



**EXPLORE
ENGLISH**

International Student Handbook



www.exploreenglish.edu.au | +61 3 9655 0600

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We are Melbourne's premier English school

Study a range of English language courses in a safe and quality learning environment with Explore English, in the heart of Melbourne's CBD. We offer General English, IELTS Preparation, Cambridge Exam Preparation courses (B2 First and CAE), English for Academic Purposes (EAP), PTE Academic Preparation and English for Business.

As language Explorers, our students are welcomed into our learning community. Our classes are fun and interactive with plenty of opportunity to practice and improve English language skills in a supportive classroom environment. We also offer regular whole school excursions to explore the wonders of Melbourne and the surrounding area. These excursions provide real-life situations to further practice English skills in fun and relaxed settings.

Key College Staff

Managing Director – Gary Coonar

Academic Manager – Anna Young

Assistant Academic Manager – Hediye Guven

Assistant Director of Studies (ADOS) – Anna Young

ELICOS Teaching Staff – Experienced, qualified and passionate teachers facilitate our courses

Student Services Officer – Gabriela Montti

Student Welfare Coordinator – Michelle Cassell

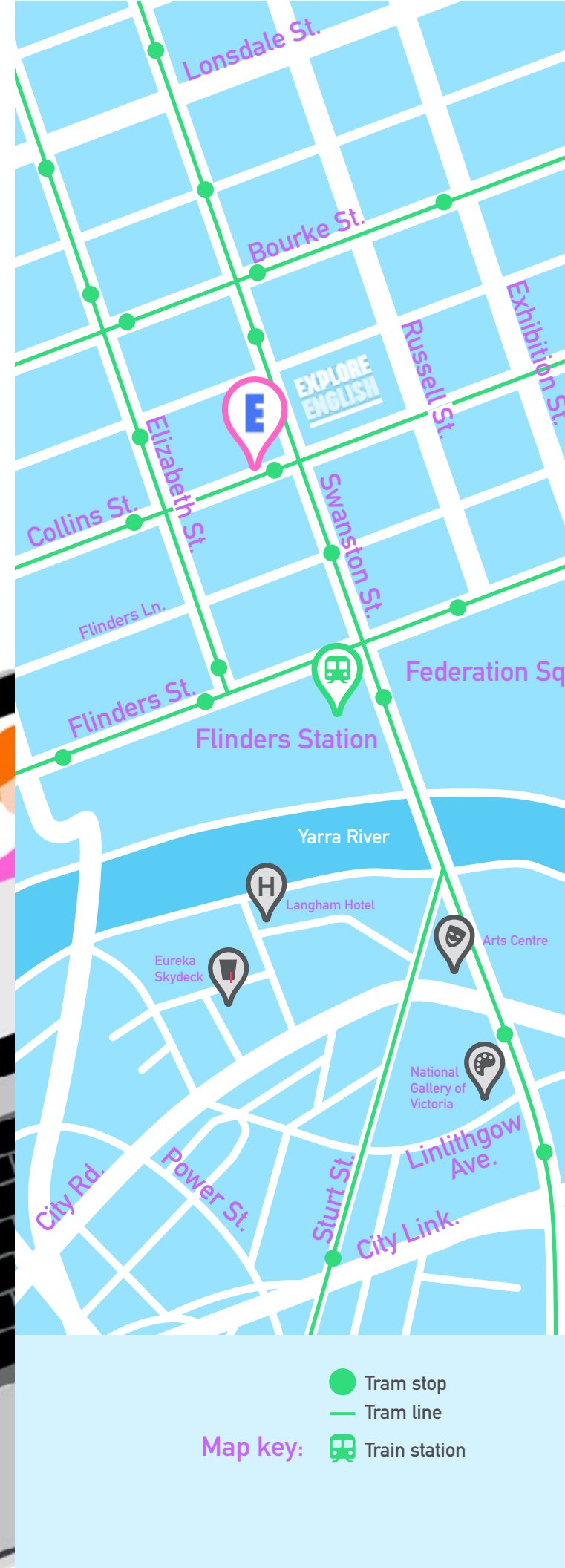
Explore Café Manager – Gemma Pigott

Important Contact Information

Address: Level 8, 250 Collins Street Melbourne 3000

Phone: +61 3 9655 0600 (8.30am – 4.30pm, AEST)

Website: exploreenglish.edu.au



Our Location and Campus Facilities



The Explore English campus is located on Level 8, 250 Collins Street, in the centre of Melbourne's CBD. Melbourne is Australia's second largest city. It is famous for its parks, historic buildings, excellent food and coffee and its wide range of sporting events (The Australian F1 Grand Prix, the Australian Open, the Australian Motorcycle Grand Prix and Australian Rules Football). Many people refer to Melbourne as the sporting capital of the world.

Explore English's central location in Collins Street, means it can be easily accessed via public transport, and it is within the free travel zone. Flinders Street station, which connects trains from all over Melbourne, is a 5-minute walk away. Southern Cross station is a 10-minute walk, or a short tram ride away. Students can take any of the free trams from outside the campus.

We are also perfectly located for exploring Melbourne's famous Bourke Street Mall shopping district. We are close to a variety of dining, touring and recreational activities as well.

On campus, student amenities include a kitchen area with microwaves, a refrigerator and a large common area with WiFi access. There is also a barista coffee machine. Students enjoy the Explore Café which offers discounted prices on a range of drinks. Our classrooms are equipped with modern technology to encourage full student participation.

Living in Melbourne

Public Transport

Melbourne has an extensive public transport system of buses, trains and trams. Tram travel around the CBD is free.

When traveling outside the CBD on public transport, a MYKI card is needed. MYKI cards are available from the information desk at either Flinders Street or Southern Cross stations, or online at www.ptv.vic.gov.au/tickets/myki. Remember, international students are not entitled to student concession fares in Victoria. When using public transport, a valid ticket is always needed. Fines apply when traveling without the correct ticket. Please ask one of our friendly Student Services Officers for more information.

Cycling

Melbourne is a bicycle-friendly city and there are great bike paths around the CBD. Students can also hire bicycles in the city. Learn more at melbournebikeshare.com.au.

Please remember that it is compulsory to wear a helmet when riding a bicycle in Victoria.

Driving in Australia

A license from another country is only valid for use for 3 months in Australia. It must also be translated by NAATI.

Smoking

In Australia, it is illegal to smoke anywhere in public buildings (toilets and hallways, for example), this includes colleges, restaurants, bars and hotels. Smoking must be done outside, at least 4 meters from the entrance of public buildings.



Living Costs in Australia

Australia is a modern, welcoming and affordable country, which enjoys one of the highest standards of living in the world. As an indication only, a single student should budget approximately \$20,000 per year, or about \$350-\$400 per week, for living expenses.

