - oral presentation skills
 - group discussion.

^c 4.1 For extended Foundation Programs, scheduled course contact hours and formal class contact time in formal English language must be proportional to the ratio specified in 4.1 above, and must be spread consistently throughout the program duration (not undertaken in a full time block of study). For example, an extended Foundation Program with 1080 hours of scheduled course contact hours must include a minimum of 300 hours of scheduled course contact hours in English language, including 150 hours of contact time, but must not contain any period of full-time English language (or ELICOS) study.

Standard 5

The program must offer pedagogies and learning opportunities that maximise student engagement and provide opportunities for regular feedback on student progress

Requirements

- 5.1** A wide range of formal learning methods, appropriate to students preparing for a higher education study environment, must be specified in the Foundation Program subject description documentation. The Foundation Program must include explicit attention and focus, across the program as a whole, on:
- collaborative or group work
 - communicating information to others orally as well as in writing
 - using technology
 - problem solving
 - independent reading
 - independently collecting and analysing information
 - research projects
 - laboratory work (for relevant subjects).
-
- 5.2** As a minimum all students must have regular access to:
- on-campus computer facilities for academic or English study available to all students
 - a suitably resourced academic library
- This access must be available for a reasonable period outside normal teaching hours.
-
- 5.3** Students must be given explicit guidance on pathways open to them before they enrol in the Foundation Program. Such guidance must be designed to assist student engagement, by:
- assisting them to identify a clear, stated goal to achieve in their course, (e.g. meeting entry requirements for a specified course at a named university); and
 - indicating alternative pathways, entry to which may be more or less demanding than their stated goal.
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continued

Requirements

5.4

- At the outset of the course, students must be provided with the assessment criteria used for each subject, together with information on the way in which these are to be assessed, including the grading system (if appropriate) to be used.
 - Each student must be informed, at the commencement of each subject, including English, of the assessment outcomes they need to achieve the goal stated at the beginning of the Foundation Program.
 - Course staff must provide each student with their assessment results for individual coursework assignments.
 - To ensure students are kept informed of their assessed progress, each student must receive progress reports for each subject, at least once per semester in each subject.
 - Each student must receive formal notification when they consistently perform below the standard required in any subject to achieve this stated goal.
 - Each student must receive a formal report each semester, session or term for each subject, informing them if they are on target to achieve their stated goal.
 - These formal reports must be supplemented with ongoing informal reports from teachers if students are not making adequate progress towards their stated goal.
 - Each student must be given advice during the Program on alternative possible pathways (e.g. if they may be at risk of not achieving adequate assessment results/grades for their intended pathway).
-

Standard 6

The program must have compulsory assessment procedures for determining and reporting to students on academic progress

Requirements

- 6.1 Coursework** (including classroom tests, presentations, research projects, laboratory work and other assignments)
- The assessment system for coursework, including gradings where used, must reflect overall course expectations.
 - The assessment system, including gradings where used, must be monitored by someone other than the course teacher to ensure it reflects formal assessment levels.
 - Where a subject involves more than one class, the assessed coursework tasks and the assessment criteria applied must be consistent across classes.
 - Coursework results given by course teachers in each subject must undergo a documented moderation process each semester, involving all teachers in the subject and an independent review and validation of the results.

- 6.2 Exams**
- The exam system, including gradings where used, must reflect overall course expectations.
 - Exam papers must be approved by more than one person with relevant experience.
 - Exams may be marked within the providing institution, but not by the course teachers, without an independent review and validation process.
 - Exam results in each subject must undergo a documented moderation process each semester, involving all teachers engaged in exam marking and an independent review and validation of the results.

- 6.3 Overall Results**
- Records of individual student's results in examinations and assessed coursework must be retained by the provider and provided to the student. The patterns of results, including percentages of students achieving each grade or band of percentage scores in each subject and changes made to the results given by teachers, must be recorded accurately.

Standard 7

Standard Foundation Programs must contain a minimum of 720 scheduled course contact hours over not less than 26 weeks and not more than 40 weeks of full-time study, and must include scheduled holiday breaks

[See footnote for scheduled course contact hours for extended Foundation Programs]

Requirements

7.1^f A standard Foundation Program study load may vary in the number of subjects required, but must offer a minimum of 720 scheduled course contact hours. [See footnote for extended Foundation Programs.]

