



Melbourne Advanced Commerce Institute

# MACI

## 2026



CRICOS: 06490G

RTO Number: 32471

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# WELCOME

The team of Melbourne Advanced Commerce Institute (MACI) would love to send a very warm welcome to all the students. As a newly founded education institute in 2018, we are aiming to deliver a comprehensive commerce courses in diversity that provides students with the essential skills and entry opportunities in terms of further education receiving and job-seeking.

As a well-organized and professional educational provider of commerce, MACI focuses to offer good quality education and training to students. We are offering ELICOS, Business, Marketing and Hospitality Management courses currently.

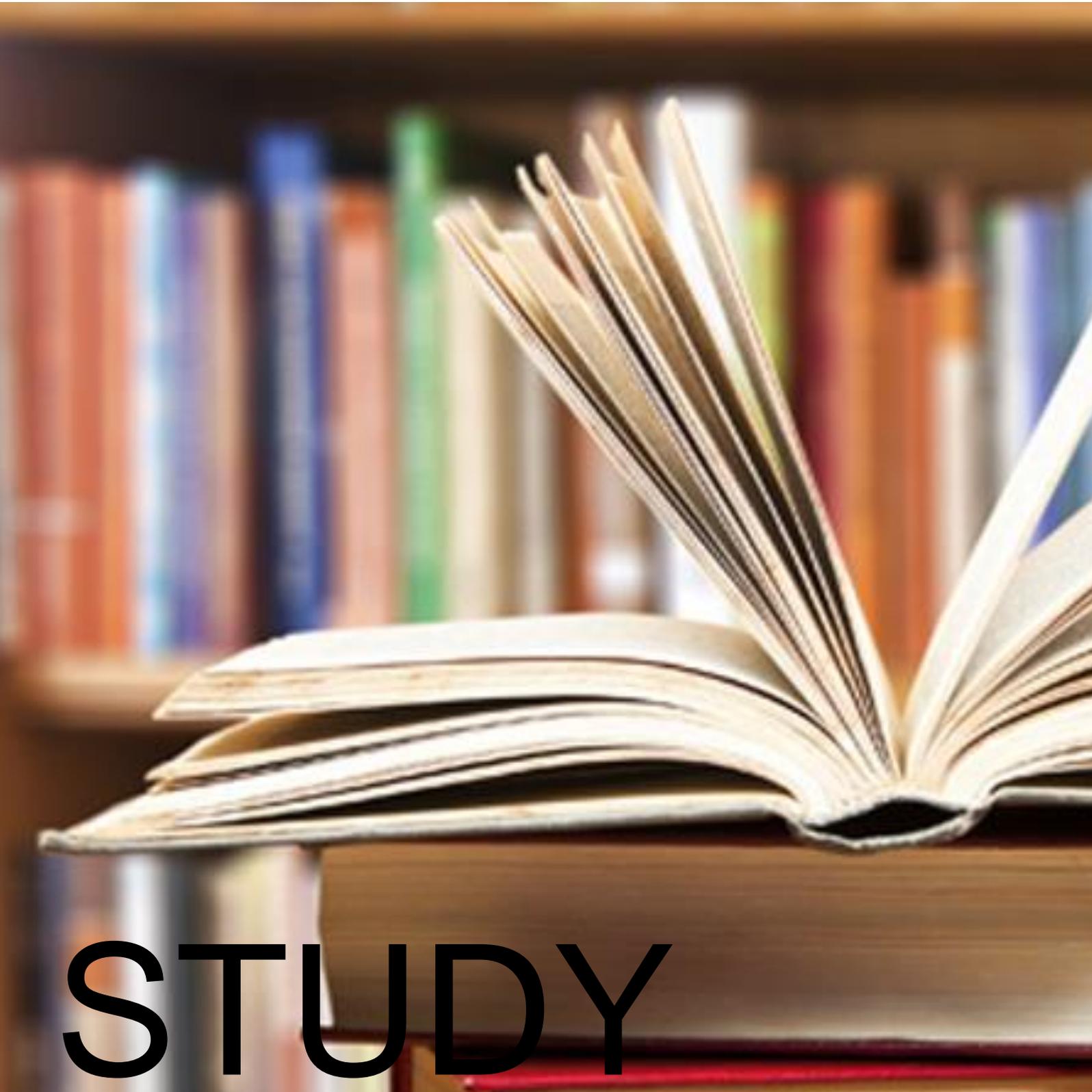
Our management and teaching staff are trained with current qualification, and their relevant industry experience also contribute to our commitment of providing quality education in excellence. With great confidence of providing the up-to-standard teaching aids and facilities in order to simulate and mirror a real working place condition, we are pursuing to provide the quality education and guarantee students an enjoyable studying environment.

Located in the center of Melbourne CBD (Level 1, 382 Lonsdale St, Melbourne, VIC 3000), MACI is surrounded by various public transport and shopping centers which can support students in a convenient environment.

In order to facilitate our students to have a better adaption, this Brochure also contains student guidance of Pre-Departure/ Arrival in order to provide students with as much support as possible for a smooth and comfortable transition period before beginning at MACI and arrival in Melbourne. It also contains some useful information and suggestion on what you need to guarantee a pleasant journey to Australia.

Thank you for choosing MACI, we are confident that you will equip yourselves with the capacity of seeking meaningful career opportunities. From now onwards, you are going to experience a new colorful life that will change you by providing the best opportunities and possibilities.

*Sharon Diao*  
*CEO*



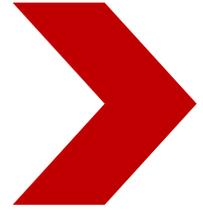
# STUDY

# OPTION



# About MACI

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## Experienced Teachers and Trainers

In MACI, we have strict teacher-selection criterion which ensures our education excellence. Teaching staff in MACI wield proficient teaching skills to provide students with solid knowledge and skills as well as encourage students to form their own ideas and thoughts. Most of our teachers and trainers are professionals who have abundant working experience in their chosen fields, which means the knowledge and skills delivered by them will be tailored for industry needs.