The cost of living in Melbourne varies greatly, depending on personal needs and tastes. Exchange rate fluctuations may also affect budgeting. As a guide, the living costs indicated below are based on two people sharing an unfurnished two-bedroom apartment, flat or house (please be aware that these costs can change). The amounts are in Australian dollars (\$AUD), are estimates only and will vary from person-to-person.

- Bond (refundable security deposit on a rental property) \$1400 (usually 4 times your weekly rent)
- General (furniture, utility connection fees, etc.) \$1200
- Overseas Student Health Cover from \$1500 Single Cover (with BUPA)
- Rent per person (weekly \$250; annually \$13,000)
- Food and drink (weekly from \$200; annually 10,400)
- Travel (up to 10 km from city - weekly \$50; annually \$2,600)
- Telephone (weekly \$35, annually \$1,820)
- Gas, electricity, water (weekly \$50; annually \$2,600)
- Books, stationery, photocopying (annually \$500)
- Personal expenses (clothes, entertainment) (weekly \$80; annually \$4,160)

If you have children of school age that are coming with you, they will be required to attend school. The cost for government school can be found here

<https://www.study.vic.gov.au/en/international-student-program/Pages/default.aspx>

Accommodation Options

Explore English can arrange accommodation prior to students arriving onshore. There are several options:

Homestay

Homestay offers students the opportunity to experience everyday Melbourne living in a family home. Hosts are normally welcoming and helpful, which makes it a popular choice for younger students and those studying short-term English courses. Meals are usually included in the cost.

Please contact us if you would like to have your housing requirements organised by Explore English.





Hostels

Hostel living in Australia is a convenient and cost-effective option for students. Some of the more widely-recognised hostelling options are operated by organisations such as Youth Hostels Australia (YHA) and the Young Men's Christian Association (YMCA). Generally, students share kitchen and bathroom facilities.



Rental/Share House

Students at Explore English who choose to rent with friends or fellow students, usually have to provide their own furniture. Landlords require a security bond, equal to one month's rent, as well as one month's rent in advance.

Student Visa Requirements

An international student is a person who is not an Australian Citizen or Permanent Resident, is enrolled at an Australian education institution and has been granted a student visa by the Department of Home Affairs (DHA) to study in Australia. All international students applying to study English (ELICOS) in Australia, usually have a student, tourist or working holiday visa. Some visas can take up to six months to process, so be sure to allow time. For all visa inquiries and applications, please contact the Australian Embassy or High Commission in your country. The DHA states that: "to be granted a student visa, you must provide evidence that satisfies the assessment factors applicable to you. Assessment factors include your financial ability, likely compliance with the conditions of your visa and any other matters considered relevant to assessing your application". Additional information about student visas is available on the DHA's website: homeaffairs.gov.au



Course Assessment and Progress

Explore English is required by the National Code of Practice to check attendance and course progress to ensure students are attending class and doing well in their studies. Assessments take place at the end of each week for all English courses. Assessment tasks cover all four macro skills – reading, writing, speaking and listening. Classroom teachers also assess language skills during class. Students will make good progress in their English language studies if they use English as much as possible, participate regularly during class and complete all homework tasks, course assignments, tests and activities. Students will be given advanced warning of the time and form of any summative assessments and will not be expected to sit an assessment they have not prepared for.

In preparation for assessments, some support mechanisms might include:

- Having individual sessions with a teacher
- Completing extra tasks set by the class teacher to work on a particular area of weakness
- Attending free elective and support classes offered by Explore English
- Attending classes regularly.

... Asking for help when unsure of what to do or do not understand

Assessments are administered on a weekly basis as follows:

Week 1 – Formative quiz

Week 2 – Formative quiz

Week 3 – Summative test

Week 4 – Formative quiz

Week 5 – Formative quiz

Week 6 – Summative test

Week 7 – Formative quiz

Week 8 – Formative quiz

Week 9 – Summative test

Student Progress Reports

After each "Big Test" (summative test in weeks 3, 6 and 9), teachers write individual student progress reports that clearly outline current assessment results and any support mechanisms to assist the student learning process.

Course Delivery

All students are required to attend 20 hours of face-to-face tuition per week. Courses provided by Explore English incorporate communicative language teaching methodologies, which encourage student participation and engagement. During class, students also attend a series of excursions and have plenty of opportunity to use technology. Classes are delivered in the morning or evening. Students may request to move from day to evening, but this may necessitate an additional cost of the difference between the two sessions. These requests will be granted if there is availability.



Study Melbourne Student Centre

Study Melbourne is a centre for international students which gives free advice, information, and referral and practical support from Monday to Friday, 9am – 5pm. Study Melbourne offers help in many languages, provides free interpreting services, and has free WiFi and computer facilities.

Study Melbourne can help students with:

- General Information about living, working and studying in Melbourne
- Accommodation
- Health
- Employment and workplace rights
- Legal Problems

Study Melbourne also organises meetup events to help with meeting new people, learning new things and finding support in a new community. Study Melbourne is in the CBD, about a 10-minute walk from Explore English.

Address: 17 Hardware Lane, Melbourne 3000
PH: 1800 056 449
Website: studymelbourne.vic.gov.au

Student Support Services and Student Welfare

Our Student Services Officer is available to assist students with general enquiries about their studies, for example they can request documentation, ask about their attendance and information about the campus. All students enrolling at Explore English also have access to the Student Welfare Coordinator who helps students cope with the many challenges they can face when studying away from home. We make every effort to help students feel at home and smoothly transition into their new surroundings.

We regularly consult with students to gather feedback on their experience at Explore English, and continually develop and improve our services accordingly. The result is a supportive and safe environment that plays a crucial role in ensuring that every student is able to reach their full potential.

Student Orientation

Orientation takes place on your first day of school on Monday at 11am, and attendance is compulsory. It is held on Level 8, 250 Collins Street. A notification and a reminder are sent closer to the date from our admissions team. The session gives information about the available courses at Explore English. It is also a good time to ask any questions about studying with Explore English, or living in Melbourne.

Overseas Student Health Cover (OSHC)

Australia's Medicare system is only for residents of Australia (it does not cover international students). Student visa holders are required to have OSHC and will need to buy a valid OSHC policy for the duration of their studies. Unless students can provide evidence of OSHC, Explore English will organise OSHC for them and an invoice for the cost of this insurance will be sent. Working holiday and tourist visas holders are recommended to buy OSHC for the duration of their stay, prior to departing their home country.

Explore English uses BUPA as its provider of OSHC. For more information, please visit their website at bupa.com.au/health-insurance/cover/oshc/about-oshc



Michelle Cassell
Student Welfare Coordinator

Courses

A variety of courses are offered at Explore English. All courses run 4 days a week and are available for day or evening study. Please note, courses are subject to availability. Our courses are:

General English

The General English course is specifically designed for students who want to improve their English language skills in the areas of reading, writing, listening and speaking. The emphasis is on communication and the course aims to provide students with the required skills and confidence to successfully communicate with native English speakers on regular topics in day-to-day conversation.