The Foundation Program must define in the prospectus the kinds of teaching and learning activities that make up the 720 hours of ‘scheduled course contact hours’.

7.2^g The Foundation Program must be divided into two semesters, or into three or four terms, delivered over not less than 26 weeks of full-time study. A scheduled holiday break must be at least one week, during which, normally no study is required. If a course is delivered in three or four terms, there must be a scheduled holiday break between each term.

^f 7.1. Study load for extended Foundation Programs must offer scheduled course contact hours proportional to the ratio specified in 7.1 above e.g. an extended Foundation Program with 1080 scheduled course contact hours must be delivered over not less than 39 teaching weeks and not more than 60 teaching weeks; an extended Foundation Program must satisfy the requirements for full-time study over the duration of the program within the maximum program duration of 18 months.

^g 7.2. For extended Foundation Programs the duration of the program will determine the semester/term breakdown and number of holiday breaks. For example, an extended Foundation Program delivered over three x 13 week semesters will be delivered over a minimum time frame of at least 41 weeks. An extended Foundation Program of the maximum 18 months’ duration must be divided into at least three or more semesters or terms, each separated by a holiday break of at least one week, during which, normally no study is required. The holiday break between semesters or terms, if longer than the minimum periods stipulated at standard 7.2, or in this footnote for extended Foundation Program, must not exceed the duration of holiday breaks generally included in Australian undergraduate courses between semesters or terms.

Standard 8

The program must offer students one or more demonstrated higher education pathways, as evidenced by a formal current agreement with a higher education partner.

Requirements

- 8.1** The information provided to students seeking enrolment in a Foundation Program must state what outcome the Foundation Program will deliver in skills and capability to seek entry into higher education.
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Standard 9

Teacher qualifications

Requirements

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|------------|---|
| 9.1 | <p>The minimum requirements for teachers primarily responsible for academic subject areas must be:</p> <ul style="list-style-type: none">• A recognised degree relevant to the course being taught <p>Plus EITHER</p> <ul style="list-style-type: none">• A formal qualification in the delivery of education <p>OR</p> <ul style="list-style-type: none">• 2 years' relevant teaching experience, including breadth of experience in delivering to students from non English speaking backgrounds. |
| 9.2 | <p>The minimum requirements for teachers primarily responsible for academic English language subject areas are:</p> <ul style="list-style-type: none">• A recognised degree <p>AND</p> <ul style="list-style-type: none">• An appropriate English language teaching qualification <p>AND</p> <ul style="list-style-type: none">• 2 years' ESL/EFL teaching experience. |
| 9.3 | <p>The Curriculum Vitae, together with certified copies of degrees and qualifications, of all teachers employed to teach on the Foundation Program must be retained as evidence of compliance with this standard.</p> |
| 9.4 | <p>The provider must have written policies governing the recruitment, induction and ongoing professional development of teachers.</p> |
| 9.5 | <p>All teachers must comply with any relevant State or Territory legislation concerned with working with children.</p> |

Standard 10

Marketing of Foundation Programs

Requirements

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| 10.1^h | Only Foundation Programs meeting these Foundation Program standards or the AQF may use the word 'Foundation' in their title. [See Footnote for extended Foundation Programs.]
A Foundation Program must specify that it is specifically designed for international students. |
| 10.2 | A Foundation Program must use a form of words in advertising similar to the following:
‘The [XYZ program] meets the requirements for Foundation Programs which have been registered on CRICOS for delivery in Australia to overseas students providing an academic preparation for seeking entry to first year undergraduate study or its equivalent.’ |
| 10.3 | In advertising, Foundation Program providers must not: <ul style="list-style-type: none"> • claim or suggest equivalence of the Foundation Program to an Australian Senior Certificate of Education • claim guaranteed entry into higher education from enrolment alone into the Foundation Program, without stating clearly the conditions for such entry as per the requirement in Standard 8. |

^h Extended Foundation Programs must include the word 'Extended'.

NATIONAL STANDARDS FOR
FOUNDATION PROGRAMS

Explanatory Guide

Preamble

The purpose of these standards is to provide the requirements for registering non-award Foundation Program courses on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS).

The requirements of these Foundation Program standards apply only to standard, or conventional, Foundation Programs and to 'extended' programs.