## Approachable student service

MACI attaches importance to student service as we care every student with us. Staff in MACI will be willing to help with problems regarding academic performance, living arrangements, and all other problems & concerns. Student could contact us by e-mail, phone calls, or visit us at our conveniently located campus.

## Well-Designed Courses

Courses in MACI are well structured with theoretical knowledge-delivering and practical skills-training. Simulations will be built in classes to let student experience real workplace scenarios and get prepared for possible problems that they may encounter in their future careers. In addition, courses in MACI values competence-oriented education and emphasis on comprehensive competence-building.

## Promising career outcomes

Qualifications provided by MACI are internationally recognized which enables students to seek employment opportunities around the world. Also, MACI maintains close contacts with industry partners which provides students with industry insights and placement opportunities. Successful graduates will be equipped with sound ready-for-work knowledge and skills.

## VET Qualification

MACI is a registered training organization (RTO) which has distinctive features regarding its practical course orientation, flexible intakes, and affordable tuition fees. VET graduates will be able to perform sound knowledge and practical skills which will be highly appreciated by future employers.

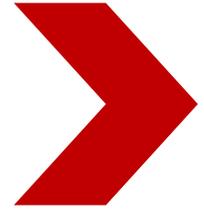
## Convenient Location

MACI is conveniently located in Melbourne CBD which provides students with accessible public transportation, various restaurants, supermarkets, shopping malls and other public facilities. Studying with us will enable students to experience modern Melbourne life and culture.



# Student Support

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You can access a whole range of support service as a MACI student.

We understand that starting your life as an institute student is exciting, but that it also involves changes that can be challenging. We will work to make your experience at MACI positive. Whatever your needs or circumstances, we have the people, resources, counselling and facilities to help you focus on your studies and training.

Make the most of MACI with our free services. Achieve your study goals, stay happy and healthy, and know there is support and assistance when you need it. MACI offers practical help, advice and support to all students.

We also understand the challenges international students face as you adjust to a new culture and environment, make new friends, and successfully complete your studies. Be assured you are not alone. We are here to help.

## **Student Orientation**

In your first week a MACI you will get the orientation service. MACI warmly welcomes its new and returning student at an exciting and informative orientation program held at campus.

Orientation is a great way for students to feel part of our MACI community. Attending orientation assists you in settling in to Melbourne and campus life, and to feel confident and prepared for success in your studies. It's also a great opportunity for you to meet new people, make friends and learn more about your new home.

During orientation, we will introduce you to many departments and resources that will make your experience here at MACI unique, while offering you time to familiarize yourself with our campus. Students also enroll at this time and receive timetables, student ID cards etc.

## **Language Literacy & Numeracy Assistance**

To ensure that students start their courses at the correct level, at the time of Orientation, students are also required to do the Literacy, language and Numeracy Assessment.

Australian has a strong consumer protection framework to protect the rights of Australian consumers, including international students in Australia. The Australian Consumer Law includes a national law guaranteeing consumer rights when buying goods and services

## **Overseas Students Ombudsman**

The Overseas Students Ombudsman is a specialist role of the Commonwealth Ombudsman(OSO). The OSO investigates complaints about problems that overseas students have with private education and training institutions in Australia. The Ombudsman's services are free, independent and impartial. You can find out more about this service on their website: [www.ombudsman.gov.au](http://www.ombudsman.gov.au)

## **Tuition Protection Service**

The Tuition Protection Service (TPS) is an initiative of the Australian Government to assist you if your institution (referred to as 'Education Provider' under the TPS) is unable to fully deliver your course of study. The TPS may also assist you if you have withdrawn from, or not started, your course and are eligible for a refund of tuition fees and the institution has not paid them.

The TPS will ensure that you are able to either:

- Complete your studies in another course or with another institution, or
- Receive a refund of your unspent tuition fees.

Under the Tuition Protection Service international students have a number of rights and obligations.

## **MACI Support Service**

At MACI we offer a variety of support services to assist our students to develop the personal resilience and skills needed to achieve both their academic and personal goals. Students can access a whole range of support services as a MACI student.

- Face-to-face skill building in referencing, essay and report writing structure and other study skills
- Help understanding what is expected of you as a student visa holder

- Support for general and personal issues that may affect student's ability to study
- Referral to health services

- Language and academic support

We offer free counselling, financial support, help finding accommodation and much more.

### Disability Support

MACI seeks to remove barriers that students with disabilities may face in private education. We also aim to improve participation, retention and success of students with disabilities, including access to learning environments.

### Counselling

Counselling services provides professional services to enrolled MACI students that are designed to support students in their personal, psychological, academic, and social development.

MACI students can make an appointment with a Student Counsellor to discuss a range of educational and personal issues.

Counsellors can assist with:

- Course options, selection and career pathways
- Study skills
- Student welfare and support
- Fees and payment options
- Linking students to a range of language, literacy and numeracy support options
- Time management skills
- Personal counselling
- Relation issues

- Referral to other services that can provide ongoing support with legal, health, accommodation, financial and welfare needs

Our goals are the success for our students in their studies and the promotion of their personal resilience and wellness.

## Student Support Manager

Hi,

*My Name is Ankit Patel and I am student supporting Manager for supporting your wellbeing. I have experienced in providing student supporting in many training organizations.*

*I am here to help you, please feel free to contact me.*

*Ankit Patel*





# LEARNING SUPPORT

**English Language Support Manager**  
**Numeracy Support Manager**

Hi,

My Name is Angel Li and I am your English Language support manager. I have been working as a qualified English Language Trainer with industry experience in supporting students from different background including but not limited to Asian countries.

Please feel free to contact me if you need English Language support and I will be happy to assist you.

*Angel Li*



# FACILITIES

## **Facilities**

At MACI, we believe that it is important to create a welcoming, nurturing atmosphere where students can not only learn, but also feel at home.

We pay attention to details when it comes to providing quality training infrastructure to our students. We have handpicked all our physical resources to ensure they stand high on our own quality benchmarks.