CRICOS 085252K
DURATION 2-52 Weeks
LEVELS Elementary to Advanced

IELTS Preparation

The International English Language Testing System (IELTS) is a standardised English language proficiency test for higher education and global migration. IELTS assesses English skills on the parameters of reading, writing, listening and speaking.

CRICOS 085253J
DURATION Up to 24 Weeks
LEVELS from Upper-intermediate

"My experience here has been amazing!! They really care about you and your learning process, they'll make you feel at home. I could never be living this experience in other school!"

Lauren Garcia.



All of our English courses are NEAS approved. Please visit www.neas.org.au/about for more information about NEAS

English for Academic Purposes (EAP)

The objective of the EAP course is to equip students with the academic skills necessary for success in higher study in Australia. With this course, students can enter certain universities or colleges at the Certificate, Diploma, Undergraduate and Postgraduate levels, with confidence.

CRICOS 085251M
DURATION 10 Weeks
LEVELS Upper-intermediate to Advanced

PTE Academic Preparation

A perfect course offered by Explore English for students who would like to prepare for the PTE Academic Test. The Australian government now accepts PTE Academic Test scores for higher studies as well as immigration purposes. The course provides ample practice to students by using Pearson approved textbooks and mock exams. Students will receive regular hints about and tips for PTE Academic preparation and how to pass the proficiency test.

CRICOS 092019E
DURATION 10 Weeks
LEVELS Upper-intermediate to Advanced

Cambridge Exam Preparation

This course provides students with the necessary knowledge of exam structure and how to improve time-management skills to create an effective exam strategy for optimal success. Our course end dates coincide with exam dates to enable a seamless test experience for our students.

CRICOS 096903M - 096904K
DURATION Up to 24 weeks
LEVELS Upper-intermediate to Advanced

**All our teachers have university degrees and English language teaching qualifications. We choose teachers who are passionate and engaging.*





Elementary: Course Learning Outcomes

If students do not understand these things, then they should spend more time at the level and be given extra work/material to study.

- Present Simple/Present Continuous
 - Past Simple
 - Future Simple
 - Future with 'Be Going To'
 - Have/Has Got
 - 'Can' for Possibility
- There is/are
 - Adverbs of Frequency
 - Countable/Uncountable Nouns
 - Comparative & Superlatives
 - Modal Verbs (Can, Have to, Might)
 - Articles

Course aims	
By the end of the Elementary level, you should be able to do the following:	
Skill	Description (Student should be able to...)
Listening	<ul style="list-style-type: none">• Understand clear, slow, standard speech related to everyday topics such as family, lifestyle, work, education, weather, etc.• Understand the main point of short, clear, simple messages and announcements.
Reading	<ul style="list-style-type: none">• Understand short, simple texts containing common vocabulary and shared international expressions.• Find specific, predictable information in simple everyday material such as advertisements, prospectuses and timetables.
Speaking	<ul style="list-style-type: none">• Use a series of phrases and sentences to describe in simple terms family, friends, lifestyles, education, work and other everyday topics.• Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. .
Pronunciation	<ul style="list-style-type: none">• Be generally understood although L1 interference or pronunciation errors may sometimes impede communication
Summarising	<ul style="list-style-type: none">• Write or verbalise the meaning of a text but may struggle with paraphrasing
Writing	<ul style="list-style-type: none">• Write short, simple notes and messages relating to matters in areas of immediate need.• Use simple connectors like 'and', 'but', 'so' and 'because'.• Write a simple informal letter or email to someone they know.• Use paragraphs to write a short report about everyday topics and people they know• Use basic punctuation (upper and lower case letters, full stops, commas, apostrophes)• Spell frequently occurring words related to simple, everyday topics• Write a short story using basic past simple structure
Vocabulary	<ul style="list-style-type: none">• Use basic everyday vocabulary related to topics such as family, lifestyle, education, work, weather, time, etc.
Grammar	<ul style="list-style-type: none">• Use simple tenses to talk about the past, present and future.• Use simple structures related to comparing things, possibility, position, location, quantities, frequency, defining and describing things.
Fluency	<ul style="list-style-type: none">• Handle short social exchanges, although they may struggle to maintain a discussion independently

*In addition to this, at the start of each class teachers inform students of the learning outcomes for that day.

Pre-Intermediate: Course Learning Outcomes

If students do not understand these things, they will need to be given extra work or materials.

- Present Simple/Present Continuous
- Past Simple
- Future Simple
- Future with 'Be Going To'
- Have/Has Got
- 'Can' for Possibility
- There is/are
- Adverbs of Frequency
- Countable/Uncountable Nouns
- Comparative & Superlatives
- Modal Verbs (Can, Have to, Might)
- Articles

If students do not understand these things, then they should spend more time at the level and be given extra work/material to study.

- Question Forms (with/without Auxiliaries)
- Present Simple/Continuous
- Past Simple/Continuous
- Present Continuous/Future 'Be Going to' for future plans
- Present Perfect
- Modal Verbs of Obligation, Advice and Prediction
- Used to
- Relative Pronouns/Clauses
- Comparative/Superlatives
- Articles
- Zero/First Conditional



Course aims	
By the end of the Pre-Intermediate level, you should be able to do the following:	
Skill	Description (Student should be able to...)
Listening	<ul style="list-style-type: none">• Understand standard English and understand the gist when listening to authentic English and common accents• Understand information relating to commonly occurring topics and topics of personal interest• Understand information in real-life contexts (e.g. medical, financial, etc.)• Understand questions and instructions in standard English.
Reading	<ul style="list-style-type: none">• Skim general texts to identify the subject matter and overall meaning• Scan general texts for key information and detail• Follow and understand short, simple narrative texts and biographies• Understand key information and detail in texts relating to everyday or real-life topics (letters, schedules, notices, etc.)• Paraphrase and make basic inferences for general texts
Speaking	<ul style="list-style-type: none">• Use polite and clear English related to greetings, address, everyday interactions and routine tasks• Independently make a short, clear presentation related to commonly occurring topics or topics of personal interest• Ask for clarification and additional information using fixed phrases• Participate fairly fluently in group discussions on commonly occurring topics
Pronunciation	<ul style="list-style-type: none">• Be mostly understood when using commonly occurring words• Communicate clearly with very rare L1 interferences• Pronunciation mistakes may occur when using unfamiliar vocabulary
Summarising	<ul style="list-style-type: none">• Summarise key information on commonly occurring topics• Paraphrase information using basic synonyms and structures
Writing	<ul style="list-style-type: none">• Write informal emails/letters relating to invitation, advice and opinion• Write a basic formal email/letter of complaint• Write a short narrative about a personal experience• Write short texts relating to real-life contexts (web comments, forum posts, blog posts, etc.)• Proofread own and others' written work for basic grammar, spelling and punctuation mistakes• Produce clear, organised texts using basic cohesive devices and clear paragraphs
Vocabulary	<ul style="list-style-type: none">• Use a range of vocabulary, including synonyms, when speaking or writing about common topics.
Grammar	<ul style="list-style-type: none">• Use a range of simple tenses to talk about past, present and future• Use a range of basic structures to describe, compare, clarify, paraphrase, give advice, etc.
Fluency	<ul style="list-style-type: none">• Speak fluently though there may be pauses when thinking of vocabulary or phrases.