- Standard, or conventional, Foundation Programs are those programs with a duration of at least 26 teaching weeks.
- 'Extended' programs are programs delivered over a longer period, but no more than 18 months.

The requirements of these standards do not apply to 'accelerated' programs.

- 'Accelerated' programs are those with a duration of less than 26 teaching weeks.

Providers offering Foundation Program courses with an AQF award are not required to apply the requirements of these standards to those courses. These providers, however, have the option to apply the requirements of these standards to those courses if they choose to do so.

Definition of Foundation Programs

Foundation Programs for international students are nationally recognised courses that equip these students with the skills and capabilities to seek entry into higher education programs in Australia. They provide an academic entry pathway to first year undergraduate study or its equivalent.

Standard 1

The program must be based on a curriculum which prepares students for further study in higher education programs

Examples of evidence

- | | |
|------------|--|
| 1.1 | <p>Course brochures and website material indicating how the Foundation Program will assist international students to prepare for higher education studies.</p> <p>Evidence from course curricula and teaching materials that the needs of international students are taken into account in the course design.</p> |
| 1.2 | <p>Evidence that standards for the Foundation Program are comparable to Australian Year 12, in terms of developing the academic skills and knowledge necessary for higher education study. Evidence must include comparison of curriculum, set texts and assessment procedures between at least one Foundation Program subject and the corresponding Australian Year 12 subject.</p> <p>A course template must be used, such as that included as Attachment 1, to assist in constructing curricula.</p> |
| 1.3 | <p>Record or report of the review process; evidence that the curriculum is open to independent scrutiny by higher ed. and/or senior secondary sectors.</p> |
| 1.4 | <p>Report of the review process.</p> <p>Foundation Program courses must not be customised and amended significantly without undergoing an accreditation process conducted by the designated authority. Significant changes involve:</p> <ul style="list-style-type: none"> • more than 25% of the total number of course units/subjects • substantial variations to course delivery • substantial changes to course nomenclature; duration; entry requirements; outcomes; and structure. <p>Minor changes must be assessed and approved by the institution's Academic Board (or similar) and noted by the designated authority.</p> |

Standard 2

The program must reflect minimum entry requirements:

- a. successful completion of Australian Year 11 or a comparable educational level;*
- b. attainment of English language proficiency comparable to an overall score of 5.5 in the International English Language Testing System (IELTS) or equivalent.*

Examples of evidence

2.1	Course brochures and website material. Statement of student entry assessment policy applying to extended Foundation Programs in course brochures and website material.
2.2	Course brochures and website material.
2.3	Examples of robust internal or external advice sources: <ul style="list-style-type: none">• State/Territory school authorities• Country Education Profiles (AEI-NOOSR) where applicable• the database maintained by the UK NARIC• the National Agency for the Department for Education and Skills (DfES). Evidence of guidance in particular cases selected at random. Evidence of student entry assessment policy, mechanisms and decisions, including Recognition of Prior Learning (RPL) policy as applying to entry to standard Foundation Programs. For more information on RPL requirements, see <i>National Code</i> , Standard 12 – Course Credit. Providers have a responsibility to ensure that students are not enrolled in extended Foundation Programs who would be more appropriately placed within the senior secondary school sector, given their age, maturity and academic level. This includes students transferring from Year 11 within the Australian school system when it would be more appropriate to remain at school.
2.4	Course brochures and website material.
2.5	Evidence that a student has completed the equivalent of Year 11 must be provided. Records of this evidence must be kept on file. Evidence must be provided of the student being at least 17 years of age at the time of commencement, or 16 years of age in the case of an exemption. Records of this evidence must be kept on file. The relevant designated authority may grant an exemption to a provider for its student(s) to commence at 16 years of age where the provider has a substantial history of enrolling 16-year olds without significant adverse feedback to the authority, or the provider can demonstrate appropriate welfare processes and resources to deal with such students. Providers may apply for exemption for the period of their current accreditation, normally not more than 5 years.