## **Amenities Room**

Student amenities room is well equipped with kettles, Microwave, vending machine and fridge.

## **Modern Classrooms**

In sync with modern times, the Institute has spacious air-conditioned classrooms with natural light and views of the city.

## **Computer Laboratories**

The students have access to computers equipped with latest hardware and software to encourage high quality learning. These computer labs have access to web and e-mail.



# STUDYING JOURNEY



# ELICOS

## General English & EAP

**Your future starts  
TODAY**

**General English I – Elementary**  
**General English II – Pre-Intermediate**  
**General English III – Intermediate**  
**General English IV – Upper-Intermediate**  
**General English V – Advanced**  
**EAP I - Intermediate**  
**EAP II - Upper-Intermediate**  
**EAP III - Advanced**

CRICOS: 03490G RTO Number: 32471  
Level 1, 382 Lonsdale St, Melbourne, VIC 3000

Policy and procedure for monitoring student progress and strategy for assessing achievement of learning outcomes

*Purpose of assessment*

The ELICOS course (all levels of GE and EAP) is a non-award course. Nevertheless, assessment throughout the course is important for these reasons:

- to allow teachers and academic management to keep track of individual student progress and class progress in relation to the course outcomes;
- to help learners see their progress, areas of strength, and areas where they should focus attention;
- to identify learners who aren't progressing—in which case the matter should be brought to the attention of the ELICOS Director of Studies/Academic Manager; and
- to provide data that may be used for continuous curriculum improvement and teacher professional development, such as showing areas in which the course produces good results and areas that perhaps need a greater focus.

All assessment within the ELICOS course (all levels of GE and EAP) should have a formative element; where detailed individual feedback is feasible (such as with written homework), this feedback should aim to provide specific, practical suggestions for improvement as well as showing areas of current strength. It is not sufficient for teachers to simply write an overall grade and/or a vague general comment such as 'good work'.

Assessment tasks will generally also have a summative element in that the results will be recorded and will contribute to decisions about course progress and grades to be awarded at the point of exit from the course.

*ELICOS assessment tasks and strategies*

The following methods, procedures and sources of instruments will be used for assessment.

**Weekly Activities:** The coursebook for each level has a series of activities associated with it, which generally cover grammar and vocabulary from the unit as well as reading and listening skills. The syllabus document for each level explains how teachers can access these tests, as well as the outcomes that they relate to. These should be set as often as they are available, usually weekly. As designed, these activities focus heavily on the content covered in the coursebook and as such can give an indication of how well each student is picking up the new language points and skills dealt with within that period, as well as for diagnosing any areas of weakness that need reinforcement. It should be noted that these have not been standardised, meaning that the marks on one test have no relationship to marks on another test in the same set. Further, they are usually not proficiency tests – they look only at the language taught and say little if anything about overall language ability.

**Regular in-class assessments.** These allow for speaking skills to be assessed, and many also address the listening and reading outcomes. Teachers will assess each student's in-class performance from week 3 to week 10 more frequently if, for example, students are being monitored for possible promotion to the next level. The intention is that this should fit in smoothly with normal class work and provide practice opportunities just as ordinary teaching does; while students are performing the task, the teacher formally analyses and records their performance. In this way, issues such as assessment anxiety that may affect performance can be minimised. To assist with reliability of these assessments, for moderation purposes, it is recommended that the ELICOS Director of Studies/Academic Manager or their delegate or another suitably experienced teacher participates from time to time and discusses individual assessment decisions with the teacher.

Policy and procedure for monitoring student progress and strategy for assessing achievement of learning outcomes

*Validation, moderation and benchmarking*

The Validation and Moderation Policy is a separate document – please refer to Assessment Validation and Moderation Policy and Procedure\_V1.0.

*Monitoring student progress*

Teachers will ensure that results are recorded for each assessment task on each course progress spreadsheet. These excel spreadsheets will provide an at-a-glance overview of the student’s needs, starting point and progress throughout the course. They are kept in the class file (a folder, one for each class). When a student changes class, the teacher of the class into which the student moves is responsible for transferring the record sheet for that student. It is the responsibility of the teacher(s) marking each assessment to keep the record sheet updated.

Attendance is considered to have a significant effect on academic progress. Without time spent undertaking learning activities, progress in English language proficiency is unlikely.

If it appears that a student is not making reasonable progress, the teacher should report the student to the ELICOS Director of Studies/Academic Manager, who will then discuss an intervention strategy with the student; for example, extra support that can be provided, and possibly counselling about the possibility of having to stay in the same level for more than the normal duration and what to do to avoid this situation.

For more details, please refer to Student Course Progress Monitoring Policy and Procedure and Attendance Monitoring and Reporting Policy and Procedure.

*Promotion to a higher level*

Most students would be expected to progress from one level to the next. However, progression to the next level is dependent on achieving all of the learning outcomes for the level. Students who are in danger of failing to do this should be counselled in plenty of time for them to improve their performance about the risk of not being allowed to progress to the next level.

Where a student is having problems in a relatively narrow area, but has otherwise achieved learning outcomes, the ELICOS Director of Studies/Academic Manager may exercise discretion in allowing the student to move up to the next level provided that the student is given appropriate counselling and support. For example, a student who has difficulty with some aspects of pronunciation should not be held back if they’re performing well in all other skills.

The ELICOS Director of Studies/Academic Manager (or person delegated) informs the student in person when they are ready to move up, or when it has been decided that they need to repeat a module.

Course evaluation and review

Please refer to the Course Evaluation Review Policy and Procedure.