*In addition to this, at the start of each class teachers inform students of the learning outcomes for that day.



Intermediate – Course Learning Outcomes

If students do not understand these things, they will need to be given extra work or materials.

- Question Forms (with/without Auxiliaries)
 - Present Simple/Continuous
 - Past Simple/Continuous
 - Present Continuous/Future 'Be Going to' for future plans
 - Present Perfect
 - Modal Verbs of Obligation, Advice and
- Prediction
 - Used to
 - Relative Pronouns/Clauses
 - Comparative/Superlatives
 - Articles
 - Zero/First Conditional

If students do not understand these things, then they should spend more time at the level and be given extra work/material to study.

- Question Forms (with/without Auxiliaries)
 - All Present and Past Simple and Continuous Tenses
 - All Future Tenses
 - Past Perfect
 - Used To Vs. Would
 - Modal Verbs relating to Obligation, Advice, Possibility and Ability
- Comparatives/Superlatives
 - Question Tags
 - Zero, First and Second Conditionals
 - Articles and Quantifiers
 - Relative Pronouns/Clauses
 - Passive Voice
 - Reported Speech

Course aims	
By the end of the Intermediate level, you should be able to do the following:	
Skill	Description (Student should be able to...)
Listening	<ul style="list-style-type: none">• Understand all information used in standard English and understand most information given in authentic English• Understand all conversations and informal interviews on everyday topics• Understand native English humour or when a joke has been made (although they may not understand the full meaning)• Understand a phone conversation related to everyday topics as well as the main idea of more complex topics• Extract meaning of unknown words based on context even if topic is unfamiliar• Understand the majority of real English media on familiar topics (TV shows, news reports, radio programmes, songs, etc.)
Reading	<ul style="list-style-type: none">• Skim for main idea and scan for key details of general texts relating to common topics• Extract meaning of unfamiliar words based on context with minimal reliance on dictionary or phone• Understand general idea and key details of all important real-life texts (letters, emails, text messages, notices, schedules, fiction, non-fiction, etc.)
Speaking	<ul style="list-style-type: none">• Participate in group discussions on a range of topics with the ability to interact, express opinions, agree and disagree fairly eloquently• Independently give a clear, concise presentation about a range of familiar topics
Pronunciation	<ul style="list-style-type: none">• Be understood in almost all situations with almost no L1 interference• Speak clearly although mispronunciation may occur very rarely
Summarising	<ul style="list-style-type: none">• Summarise and paraphrase information using a range of synonyms and structures in a written and spoken context
Writing	<ul style="list-style-type: none">• Write a news report using narrative tenses• Write a fairly detailed narrative or biography using narrative tenses• Write an informal letter/email about a range of everyday topics (introduction, request, advice, etc.)• Write a short text for a range of online functions (review, comment, wiki, advert, social media post)• Use formal language to write a covering letter• Write an advantage and disadvantage essay about common issues
Vocabulary	<ul style="list-style-type: none">• Use a range of vocabulary, including collocations, phrasal verbs, idioms, expressions, etc.
Grammar	<ul style="list-style-type: none">• Use grammar structures and tenses to communicate clearly for a range of purposes (speculation, suggestions, predications, description, advice, complaint, hypothesizing, etc.)
Fluency	<ul style="list-style-type: none">• Speak fluently on a range of topics without need for support or prompting• Communicate ideas fluently with the occasional pause

*In addition to this, at the start of each class teachers inform students of the learning outcomes for that day.

Upper-Intermediate: Course Learning Outcomes

If students do not understand these things, they will need to be given extra work or materials.

- Question Forms (with/without Auxiliaries)
 - All Present and Past Simple and Continuous Tenses
 - All Future Tenses
 - Past Perfect
 - Used To Vs. Would
 - Modal Verbs relating to Obligation, Advice, Possibility and Ability
- Comparatives/Superlatives
 - Question Tags
 - Zero, First and Second Conditionals
 - Articles and Quantifiers
 - Relative Pronouns/Clauses
 - Passive Voice
 - Reported Speech

If students do not understand these things, then they should spend more time at the level and be given extra work/material to study.

- Past, Present and Future Perfect and Continuous Tenses
 - Passive Voice
 - Narrative Tenses
 - Used To/Would
- Gerunds
 - Second and Third Conditionals
 - Mixed Conditionals
 - Participle Clauses
 - Reported Speech



Course aims	
By the end of the Upper-intermediate level, you should be able to do the following:	
Skill	Description (Student should be able to...)
Listening	<ul style="list-style-type: none">• Understand all information used in standard English and understand most information given in authentic English• Understand the gist of a lively conversation between native speakers• Understand native English humour or when a joke has been made• Understand a phone conversation related to everyday topics as well as the main idea of more complex topics• Extract meaning of unknown words based on context even if topic is unfamiliar• Understand almost all real English media on familiar topics (TV shows, news reports, radio programmes, songs, etc.)
Reading	<ul style="list-style-type: none">• Skim an extended text to identify the subject matter and overall meaning.• Scan, locate and understand detail in extended texts on a range of familiar topics.• Extract meaning of unfamiliar words based on context with almost no reliance on dictionary or phone
Speaking	<ul style="list-style-type: none">• Support and justify opinions in a discussion about a range of issues• Independently give a formal, clear and concise presentation with relevant content• Tell an amusing anecdote or story about oneself or someone else• Give a detailed description of a book or movie• Deal with more challenging interactions in real-life situations (complaint, argument, receiving/giving bad news, etc.)
Pronunciation	<ul style="list-style-type: none">• Be understood in almost all situations with very infrequent pronunciation mistakes
Summarising	<ul style="list-style-type: none">• Summarise the key information and opinions from a variety of sources, including newspaper or online articles, interviews, presentations, etc.
Writing	<ul style="list-style-type: none">• Write an essay or report on a topic related to personal or work interests, including proofreading for spelling, grammar and structural issues
Vocabulary	<ul style="list-style-type: none">• Use a good range of vocabulary, including synonyms, when speaking or writing about common topics or topics related to work or study.
Grammar	<ul style="list-style-type: none">• Use a range of grammar structures and tenses to enquire, hypothesize, clarify, agree, disagree, suggest, persuade, report, paraphrase, etc.
Fluency	<ul style="list-style-type: none">• Speak very fluently with very infrequent pauses to think about choice of words

*In addition to this, at the start of each class teachers inform students of the learning outcomes for that day.