Standard 3

The program must contain a number of discipline based subjects

Examples of evidence

- | | |
|-----|--|
| 3.1 | Course brochures and website material. |
| 3.2 | Course brochures and website material.
Evidence of course curricula and teaching materials. |
| 3.3 | Evidence of study pathways. |
| 3.4 | Course brochures and website material. |

Standard 4

The program must contain dedicated English studies to develop English language proficiency required for entry to higher education studies

Examples of evidence

- 4.1 Course brochures and website material.
Evidence of course curricula and teaching materials.
Assessment records.
'Scheduled course contact hours' – see *National Code*, Acronyms and Definitions.
Where students have IELTS of 6.0 and above for English, the institution can tailor a program accordingly.
-

Standard 5

The program must offer pedagogies and learning opportunities that maximise student engagement and provide opportunities for regular feedback on student progress

Examples of evidence

5.1	<p>Course brochures and website material.</p> <p>Evidence from course curricula and teaching materials.</p>
5.2	<p>Evidence of availability of computer and library resources essential for the completion of the Foundation Program courses being taught, including outside teaching hours, at no extra cost.</p>
5.3	<p>Course brochures and website material:</p> <ul style="list-style-type: none"> • Statement of goals and pathways • Code of conduct expected of students during the Foundation Program • Documented intervention strategy.
5.4	<p>The provider must demonstrate how these requirements are achieved via descriptions of feedback processes in course brochures and website material.</p> <p>More specifically, evidence of appropriate feedback will be obtained from:</p> <ul style="list-style-type: none"> • text explaining the grading system and assessment criteria to students • subject information given to students • evidence from student records system • copies of progress reports from student records system • evidence of notifications from student records system • copies of formal reports from student records system • evidence of informal reports from student records system • evidence of advice from student records system. <p>Providers also have an obligation to clearly articulate the appeal mechanisms available to students within the Foundation Program who seek a review of the assessment process or results.</p>

Standard 6

The program must have compulsory assessment procedures for determining and reporting to students on academic progress

Examples of evidence

- 6.1** The provider must demonstrate in the context of Standard 1.2 how these requirements are achieved via:
- text explaining the coursework grading system to students
 - rationale for the grading system and record of the monitoring process employed
 - records of assessed coursework tasks and assessment criteria
 - documentation of moderation and validation process and participating staff in each subject.
-
- 6.2** The provider must demonstrate in the context of Standard 1.2 how these requirements are achieved via:
- text explaining the examination system to students
 - record of approval process for subject examinations and persons involved with relevant experience such as teaching first year undergraduates or exam marking to Year 12 programs in each relevant subject area.
 - record of examination marking schedule
 - documentation of moderation and validation process and participating staff in each subject.
-
- 6.3** The provider must demonstrate how these requirements are achieved via:
- records of examinations and assessed coursework
 - record of distribution of results and grading in each subject.
-

Standard 7

Standard Foundation Programs must contain a minimum of 720 scheduled course contact hours over not less than 26 weeks and not more than 40 weeks of full-time study, and must include scheduled holiday breaks

Examples of evidence

7.1 Course brochures and website material.
Evidence from program timetables and course curricula.
For Foundation Programs the default definition of 'full time study' is not less than 20 hours per week.

7.2 Course brochures and website material.
Evidence from program timetables and course curricula.

Standard 8

The program must offer students one or more demonstrated higher education pathways, as evidenced by a formal current agreement with a higher education partner.

Examples of evidence

8.1

Students are to be offered a specified goal or pathway identified when they commence the Foundation Program, as described in Standard 5, whether or not they choose to follow that pathway.

- the stated goal will take the form of a pathway to one or more specified courses at a specified university or other higher education institution, to which the successful student of the Foundation Program can seek entry.
- this pathway must be described in the form of a table listing courses for which the Foundation Program is approved or recognised as a sufficient qualification for entry.

Where specific subjects are required for a student to gain entry to particular courses, these subject requirements must be listed.

The provider must demonstrate how these requirements are achieved via:

- one or more written agreements with higher education providers indicating acceptance of the Foundation Program
- a register of all agreements indicating the period of currency of each agreement and the authorising persons from each organisation
- a list of higher education courses for which the Foundation Program is recognised in course brochure and website material
- listing of specific subject requirements for particular higher education courses in course brochure/website material

The Foundation Program must state clearly the Foundation Program grades required to enter each of the specified higher education courses including, where appropriate, both an aggregate or average grade and any additional requirements for achievement in specified subject areas.

Where the grades required for individual courses are not fixed, or where they may change from year to year, this information is to be noted, together with the most recent set of required grades.