## General English I – Elementary

<b>General Information</b>	<ul style="list-style-type: none"> <li>✓ CRICOS Code: 03490G</li> <li>✓ Total Course Duration: 12 Weeks (Start every Monday)</li> <li>✓ Study Period: 10 Weeks (20 hours of scheduled classes every week)</li> <li>✓ Holidays: 2 Weeks</li> <li>✓ Tuition Fees: AUD \$3360.00 (\$280 per week)</li> <li>✓ Material Fee: AUD \$180</li> <li>✓ Application Fee: AUD \$ 250</li> </ul>																																																									
<b>Profile Target</b>	<p>This course is designed for candidates over 18 years old who hold a valid Australian Visa (onshore and offshore). It is designed for a formal classroom setting; the methodology and content are directed to adults from different backgrounds who are willing to improve their English as a second language knowledge and proficiency for General purposes. This includes the notion that language learning is a conscious process, and that learning and acquisition of language can arise from interaction both with others and with materials.</p>																																																									
<b>Entry Requirements</b>	No minimum entry requirements.	<ul style="list-style-type: none"> <li>✓ <input type="checkbox"/> Prepare yourself casual contexts</li> <li>✓ <input type="checkbox"/> Communicate at workplace.</li> <li>✓ <input type="checkbox"/> Prepare for GE II</li> </ul>																																																								
<b>Course Structure &amp; Delivery Methods</b>	<p>GE I will comprehend 12 weeks duration of which the students will have 250 hours class per level divided into 10 weeks, 20 hours are classroom based (face to face) and there is a 5-hour self-paced space for students to study during the week (from week 1-10, week 11 and 12 are break time or time for students to catch up with pending summative assessments). The weekly 25 hours will be allocated within 4 days per week. However, students may consult or express special needs for further considerations to the trainer or ELICOS Director of Studies/Academic Manager.</p>																																																									
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<b>Purpose and Objectives</b>	<p>The purpose of the General English (GE) program is to meet the basic communication needs of the learners. It aims at developing basic English language skills, in order for the learners to gain social skills that are necessary to meet communication and cultural needs while travelling and participating in community contexts in Australia and other English-speaking countries.</p> <p>It can be assumed that all students entering the GE course have the common objective of giving the first steps to learn English start communicating in this one. During the course they will focus on the four key skills: reading, writing, speaking and listening. Also, to gain accuracy and pronunciation by daily practices integrated with class practices. It is a great opportunity to develop the communication skills by taking part in classroom activities with other students and focus on vocabulary building.</p>																																																									

At the end of the course, students should be able to hold and understand simple conversations, write basic texts and reading them. This knowledge will facilitate the learning process for those who want to continue with the EAP, taking international English exams or display skills to access higher education.

Level	GE I	
Score	Entry	Exit
CEFR	-	A1
IELTS	-	4
PTE ACADEMIC	-	27
TOEFL IBT	-	31

**- Listening**

- ✓ Can understand everyday expressions
- ✓ Can recognize familiar words and basic phrases related to own self, family and surroundings
- ✓ Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions

**- Reading**

- ✓ Can understand familiar names and words in common everyday situations
- ✓ Can understand short and simple sentences and texts
- ✓ Can read simple words, sentences posters, notices or brochures.
- ✓ Can understand short and simple messages on postcards
- ✓ Can follow simple written instructions or directions

**- Writing**

- ✓ Can write short and simple messages or postcards
- ✓ Can fill forms requiring personal details
- ✓ Can write simple sentences

**- Speaking**

- ✓ Can introduce own self
- ✓ Can initiate and respond to questions on familiar topics such as about personal details (for example; where he/she lives, where he/she is studying) or familiar topics
- ✓ Can interact in a basic and simple way provided the other person is talking slowly and clearly and can repeat and rephrase sentences as required.

**- Grammar and Vocabulary**

- ✓ Can develop a basic repertoire of words and simple phrases related to personal details and definite situations such as immediate surroundings.
- ✓ Can demonstrate control of a few simple grammatical structures to a limited degree
- ✓ Can use appropriate linear connectors like “and” and “because”

**- Independent learning**

- ✓ Can set short and long-term goals and identify preferred learning styles and strategies and reflect on own learning
- ✓ Can develop an effective study plan to improve time management, do independent study and maintain an assessment portfolio

**Course Learning Outcome**

## General English II – Pre-Intermediate

<b>General Information</b>	<p>CRICOS Code: 03490G</p> <p>Total Course Duration: 12 Weeks</p> <p>Study Period: 10 Weeks (20 hours of scheduled classes every week)</p> <p>Holidays: 2 Weeks</p> <p>Tuition Fees: AUD \$3360.00 (\$280 per week)</p> <p>Material Fee: AUD \$180</p> <p>Application Fee: AUD \$ 250</p>																																																							
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<b>Entry Requirements</b>	<p>We accept English Language proficiency scores from a variety of tests:</p> <ul style="list-style-type: none"> <li>✓ CEFR A1-A2</li> <li>✓ IELTS 3.5</li> <li>✓ PTE ACADEMIC 24</li> <li>✓ TOEFL IBT 25</li> </ul>				<ul style="list-style-type: none"> <li>✓ Communicate at casual contexts.</li> <li>✓ Prepare for GE III</li> </ul>																																																			
<b>Course Structure &amp; Delivery Methods</b>	<p>GE II will comprehend 12 weeks duration of which the students will have 250 hours class per level divided into 10 weeks, 20 hours are classroom based (face to face) and there is a 5-hour self-paced space for students to study during the week (from week 1-10, week 11 and 12 are break time or time for students to catch up with pending summative assessments). The weekly 25 hours will be allocated within 4 days per week. However, students may consult or express special needs for further considerations to the trainer or ELICOS Director of Studies/Academic Manager.</p> <table border="1" data-bbox="320 1339 1538 1703"> <thead> <tr> <th>Times</th> <th>Mon</th> <th>Tues</th> <th>Wed</th> <th>Thurs</th> <th>Fri</th> <th>Sat</th> <th>Sun</th> </tr> </thead> <tbody> <tr> <td>9:00 – 11:00</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> </tr> <tr> <td>11:00 – 11:30</td> <td colspan="7">Tea break</td> </tr> <tr> <td>11:30 – 1:30</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> </tr> <tr> <td>1:30 – 2:30</td> <td colspan="7">Lunch Break</td> </tr> <tr> <td>2:30 – 3:30</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> </tr> </tbody> </table>								Times	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	9:00 – 11:00	Lesson	11:00 – 11:30	Tea break							11:30 – 1:30	Lesson	1:30 – 2:30	Lunch Break							2:30 – 3:30	Lesson																		
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daily practices integrated with class practices. It is a great opportunity to develop the communication skills by taking part in classroom activities with other students and focus on vocabulary building.