Advanced: Course Learning Outcomes

If students do not understand these things, they will need to be given extra work or materials.

- Past, Present and Future Perfect and Continuous Tenses
 - Passive Voice
 - Narrative Tenses
 - Used To/Would
- Gerunds
 - Second and Third Conditionals
 - Mixed Conditionals
 - Participle Clauses
 - Reported Speech

If students do not understand these things, then they should spend more time at the level and be given extra work/material to study.

- The Continuous Aspect
 - All conditionals (Zero, First, Second, Third & Mixed)
 - Relative Clauses
 - The Perfect Aspect
 - Passive Voice
 - Concession Clauses
- Cleft Sentences
 - Participle Clauses
 - Future in the Past
 - Ellipsis and Substitution
 - Tenses for Unreal Situations
 - Adverbials
 - Inversion



Course aims	
By the end of the Advanced level, you should be able to do the following:	
Skill	Description (Student should be able to...)
Listening	<ul style="list-style-type: none">• Generally, understand most people, regardless of accent and participate in an extended discussion.• Understand the key information and specific details in a variety of academic and non-academic formats and be able to respond accordingly.
Reading	<ul style="list-style-type: none">• Skim academic and general texts to assess relevance to individual needs then scan to locate pertinent information.• Understand texts within my area of interest or expertise with a great deal of understanding, and texts outside of my area of interest or expertise with some reliance on a dictionary.
Speaking	<ul style="list-style-type: none">• Express yourself fluently in a range of contexts with an awareness of both style and register.• Give a formal presentation and participate in debates using accurately referenced resources from a variety of sources.
Pronunciation	<ul style="list-style-type: none">• Be easily understood most of the time with minimal L1 interference despite occasional mispronunciation and infrequent breakdowns in rhythm and stress.
Summarising	<ul style="list-style-type: none">• Compose and present a written or verbal summary from a variety of different sources.
Writing	<ul style="list-style-type: none">• Write a descriptive report, supported with appropriate examples using accurately referenced resources from a variety of sources.• Write academic essays using a variety of sources.
Vocabulary	<ul style="list-style-type: none">• Use a good range of vocabulary, including synonyms, connectives, idiomatic language and paraphrase for detailed expression.
Grammar	<ul style="list-style-type: none">• Formulate statements in a very precise manner in order to indicate my degree of agreement, certainty, concern, satisfaction etc.• Effectively use a mix of complex and simple structures in written and spoken contexts with sustained accuracy.
Fluency	<ul style="list-style-type: none">• Speak fluently in most situations, except for conceptually difficult topics.

*In addition to this, at the start of each class teachers inform students of the learning outcomes for that day.

IELTS: Course Learning Outcomes

If students don't understand these things, they should ask their teacher for some extra work to do at home.

- 0, 1st, 2nd and 3rd conditionals.
 - All past and present simple and continuous tenses.
 - All present and past perfect tenses.
 - Narrative tenses.
 - Passive voice.
 - Articles.
- Language for future plans and predictions.
 - Comparatives and superlatives.
 - Modals for obligation, prohibition, permission, ability and deduction.
 - Topic and supporting sentences.
 - Paragraph structure.



Course aims	
Skill	Description (Student should be able to...)
Listening	<ul style="list-style-type: none">• Understand the format of the IELTS listening sections• Familiarise with common topics in IELTS listening• Understand different types of question types in IELTS listening• Have a thorough grasp of the strategies to answer the IELTS listening questions• Generally, understand most people, regardless of accent and participate in an extended discussion.• Understand the key information and specific details in a variety of academic and non-academic formats and be able to respond accordingly.
Reading	<ul style="list-style-type: none">• Skim academic and general texts to assess relevance to individual needs then scan to locate pertinent information.• Understand details in general and academic texts• Know the different reading techniques and strategies to answer IELTS reading questions• Understand texts within my area of interest or expertise with a great deal of understanding, and texts outside of my area of interest or expertise with some reliance on a dictionary.
Speaking	<ul style="list-style-type: none">• Express yourself fluently in a range of contexts with an awareness of both style and register.• Give a formal presentation and participate in debates using accurately referenced resources from a variety of sources.
Pronunciation	<ul style="list-style-type: none">• Be easily understood most of the time with minimal L1 interference despite occasional mispronunciation and infrequent breakdowns in rhythm and stress.
Summarising	<ul style="list-style-type: none">• Compose and present a written or verbal summary from a variety of different sources.
Writing	<ul style="list-style-type: none">• Write a descriptive report, supported with appropriate examples using accurately referenced resources from a variety of sources.• Write an objective essay on different visual prompts• Write different types of letters• Write academic essays using a variety of sources.
Vocabulary	<ul style="list-style-type: none">• Use a good range of vocabulary, including synonyms, connectives, idiomatic language and paraphrase for detailed expression.
Grammar	<ul style="list-style-type: none">• Formulate statements in a very precise manner in order to indicate my degree of agreement, certainty, concern, satisfaction etc.• Effectively use a mix of complex and simple structures in written and spoken contexts with sustained accuracy.
Fluency	<ul style="list-style-type: none">• • Speak fluently in most situations, except for conceptually difficult topics.

*In addition to this, at the start of each class teachers inform students of the learning outcomes for that day.

B2 First: Course Learning Outcomes

If students don't understand these language items, they should ask their teacher for some extra work to do at home to improve their knowledge and use.

Grammar

- 0, 1st, 2nd and 3rd conditionals.
 - All past and present simple and continuous tenses.
 - All present and past perfect tenses.
 - Narrative tenses.
 - Passive voice.
 - Articles.
 - Basic quantifiers and modifiers.
 - Relative clauses (defining and non-defining)
- Language for future plans and predictions.
 - Comparatives and superlatives.
 - Modals for obligation, prohibition, permission, ability and deduction.
 - Basic conjunctions and linking words.
 - Topic and supporting sentences.
 - Paragraph structure.
 - Text structures (e.g., disadvantage/ advantage essay).