This information must be available in the prospectus or on the website, and must be updated annually.

The provider must demonstrate how these requirements are achieved via:

- current list of Foundation Program grades required, and any other requirements, for entry to the specified higher education courses in course brochure and website material
- statement regarding likely variations in Foundation Program grades required for higher education entry.

Standard 9

Teacher qualifications

Examples of evidence

- 9.1** The provider must hold teacher Curriculum Vitae demonstrating how these requirements are met:
- 3-year Bachelor or higher degree (i.e. Masters or Doctorate) in relevant subject area
- Plus EITHER
- B.Ed., Dip. Ed., Dip. Ed. Studies, 2-year Teaching Cert.
- OR
- at least two years senior secondary, VET college or university teaching experience.
- Relevant teaching experience includes teaching at a recognised university.
- Teacher qualifications may be from Australia or overseas. Overseas teacher qualifications must be equivalent to those of Australian qualifications.
-
- 9.2** The provider must hold teacher Curriculum Vitae demonstrating how these requirements are met:
- 3-year Bachelor or higher degree (i.e. Masters or Doctorate)
- AND
- Grad. Cert. TESOL, Grad. Dip. in TESOL/Applied Linguistics, or Dip. Ed. (English) approved/awarded by a university, approved by government, or a recognised TESOL program such as the Cambridge Certificate of English Language Teaching to Adults (CELTA)
- AND
- at least two years senior secondary, VET college, ELICOS provider or university ESL/EFL teaching experience.
- Teacher qualifications may be from Australia or overseas. Overseas teacher qualifications must be equivalent to those of Australian qualifications.
- The provider must take into account the need of international students to receive instructions in a clear manner.
-
- 9.3** The Curriculum Vitae, together with certified copies of degrees and qualifications, of all teachers employed to teach on the Foundation Program must be retained as evidence of compliance with this standard. All Foundation Program teacher Curriculum Vitae must be held on file.
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continued

Examples of evidence

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|------------|---|
| 9.4 | Documented policies covering recruitment, induction and professional development of teachers. Induction must be relevant to the skills that the individual teacher is bringing to the position.

Documented induction program for teachers.

Evidence that support for professional development for teachers is communicated to teachers as part of the initial employment process. |
| 9.5 | Documented evidence of compliance. |

Standard 10

Marketing of Foundation Programs

Examples of evidence

- 10.1** Check Foundation Program course title and approval process.
- The course title may contain the name of the provider or the destination university; Program/Year.
- Check that these words are only used when compliance has been endorsed by the relevant State or Territory CRICOS approving body.
- These words must also be included on the certificate issued to students on completion of the Foundation Program.
- Check that the certified trademark symbol/logo for Australian Foundation Programs for overseas students is only applied when compliance has been endorsed by the relevant State or Territory CRICOS approving body.
-
- 10.3** Evidence that in advertising material, a Foundation Program provider does not:
- claim or suggest that a Foundation Program is equivalent to an Australian Senior Certificate of Education
 - claim guaranteed entry into higher education from enrolment into the Foundation Program
- Evidence that in advertising material, a Foundation Program provider advises whether the program is a 'standard' or an 'extended' program.
-

Attachment 1

Foundation Programs course template

The following template summarises the minimum requirements for a Foundation Program and for Foundation Studies subjects which must be documented and open to independent scrutiny. This will enable staff with relevant expertise to evaluate whether the Foundation Program is equivalent in standard to a corresponding Australian Year 12 course, and whether it meets the requirements for entry to higher education.

GENERAL INFORMATION

Provider details – organisation delivering the course

Contact Name
Street Address
Postal Address
Phone
Fax
Email
Web address

Copyright details – owner of copyright for the course

Copyright Owner
Contact Name
Street Address
Postal Address
Phone
Fax
Email
Web address

FOUNDATION PROGRAM/COURSE INFORMATION

Name/title of the Foundation Program

Goal of the Foundation Program

What is the specific goal or higher education course offered to students completing the Foundation Program?

List the pathways open to students completing the Foundation Program.

Program recognition

List higher education providers which formally recognise the Foundation Program.

List the higher education courses for which graduates of the Foundation Program will qualify and the Foundation Program grades required.

List any alternative articulation arrangements available to students in the Foundation Program.