At the end of the course, students should be able to hold and understand simple conversations, write basic texts and reading them. This knowledge will facilitate the learning process for those who want to continue with the EAP, taking international English exams or display skills to access higher education.

Level	GE II	
Score	*A1-A2	Exit
CEFR	*3.5	A2
IELTS	*24	4.5
PTE ACADEMIC	*25	30
TOEFL IBT	*A1-A2	32

**- Listening**

- ✓ Can listen to a range of spoken texts for gist
- ✓ Can listen for specific information
- ✓ Can determine mood and attitude of speaker(s)

**- Reading**

- ✓ Can read a range of written texts for gist
- ✓ Can read for specific information
- ✓ Can determine the writer's purpose and intended audience

**- Writing**

- ✓ Can write a range of informal texts
- ✓ Can write formal and informal emails or letters
- ✓ Can write a covering letter and resume
- ✓ Can write short summaries of discussions and / or written texts
- ✓ Can plan and write an argumentative text (100 - 150 words)

**- Speaking**

- ✓ Can participate in a range of informal conversations and discussions
- ✓ Can engage in a range of telephone interactions
- ✓ Can plan and deliver a short oral presentation on a chosen topic (5 mins)

**- Grammar and Vocabulary**

- ✓ Can demonstrate growing control over a range of structures to express intended meaning
- ✓ Can demonstrate the use of an expanded range of vocabulary

**- Independent learning**

- ✓ Can set short and long-term goals and identify preferred learning styles and strategies and reflect on own learning
- ✓ Can develop an effective study plan to improve time management, do independent study and maintain an assessment portfolio
- ✓ Can conduct independent research to support language learning

**Course Learning Outcome**

## General English III – Intermediate

<b>General Information</b>	<ul style="list-style-type: none"> <li>✓ CRICOS Code: 03490G</li> <li>✓ Total Course Duration: 12 Weeks (Start every Monday)</li> <li>✓ Study Period: 10 Weeks (20 hours of scheduled classes every week)</li> <li>✓ Holidays: 2 Weeks</li> <li>✓ Tuition Fees: AUD \$3360.00 (\$280 per week)</li> <li>✓ Material Fee: AUD \$180</li> <li>✓ Application Fee: AUD \$ 250</li> </ul>																																																							
<b>Profile Target</b>	<p>This course is designed for candidates over 18 years old who hold a valid Australian Visa (onshore and offshore). It is designed for a formal classroom setting; the methodology and content are directed to adults from different backgrounds who are willing to improve their English as a second language knowledge and proficiency for General purposes. This includes the notion that language learning is a conscious process, and that learning and acquisition of language can arise from interaction both with others and with materials.</p>																																																							
<b>Entry Requirements</b>	<p>We accept English Language proficiency scores from a variety of tests:</p> <ul style="list-style-type: none"> <li>✓ CEFR B1</li> <li>✓ IELTS 4</li> <li>✓ PTE ACADEMIC 27</li> <li>✓ TOEFL IBT 31</li> </ul>				<ul style="list-style-type: none"> <li>✓ Communicate with others.</li> <li>✓ Prepare for GE IV</li> </ul>																																																			
<b>Course Structure &amp; Delivery Methods</b>	<p>GE III will comprehend 12 weeks duration of which the students will have 250 hours class per level divided into 10 weeks, 20 hours are classroom based (face to face) and there is a 5-hour self-paced space for students to study during the week (from week 1-10, week 11 and 12 are break time or time for students to catch up with pending summative assessments). The weekly 25 hours will be allocated within 4 days per week. However, students may consult or express special needs for further considerations to the trainer or ELICOS Director of Studies/Academic Manager.</p> <table border="1" data-bbox="320 1230 1538 1591"> <thead> <tr> <th>Times</th> <th>Mon</th> <th>Tues</th> <th>Wed</th> <th>Thurs</th> <th>Fri</th> <th>Sat</th> <th>Sun</th> </tr> </thead> <tbody> <tr> <td>9:00 – 11:00</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> </tr> <tr> <td>11:00 – 11:30</td> <td colspan="7">Tea break</td> </tr> <tr> <td>11:30 – 1:30</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> </tr> <tr> <td>1:30 – 2:30</td> <td colspan="7">Lunch Break</td> </tr> <tr> <td>2:30 – 3:30</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> </tr> </tbody> </table>								Times	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	9:00 – 11:00	Lesson	11:00 – 11:30	Tea break							11:30 – 1:30	Lesson	1:30 – 2:30	Lunch Break							2:30 – 3:30	Lesson																		
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<b>Purpose and Objectives</b>	<p>The purpose of the General English (GE) program is to meet the basic communication needs of the learners. It aims at developing basic English language skills, in order for the learners to gain social skills that are necessary to meet communication and cultural needs while travelling and participating in community contexts in Australia and other English-speaking countries.</p> <p>It can be assumed that all students entering the GE course have the common objective of giving the first steps to learn English start communicating in this one. During the course they will focus on the four key skills: reading, writing, speaking and listening. Also, to gain accuracy and pronunciation by daily practices integrated with class practices. It is a great opportunity to develop the communication skills by taking part in classroom activities with other students and focus on vocabulary building.</p>																																																							

At the end of the course, students should be able to hold and understand simple conversations, write basic texts and reading them. This knowledge will facilitate the learning process for those who want to continue with the EAP, taking international English exams or display skills to access higher education.