Vocabulary

- Feelings
- Opinions
- Common phrasal verbs
- Linkers
- Negotiating

Course aims	
Skill	Description (Student should be able to...)
Listening	<ul style="list-style-type: none">• be able to understand the format of the FCE listening sections.• have an understanding of common topics in FCE listening tasks.• understand different types of question types in FCE listening tasks.• have a thorough grasp of the strategies to answer the FCE listening questions.• understand most people, regardless of accent, and to participate in an extended discussion on a variety of topics.• be able to follow a range of audio text types (e.g., everyday conversations, reports, news programmes, and presentations).• be able to listen for gist• be able to extract specific details• be able to understand people's attitudes and opinions• be able to identify speaker's purpose• be able to listen for paraphrased information

Reading and Use of English	<ul style="list-style-type: none">• skim academic and general texts to assess relevance to individual needs then scan to locate pertinent information.• understand a variety of text types and their structure (e.g., articles, reports, advertisements).• know the different reading techniques and strategies to answer FCE questions in this exam module.• recognise grammatical cues to be able to complete tasks in this part of the exam (e.g., cloze activities).• understand how grammatical and lexical cues contribute to meaning.• have an increased awareness in word and grammatical forms and structures.• have good control of grammar and vocabulary.• be able to paraphrase without loss of meaning.• be able to predict meaning of unknown vocabulary from context.• be able to identify author's purpose.• be able to understand gist.
Speaking and pronunciation	<ul style="list-style-type: none">• be able to express an opinion on a range of topics with supporting evidence and examples, with an awareness of appropriate style and register.• be able to debate and exchange views on different topics, linking ideas to improve cohesion and coherency.• be able to speak for an extended period on a familiar topic.• be able to use a range of grammatical structures and forms.• be able to initiate conversation and respond accordingly.• be able to successfully maintain and suitably develop an interaction.• be easily understood with mostly appropriate rhythm and stress (at the word and sentence level) and fluency.
Writing	<ul style="list-style-type: none">• be able to construct a variety of text types (e.g., letters (formal and informal), reviews, reports, and essays, supported by appropriate examples.• use appropriate language (grammar and vocabulary) that suits the style and register.• be able to structure a text according to its audience and purpose.• be able to develop ideas that are cohesive and logically organised.• be able to express an opinion with supporting evidence and examples• be able to compare and contrast• be able to provide information
Vocabulary	<ul style="list-style-type: none">• be able to use a good range of vocabulary, including synonyms, connectives, and idiomatic language.• be able to paraphrase for detailed expression.• be familiar with a range of vocabulary on a variety of topics (e.g., the environment, work, travel, entertainment, education, family and relationships, music, sport).
Grammar	<ul style="list-style-type: none">• be able to effectively use a mix of complex and simple structures in written and spoken contexts with sustained accuracy.• be able to demonstrate sound knowledge of English grammar forms and structures.• be able to apply knowledge of English grammar in a range of contexts in written and oral forms

*In addition to this, at the start of each class teachers inform students of the learning outcomes for that day.

Learning Outside the Classroom

As part of the learning process, Explore English fully encourages outside class activities and excursions. All our activities have solid learning outcomes that are related to each course level. Students visit a variety of interesting places to develop an appreciation of the social and cultural aspects of their programme.

Excursions

Explore the delights of Melbourne and the surrounding area with friends by going on a school excursion. A school excursion is a great way for students to mingle with each other, make new friends and interact with the locals in an authentic learning environment with the support of their English teachers. Worksheets are given to students so that excursions have an academic component as well. Some of our popular excursions include:

- Paint Balling
 - Royal Botanical Gardens
 - Cricket
- Football (AFL)
 - Archery
 - Coffee Tours
- Movies
 - Yoga
 - Visiting libraries
- Trampolining
 - Visiting Art Galleries
 - Tenpin Bowling

Free Electives

Every week, students are invited to sign up for the social activities and free classes. Below are some of the free classes and activities that are offered.



Free elective classes

OPTIONAL FOR ALL STUDENTS

2:45 - 3:45pm

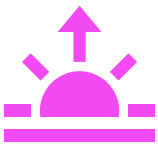
Grammar
Writing
Listening
Speaking

Singing in English
Aussie English
Job Club
Pronunciation

*Refer to the Activities Calendar

Timetables

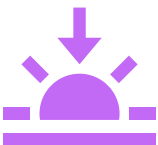
No School
ON FRIDAYS!



Morning Classes

(8:30AM - 2:30PM). Monday to Thursday

Session 1	Break	Session 2	Break	Session 3
8:30 - 10:00	15 minutes	10:15 - 12:30	45 minutes	1:15 - 2:30



Evening Classes

(4:30PM - 9:45PM). Monday to Thursday

Session 1	Break	Session 2
4:30 - 6:45	15 minutes	7:00 - 9:45

Refund Policy

Full Refund of Course Fees

Explore English will make a full refund of course fees paid in advance...

- when an application for a student visa is unsuccessful (Explore English reserves the right to retain an Administration Fee of \$200). Fees paid in advance will be refunded within two weeks, or
- if more than 10 weeks' written notice is given of the intention to withdraw from the course prior to the course commencement (Explore English reserves the right to retain an Administration Fee of \$200), or
- if Explore English is unable to commence the delivery of a course on the agreed starting date, a full refund will be made within two weeks of the course not being provided, in accordance with the refund guidelines of the Education Services for Overseas Students (ESOS) Act.

Partial Refund

Explore English will provide a partial refund of course fees paid in advance...

- where students provide written notice of their intention to withdraw from the course prior to the course commencement. The partial refund will be less a \$200 Administration Fee.
 - If more than 4 and up to 10 weeks' written notice is provided of the intention to withdraw from the course prior to the course commencement. The partial refund will be 50% of course fees, less a \$200 Administration Fee.
 - Where less than 4 weeks' written notice of the intention to withdraw from the course is provided prior to course commencement. The partial refund will be 25% of tuition fees, less a \$200 Administration Fee.

No Fee Refund

Explore English will not refund any fees:

- Where a student withdraws from the course after commencement of the course. This includes course fees, enrolment fee, cost of learning resources, OSHC and airport pickup.
- In an event where a student applies and is granted approval by Explore English to transfer to another registered provider, prior to completion of six months' study of the principal course.
- In an event where the student's enrolment is cancelled as a result of implementation of the Student Disciplinary Policy or breach of student visa conditions.



Payment of Refund

All refunds for which a student is eligible will be forwarded, within two weeks, to the person who paid the fees, unless the student is transferring to another registered provider in Australia, in which case any refund may be remitted to that registered provider. Explore English will provide the student with a statement detailing the calculation of the refund. Refunds will be made to the account from which the fees were initially received. An authorisation letter must be provided if a student wishes to nominate a different bank account.

Request for Refund

Students who wish to apply for a refund of course fees, in accordance with the Refund Policy, should do so by completing the Student Request Form on our website.

Approvals

All refunds must be approved by the Finance Manager. Exemptions to any of the above mentioned conditions may only occur where the student has extenuating circumstances, or there are compassionate grounds.

Student Guidelines

Explore English will:

- Ensure that students are provided with access to the Complaints and Appeals Process
- Pay refunds in Australian dollars only.
- Pay offshore refunds by bank transfer.