Program accreditation

Name of the body accrediting/approving the Foundation Program.

If a university, outline the course accreditation/approval process.

Otherwise, indicate any specific information relating to accreditation/approval of the Foundation Program.

Period of accreditation/approval (years).

Describe, if applicable, how the course outcomes match the characteristics for the Senior Secondary level defined by the Australian Qualifications Framework.

Program monitoring and evaluation

Describe the processes used to monitor and evaluate the Foundation Program to maintain quality and relevance.

Type of Foundation Program

Streamed program

General program

Comments

Duration of the Foundation Program

Overall time for program completion (weeks)

Semester/Term structure (including breaks)

Structure of the Foundation Program and subjects available

List discipline streams available.

List core subjects.

List elective subjects.

Specify rules for subject choice and combination.

Specify rules for completion of the Foundation Program.

List exit points from the Foundation Program in cases of non completion.

Facilities and resources

List the facilities and resources required to deliver the Foundation Program:

Science laboratory

Computer lab

Library

On-line resources

Other (specify)

Teaching staff

Specify the qualifications and experience required of teaching staff in the Foundation Program.

What is the policy for professional development of teachers?

Learning methods

List the formal learning methods utilised in the Foundation Program.

Describe how the learning methods assist in preparing overseas students for a higher education study environment in Australia.

Feedback to students

Describe the feedback provided to students in the Foundation Program as follows:

- Information on assessment criteria and grading
- Information on grades required to complete the Foundation Program
- Formal subject reports
- Progress reports
- Informal feedback
- Other (specify).

Foundation Program entry requirements

Australian qualifications (specify)

Overseas qualifications (specify)

English language proficiency (specify)

List any articulation arrangements applying to entry to the Foundation Program, including subject credits or advanced standing arrangements.

Assessment

Describe the assessment procedures used in the Foundation Program, including the weighting given to coursework and examinations:

- Procedures for assessing coursework
 - Moderation procedures employed in assessing coursework
 - Procedures for setting and marking examinations
 - Exam moderation procedures employed
-

SUBJECT/UNIT INFORMATION

Name of the subject

Subject pre-requisites

Specify, if applicable, the pre-requisite or co-requisite subjects or units to undertake this subject.

Australian qualifications/subjects (specify)

Overseas qualifications/subjects (specify)

Purpose of the subject

Specify if subject is core or elective.

How many credit points are associated with completion of this subject?

What is the contribution of the subject to the overall Foundation Program outcomes?

Subject outcomes

List the learning outcomes for this subject.

Subject content

Summarise the content relevant to achieving the subject outcomes.

Subject development

Describe the subject development process, including consultation with external bodies.

Describe processes of subject review which have been undertaken.

Provide evidence that subject outcomes are comparable to corresponding Australian Year 12 subjects.

Provide evidence of independent scrutiny by higher education and/or senior secondary staff with relevant expertise.

Subject review and evaluation

Describe the processes used to review and evaluate the subject to maintain quality and relevance.

.....
Duration in scheduled course contact hours

Breakdown of scheduled course contact hours:

- Formal classes
- Scheduled laboratory sessions
- Supervised study/research and self-access
- Programmed examination preparation
- Examination administration
- Formal homework
- On-line component
- Other (specify)

.....
Facilities and resources

In addition to the facilities and resources listed generally above, indicate any specific facilities and resources required for delivery of this subject.

Indicate any specific learning resources required for this subject.

Indicate any specific IT or electronic learning resources required for this subject.

.....
Teaching staff

In addition to the qualifications and experience of teaching staff listed above, specify any specialist requirements for staff teaching this subject.

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Learning methods

In addition to the learning methods listed generally above, indicate any specific learning methods utilised in the delivery of this subject.

Describe how the learning methods assist in preparing overseas students for a higher education study environment in Australia.

.....
Feedback to students

In addition to the feedback provided generally as listed generally above, indicate any specific feedback processes utilised in the delivery of this subject.

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Assessment

Describe in detail the learning outcomes in this subject are assessed, including:

- The weighting given to coursework and examinations
 - The conditions under which assessment takes place
 - Procedures for assessing coursework
 - Moderation procedures employed in assessing coursework
 - Procedures for setting and marking examinations
 - Exam moderation procedures employed
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