Level	GE III	
Score	*B1	Exit
CEFR	*4	B1
IELTS	*27	5
PTE ACADEMIC	*31	36
TOEFL IBT	*B1	44

**- Listening**

- ✓ Can use discriminatory listening strategies to identify main ideas and specific details and supporting information on both concrete (familiar) and abstract topics, including technical discussions in his/her field of specialization
- ✓ Can understand simple technical information and follow detailed directions
- ✓ Can understand the main idea or point of radio or TV programmers on current affairs when speech is relatively slow and clear
- ✓ Can understand main point of topics of personal or professional interest on TV programmers when the delivery is relatively slow and clear
- ✓ Can comprehend straightforward information about familiar every day or academic topics, identify general messages and specific details, given that the speech is clearly articulated in a generally familiar accent.
- ✓ Can connect a series of short and discrete simple elements to linear sequence of points

**- Reading**

- ✓ Can interpret texts including high frequency every day or academic/job related language
- ✓ Can read straightforward factual texts on topics relating to his/her interest with a satisfactory level of comprehension
- ✓ Can understand and interpret description of various events, tone, wishes and feelings in personal letters or emails well enough to correspond on a regular basis.
- ✓ Can understand contemporary literary prose to a certain degree.
- ✓ Can scan relatively longer texts and locate required information, gather information from different parts of a text, or even from different texts to fulfil a specific task.
- ✓ Can locate and understand significant relevant information in letters, short office documents, brochures and newspapers
- ✓ Can identify main conclusion in a clearly defined argumentative text
- ✓ Can understand clear instructions for equipment use

**- Writing**

- ✓ Can write notes and personal letters that includes simple information of immediate relevance such as giving news and expressing thoughts or opinions
- ✓ Can write accounts of experiences, describing feelings and reactions in simple connected text.
- ✓ Can describe an event or narrate a story
- ✓ Can write short, simple essays on topics of interest.
- ✓ Can write fairly clear and detailed texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence
- ✓ Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision
- ✓ Can explain own viewpoint on a topical issue
- ✓ Can plan and write an argumentative text
- ✓ Can write notes to convey simple information

**Course Learning Outcome**

- ✓ Can take messages to communicate enquiries, and to explain problems

**- Speaking**

- ✓ Can speak comprehensively, pausing for lexical or grammatical planning if required
- ✓ Can enter unprepared into conversations on familiar topics, supported with sufficient vocabulary to express own self with a certain degree of hesitation and circumlocutions
- ✓ Can initiate, maintain and close simple face to face conversation on familiar topics with a certain degree of fluency and spontaneity
- ✓ Can have regular interaction with native speakers possible without a barrier for either party
- ✓ Can take part in discussions actively in familiar contexts and express and sustain own views
- ✓ Can have unprepared conversations on familiar and abstract topics
- ✓ Can give brief explanations on own opinions
- ✓ Can describe experiences, dreams, plans, ambitions in a simple and appropriate way
- ✓ Can express opinion, belief, agreement and disagreement in a polite manner
- ✓ Can enter into formal discussion on familiar topics which uses clear and articulated speech and standard dialect
- ✓ Can involve in exchange of factual information, receive instructions and discuss solutions to practical problems

**- Study Skills**

- ✓ Work independently and in a group to complete an academic task
- ✓ With guidance, develop research skills



## General English IV – Upper-Intermediate

<b>General Information</b>	<ul style="list-style-type: none"> <li>✓ CRICOS Code: 03490G</li> <li>✓ Total Course Duration: 12 Weeks (Start every Monday)</li> <li>✓ Study Period: 10 Weeks (20 hours of scheduled classes every week)</li> <li>✓ Holidays: 2 Weeks</li> <li>✓ Tuition Fees: AUD \$3360.00 (\$280 per week)</li> <li>✓ Material Fee: AUD \$180</li> <li>✓ Application Fee: AUD \$ 250</li> </ul>																																																							
<b>Profile Target</b>	<p>This course is designed for candidates over 18 years old who hold a valid Australian Visa (onshore and offshore). It is designed for a formal classroom setting; the methodology and content are directed to adults from different backgrounds who are willing to improve their English as a second language knowledge and proficiency for General purposes. This includes the notion that language learning is a conscious process, and that learning and acquisition of language can arise from interaction both with others and with materials.</p>																																																							
<b>Entry Requirements</b>	<p>We accept English Language proficiency scores from a variety of tests:</p> <ul style="list-style-type: none"> <li>✓ CEFR B1-B2</li> <li>✓ IELTS 4.5</li> <li>✓ PTE ACADEMIC 30</li> <li>✓ TOEFL IBT 32</li> </ul>				<ul style="list-style-type: none"> <li>✓ Communicate in complex levels.</li> <li>✓ Prepare for GE V</li> </ul>																																																			
<b>Course Structure &amp; Delivery Methods</b>	<p>GE IV will comprehend 12 weeks duration of which the students will have 250 hours class per level divided into 10 weeks, 20 hours are classroom based (face to face) and there is a 5-hour self-paced space for students to study during the week (from week 1-10, week 11 and 12 are break time or time for students to catch up with pending summative assessments). The weekly 25 hours will be allocated within 4 days per week. However, students may consult or express special needs for further considerations to the trainer or ELICOS Director of Studies/Academic Manager.</p> <table border="1" data-bbox="320 1213 1517 1556"> <thead> <tr> <th>Times</th> <th>Mon</th> <th>Tues</th> <th>Wed</th> <th>Thurs</th> <th>Fri</th> <th>Sat</th> <th>Sun</th> </tr> </thead> <tbody> <tr> <td>9:00 – 11:00</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> </tr> <tr> <td>11:00 – 11:30</td> <td colspan="7">Tea break</td> </tr> <tr> <td>11:30 – 1:30</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> </tr> <tr> <td>1:30 – 2:30</td> <td colspan="7">Lunch Break</td> </tr> <tr> <td>2:30 – 3:30</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> </tr> </tbody> </table>								Times	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	9:00 – 11:00	Lesson	11:00 – 11:30	Tea break							11:30 – 1:30	Lesson	1:30 – 2:30	Lunch Break							2:30 – 3:30	Lesson																		
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<b>Purpose and Objectives</b>	<p>The purpose of the General English (GE) program is to meet the basic communication needs of the learners. It aims at developing basic English language skills, in order for the learners to gain social skills that are necessary to meet communication and cultural needs while travelling and participating in community contexts in Australia and other English-speaking countries.</p> <p>It can be assumed that all students entering the GE course have the common objective of giving the first steps to learn English start communicating in this one. During the course they will focus on the four key skills: reading, writing, speaking and listening. Also, to gain accuracy and pronunciation by daily practices integrated with class practices. It is a great opportunity to develop the communication skills by taking part in classroom activities with other students and focus on vocabulary building.</p> <p>At the end of the course, students should be able to hold and understand simple conversations, write basic texts and reading them. This knowledge will facilitate the learning process for those who want to continue with the EAP, taking international English exams or display skills to access higher education.</p>																																																							