For further information regarding refunds call +61 3 96550600, or email accounts@mcie.edu.au

Privacy Policy

Personal information is collected solely for the purpose of operating as a Registered Training Organisation under the Australian Quality Training Framework and administered by the Victorian Government, which is the registering authority. The requirements of the registering authority may mean the release of personal information for the purposes of audit, or for collection of data by Commonwealth and State Government departments and agencies, and the fund manager of the ESOS assurance agency. It is a requirement of the Australian Qualifications Framework that students can access personal information held by Explore English, and may request corrections to information that is incorrect or out of date. Apply to the Academic Manager to view your own records. To read the full Explore English Privacy Policy, please refer to exploreenglish.edu.au.

Complaints and Appeals Process

Explore English has a complaints and appeals procedure to ensure that all complaints are dealt with in a timely and constructive manner for all parties. If you have a complaint, email at complaints@exploreenglish.edu.au.



Attendance Monitoring Process

If you have not complied with the attendance conditions of your Student Visa, Explore English will take the following steps:

- 1. Issue a 1st Warning Letter when your projected attendance goes below 90%. You will need to meet with our Academic Manager to discuss the reasons for this drop in your attendance.
- 2. A 2nd Warning Letter is issued when your projected attendance goes below 85%. You will need to meet with our Academic Manager to discuss the reasons for this continued fall in your attendance and possible resolutions to improve this. You will need to meet with our Academic Manager to discuss the reasons for this continued fall in your attendance and suggestions about how to improve this. You will also be asked if you have any medical certificates to account for your absences.
- 3. When your projected attendance goes below 80%, you will be issued an ITR (Intention to Report). You will need to arrange a meeting with our Academic Manager to explain the reasons for your absence from class and to produce any evidence to support your claims. It is important to understand that when your projected attendance is between 70% and 80%, it is ultimately the Academic Manager's decision about whether to report you to the Department of Home Affairs (DHA) for failure to meet the attendance requirements of your student visa. You will have 20 business days from receiving this notice to access our complaints and appeals process. If your projected attendance is below 70%, the Academic Manager's obligation is to report you to the DHA.

1st Warning

Projected attendance goes under 90%.
Meeting with the Academic Manager.

2nd Warning

Projected attendance goes under 85%.
Meeting with the Academic Manager.

Intention to Report

Projected attendance goes below 80%.
You will be issued an ITR.
Meeting with the Academic Manager.
Your course can be cancelled.

Bullying and Cyber-Bullying Policy

Explore English has a 100% Zero Tolerance Policy on Bullying and Cyber-bullying. Students have the right to...

- study in an environment free from bullying,
- be respected and valued regardless of personal characteristics or background,
- have opportunities to reach their full potential and participate in all aspects of the school experience, and
- make a complaint if being bullied and protection from victimisation if making a complaint.

If you, or someone you know, is having a problem with bullying, please speak to our Student Welfare Coordinator.

Transfer of Student Enrolment

The National Code 2018 restricts the capacity of students to transfer to other training providers prior to completing six months of their principal course. Explore English does not actively encourage students to transfer to, or from, other registered providers.

To apply for a transfer to Explore English, prospective students need to provide the following:

- Completed application form (available from Reception or the Explore English website, exploreenglish.edu.au) and provide originals or certified copies of the following documentation:
 - Passport
 - Appropriate study visa
 - Proof of health cover
 - Proof of English language proficiency
 - Release letter from original registered provider

On receipt of an application for Transfer of Enrolment, the International Admissions Manager will ensure that the student has completed at least six months of his or her principal course of study unless:

- The original registered provider has ceased to be registered or the course has ceased to be registered
- The original registered provider has provided a written letter of release
- The original registered provider has a had a sanction imposed on its registration by the Australian Government, or state or territory government, that prevents the student from continuing his or her principal course
- Any government sponsor of the student deems that a transfer is in the student's best interest and supports the transfer request in writing.

Students should seek advice from the DHA on whether a new visa is required.

Australian Consumer Law

As a consumer, every student has the right to receive factual and accurate information about the courses offered by Explore English before making an enrolment decision. To ensure this, Explore English has stringent policies and procedures in place. It is very important to read this brochure carefully before enrolling in a course to ensure that the course meets personal requirements and that the fees and obligations as an international student are understood.

The availability of the Fees Payment and Refund Policy and the Complaints and Appeals Policy and Procedure does not affect the rights of the student to take action under the Australian Consumer Law if the Australian Consumer Law applies.

Student requests for Deferment, Suspension or Cancellation of Studies

Students may initiate a request to defer commencement of studies, or suspend their studies on the grounds of compassionate or compelling circumstances. Students wishing to defer or suspend the commencement of studies, must apply to do so in writing to Explore English.

The reasons for suspending your enrolment are limited to extenuating circumstances such as:

- Personal illness (for example, a hospital procedure)
- Bereavement (death of an immediate family member)
- Serious illness of an immediate family member
- Major political upheaval or natural disaster in the home country requiring emergency travel, and which has impacted the student's studies
- A traumatic experience, which could include involvement in or witnessing of a serious accident, or witnessing or being the victim of a serious crime, and which has impacted the student (these cases should be supported by police or psychologist's reports)
- An instance where Explore English was unable to offer a pre-requisite unit, or the student has failed a pre-requisite unit and therefore faces a shortage of relevant units for which they are eligible to enrol.

If you know that you will not be attending classes during the study period, you should contact the Student Welfare Coordinator, or Academic Manager, and arrange an appointment to discuss your circumstances. After your meeting, and after providing documented evidence supporting circumstances/reasons for seeking suspension or cancellation of enrolment, you will be required to complete and submit an application in writing.

Provider Initiated Suspension or Cancellation

Explore English may decide to suspend or cancel a student's enrolment on its own initiative in response to:

- Misbehaviour by student
- The student's failure to pay an amount he or she was required to pay to Explore English to undertake or continue the course as stated in the written agreement
- Breach of course progress or attendance requirements by the student, which must occur in accordance with the National Code 2018, Standard 8. In case of deferral, suspension or cancellation initiated by Explore English, the student will be provided with a notice of Intention to Report and 20 working days to access Explore English's internal complaints and appeals process.

A student is not given this opportunity to appeal when the student's health or wellbeing, or the wellbeing of others, is likely to be at risk.

Some of the scenarios related to this situation are listed here:

- The student is missing
- The student has medical concerns, severe depression or psychological issues which lead the provider to fear for the student's wellbeing
- The student has engaged, or threatened to engage, in behaviour that is reasonably believed to endanger the student or others
- The student is at risk of committing a criminal offence.

Explore English may defer an enrolment where the course is not being offered at the proposed date, site, or other reasons where it is necessary to cancel the course. In such cases, a refund shall be processed as required, or alternative courses offered. Deferral of commencement, suspension of enrolment, and cancellation of enrolment has to be reported to the Department of Home Affairs (DHA) by Explore English and this may affect the status of a student visa.

Student Requests

To lodge a request or issue with Explore English, email at requests@exploreenglish.edu.au or you can head to our website by scanning the code on the right.

Text Eriq (our AI Assistant) on 0408 609 706 to ask questions about your attendance, course dates, class times and much more.

ESOS Framework

The Australian Government wants overseas students to have a safe, enjoyable and rewarding study experience and has put in place laws which promote quality education and consumer protection rights for overseas students.

These laws are known as the ESOS Framework and they include the ESOS Act 2000 and the National Code 2018. MCIE is governed by the ESOS Framework and is committed to fulfil its obligations under the Act. For a full description of the ESOS Framework refer to: <https://internationaleducation.gov.au/regulatory-information/pages/regulatoryinformation.aspx>

Change of COE

Please be aware that there is a cost of \$50.00 to be paid to Explore English for any changes made to a COE.

Resource Fee

Please note that a \$80.00 resource fee is required for General English and IELTS (1st book), \$100 for Cambridge, and \$150 for EAP courses.

Replacement of Certificate

There is a cost of \$20.00 for replacement or duplication of certificates and/or other documentation.

Access and Equity

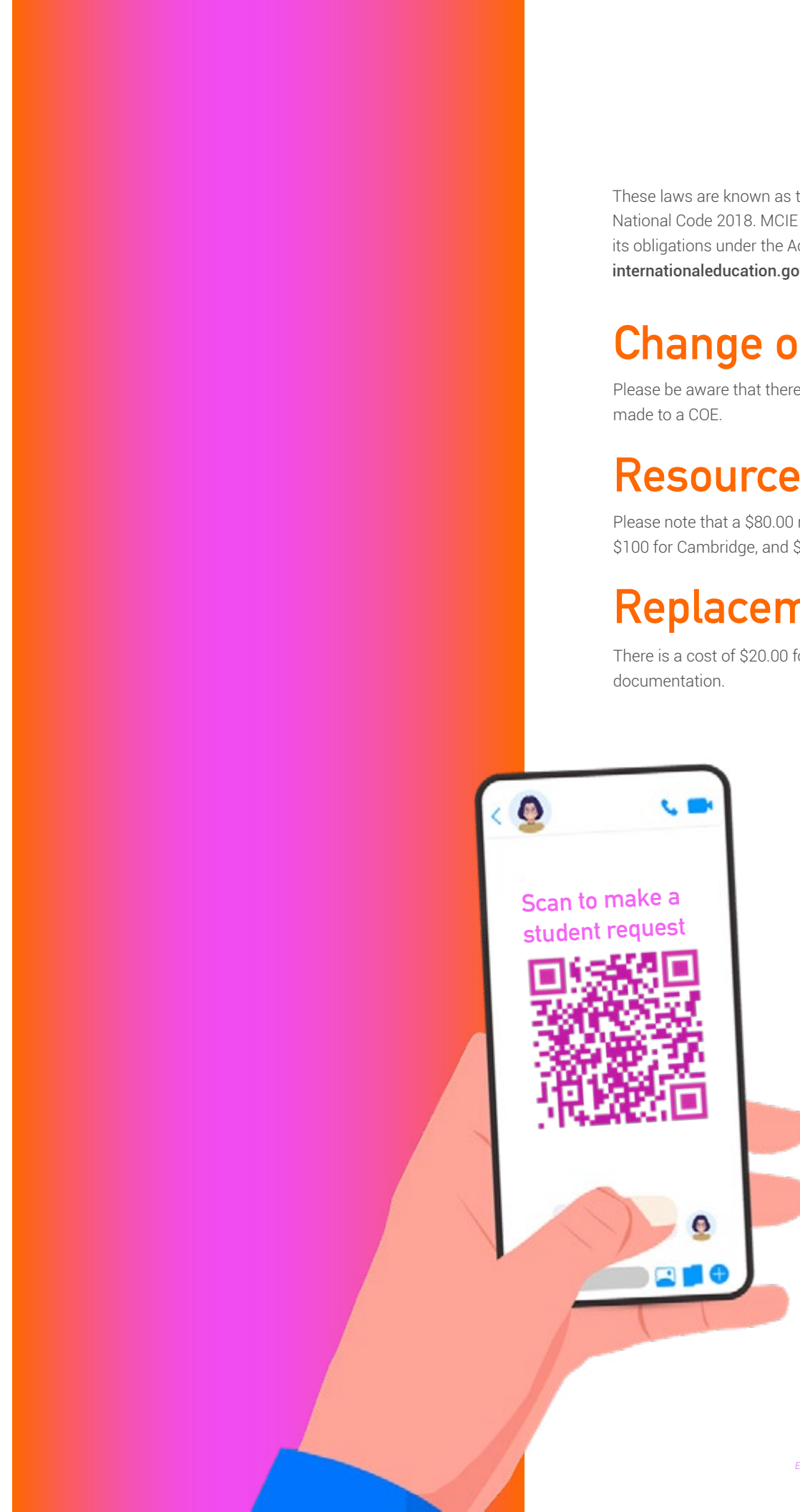
The aim of this Policy is to ensure Explore English meets the needs of individuals and the community as a whole through the integration of access and equity guidelines.

The key principles of this Policy are:

- Explore English recognises the need for implementation of equity principles via the fair allocation of resources
- All students will be recruited in an ethical and responsible manner, consistent with the requirements of the training program
- Explore English recognises the right to equal opportunity without discrimination for all members of the community.

With these principles in mind, the objectives of this Policy are to:

- Incorporate non-discriminatory student selection procedures that encourage fair access for members of under-represented groups
- Ensure access and equity issues are considered when developing programs



Important Numbers / Places

- Emergency Police, Fire & Ambulance
 - Lifeline 24 Hour Telephone Counselling
 - Immigrant Women's Domestic Violence Service
(This service provides support and information to women from Culturally and Linguistically diverse backgrounds in their first language)
 - Legal Services Victoria Legal Aid
 - Public Emergency Department – The Royal Melbourne Hospital
 - The Alfred Hospital
 - 100 Collins St Medical Centre
 - Direct Line - 24 Hour Drug and Alcohol Counselling Information and Referral Service
 - Beyond Blue *(support and advice on mental health)*
 - Department of Home Affairs (DHA)
- 000
13-1114
(03) 8413-6800

(03) 9269-0234
(03) 9342-7666
(03) 9076-2000
(03) 9654-5600
(03) 9416-1818

1300-224-636
Visa and Citizenship Melbourne Office 2 Lonsdale Street Melbourne VIC 3000

Department of Education and Employment

This Student Handbook explains the rights of a student studying in Australia under the Education Services for Overseas Students Act 2000 and should be read in conjunction with the ESOS framework information. The Explore English website also contains a link to the ESOS framework.

Further information available at:
education.gov.au, www.employment.gov.au



EXPLORE
ENGLISH



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