Level	GE IV	
Score	Entry	Exit
CEFR	*B1-B2	B1-B2
IELTS	*4.5	5.5
PTE ACADEMIC	*30	42
TOEFL IBT	*32	57

#### - Listening

- Use active listening skills to comprehend and respond to a range of speech acts in an academic environment
- Identify major lexical items and predict meaning
- Demonstrate the ability to respond to academic questions
- Distinguish different formal and informal language
- Use discourse markers to locate information in a spoken text
- Demonstrate the ability to comprehend and take notes from a lecture
- Follow complex lines of argument given the topic of discussion is reasonably familiar
- Assess peer presentations
- Operate competently in an interview

#### - Reading

- Develop an awareness of the different types of instructions commonly used in academic texts and how to follow them
- Predict meaning from context, skim/scan a text for information
- Use a library to locate materials on different topics
- Perform research tasks and take notes from a written text
- Demonstrate the ability to collect, interpret and organize information
- Recognize different forms of written language
- Identify the structure and language features of different texts
- Extract and follow information presented in graphs, charts and tables
- Develop skills which will enable them to cope with unknown vocabulary
- Increase their vocabulary range through exposure to reading texts

#### - Writing

- Demonstrate knowledge and use of effective writing skills and strategies
- Learn and use vocabulary related to different topics
- Take notes and write a summary
- Demonstrate overall grammatical competence
- Paraphrase information drawn from written sources
- Produce different types of essays with introduction, body and conclusion
- Demonstrate the ability to write under exam conditions
- Understand the issues associated with plagiarism
- Paraphrase and produce paragraphs with topic sentences and supporting statements
- Become aware of how to produce an essay using appropriate organizational structure, register and a variety of language
- Produce competent and cohesive arguments using evidence and examples
- Interpret questions and write an answer appropriate to the question type (Essays: cause and effect, argumentative, opinion, discursive)

#### - Speaking

- Show overall clarity and competence in most spoken genres
- Present clear, detailed descriptions on a wide range of subjects
- Use different discourse patterns and markers
- Use appropriate language and speak about various topics
- Learn and use new vocabulary relating to different topics
- Avoid irrelevance and repetition
- Demonstrate overall grammatical competence
- Ask for clarification when they do not understand a question
- Give a sustained oral presentation on a topic of interest
- Demonstrate knowledge and use of effective speaking skills and strategies

#### - Study Skills

- Work independently and in a group to complete an academic task
- With guidance, develop research skills
- Use a computer in the completion of an academic task
- With guidance, complete a number of academic tasks simultaneously

## Course Learning Outcome

# General English V – Advanced

<b>General Information</b>	<ul style="list-style-type: none"> <li>✓ CRICOS Code: 03490G</li> <li>✓ Total Course Duration: 12 Weeks (Start every Monday)</li> <li>✓ Study Period: 10 Weeks (20 hours of scheduled classes every week)</li> <li>✓ Holidays: 2 Weeks</li> <li>✓ Tuition Fees: AUD \$3360.00 (\$280 per week)</li> <li>✓ Material Fee: AUD \$180</li> <li>✓ Application Fee: AUD \$ 250</li> </ul>																																																							
<b>Profile Target</b>	<p>This course is designed for candidates over 18 years old who hold a valid Australian Visa (onshore and offshore). It is designed for a formal classroom setting; the methodology and content are directed to adults from different backgrounds who are willing to improve their English as a second language knowledge and proficiency for General purposes. This includes the notion that language learning is a conscious process, and that learning and acquisition of language can arise from interaction both with others and with materials.</p>																																																							
<b>Entry Requirements</b>	<p>We accept English Language proficiency scores from a variety of tests:</p> <ul style="list-style-type: none"> <li>✓ CEFR B2</li> <li>✓ IELTS 5</li> <li>✓ PTE ACADEMIC 36</li> <li>✓ TOEFL IBT 44</li> </ul>				<ul style="list-style-type: none"> <li>✓ My workplace</li> <li>✓ Prepare for EAP I</li> </ul>																																																			
<b>Course Structure &amp; Delivery Methods</b>	<p>GE V will comprehend 12 weeks duration of which the students will have 250 hours class per level divided into 10 weeks, 20 hours are classroom based (face to face) and there is a 5-hour self-paced space for students to study during the week (from week 1-10, week 11 and 12 are break time or time for students to catch up with pending summative assessments). The weekly 25 hours will be allocated within 4 days per week. However, students may consult or express special needs for further considerations to the trainer or ELICOS Director of Studies/Academic Manager.</p> <table border="1" data-bbox="320 1188 1533 1541"> <thead> <tr> <th>Times</th> <th>Mon</th> <th>Tues</th> <th>Wed</th> <th>Thurs</th> <th>Fri</th> <th>Sat</th> <th>Sun</th> </tr> </thead> <tbody> <tr> <td>9:00 – 11:00</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> </tr> <tr> <td>11:00 – 11:30</td> <td colspan="7">Tea break</td> </tr> <tr> <td>11:30 – 1:30</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> </tr> <tr> <td>1:30 – 2:30</td> <td colspan="7">Lunch Break</td> </tr> <tr> <td>2:30 – 3:30</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> </tr> </tbody> </table>								Times	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	9:00 – 11:00	Lesson	11:00 – 11:30	Tea break							11:30 – 1:30	Lesson	1:30 – 2:30	Lunch Break							2:30 – 3:30	Lesson																		
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<b>Purpose and Objectives</b>	<p>The purpose of the General English (GE) program is to meet the basic communication needs of the learners. It aims at developing basic English language skills, in order for the learners to gain social skills that are necessary to meet communication and cultural needs while travelling and participating in community contexts in Australia and other English-speaking countries.</p> <p>It can be assumed that all students entering the GE course have the common objective of giving the first steps to learn English start communicating in this one. During the course they will focus on the four key skills: reading, writing, speaking and listening. Also, to gain accuracy and pronunciation by daily practices integrated with class practices. It is a great opportunity to develop the communication skills by taking part in classroom activities with other students and focus on vocabulary building.</p> <p>At the end of the course, students should be able to hold and understand simple conversations, write basic texts and reading them. This knowledge will facilitate the learning process for those who want to continue with the EAP, taking international English exams or display skills to access higher education.</p>																																																							

## Course Learning Outcome

Level	GE V	
Score	Entry	Exit
CEFR	*B2	B2
IELTS	*5	6
PTE ACADEMIC	*36	57
TOEFL IBT	*44	78

### - Listening

- ✓ Recognize different genres of spoken language and different structures
- ✓ Use active listening skills to comprehend and respond in the academic field
- ✓ Predict meaning from context and identify major lexical items
- ✓ Assess peer presentations
- ✓ Recognize and note the main issues in a lecture
- ✓ Take notes from lectures and other formal spoken texts
- ✓ Demonstrate the ability to respond to academic questions

### - Reading

- ✓ Understand abstract concepts
- ✓ Recognise the language features of different written genres
- ✓ Skim and scan a text for information
- ✓ Take notes and summarise a discussion and a text
- ✓ Read and interpret essay questions
- ✓ Fully interpret and analyse a text, establishing the writer's intentions
- ✓ Undertake research tasks and competently use a library
- ✓ Review and criticise a written text
- ✓ Understand and interpret data presented in graphs, charts and tables.

### - Writing

- ✓ Use discourse markers to organise and comment upon text
- ✓ Learn and use vocabulary related to different topics
- ✓ Use notes and summaries to write essays
- ✓ Recognise structure and language features of argument and discussion
- ✓ Demonstrate overall grammatical competence
- ✓ Understand and describe using appropriate vocabulary and grammar
- ✓ Produce different types of essays with introduction, body and conclusion
- ✓ Communicate competently through formal written language
- ✓ Paraphrase and produce paragraphs with topic sentences and supporting
- ✓ Produce competent and cohesive arguments using evidence and examples
- ✓ Interpret questions and write an answer appropriate to the question type
- ✓ Undertake a research project based on written information taken
- ✓ Understand and avoid plagiarism
- ✓ Quote and reference sources

### - Speaking

- ✓ Demonstrate knowledge and use of effective speaking skills and strategies
- ✓ Speak in appropriate registers and express opinion
- ✓ Operate competently in tutorials and seminar
- ✓ Deliver a presentation competently
- ✓ Participate in interviews, asking and answering questions
- ✓ Use different patterns of discourse
- ✓ Competently negotiate meaning
- ✓ Avoid repetition and irrelevance in spoken presentations
- ✓ Learn and use vocabulary relating to different topics
- ✓ Demonstrate overall grammatical competence

### - Study Skills

- ✓ Work independently and in a group to complete an academic task
- ✓ With guidance, develop research skills
- ✓ Use a computer in the completion of an academic task
- ✓ With guidance, complete a number of academic tasks simultaneously

## EAP I – Intermediate

<b>General Information</b>	<ul style="list-style-type: none"> <li>✓ CRICOS Code: 03490G</li> <li>✓ Total Course Duration: 12 Weeks (Start every Monday)</li> <li>✓ Study Period: 10 Weeks (20 hours of scheduled classes every week)</li> <li>✓ Holidays: 2 Weeks</li> <li>✓ Tuition Fees: AUD \$3720.00 (\$310 per week)</li> <li>✓ Material Fee: AUD \$180</li> <li>✓ Application Fee: AUD \$ 250</li> </ul>																																																							
<b>Profile Target</b>	<p>This course is designed for candidates over 18 years old who hold a valid Australian Visa (onshore and offshore). It is designed for a formal classroom setting; the methodology and content are directed to adults from different backgrounds who are willing to improve their English as a second language knowledge and proficiency for General purposes. This includes the notion that language learning is a conscious process, and that learning and acquisition of language can arise from interaction both with others and with materials.</p>																																																							
<b>Entry Requirements</b>	<p>We accept English Language proficiency scores from a variety of tests:</p> <ul style="list-style-type: none"> <li>✓ CEFR B1</li> <li>✓ IELTS 4.5</li> <li>✓ PTE ACADEMIC 30</li> <li>✓ TOEFL IBT 32</li> </ul>				<ul style="list-style-type: none"> <li>✓ Communicate at workplace</li> <li>✓ English for Academic Purpose II (EAP II)</li> </ul>																																																			
<b>Course Structure &amp; Delivery Methods</b>	<p>EAP I will comprehend 12 weeks duration of which the students will have 250 hours class per level divided into 10 weeks, 20 hours are classroom based (face to face) and there is a 5-hour self-paced space for students to study during the week (from week 1-10, week 11 and 12 are break time or time for students to catch up with pending summative assessments). The weekly 25 hours will be allocated within 4 days per week. However, students may consult or express special needs for further considerations to the trainer or ELICOS Director of Studies/Academic Manager.</p> <table border="1" data-bbox="316 1186 1524 1541"> <thead> <tr> <th>Times</th> <th>Mon</th> <th>Tues</th> <th>Wed</th> <th>Thurs</th> <th>Fri</th> <th>Sat</th> <th>Sun</th> </tr> </thead> <tbody> <tr> <td>9:00 – 11:00</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> </tr> <tr> <td>11:00 – 11:30</td> <td colspan="7">Tea break</td> </tr> <tr> <td>11:30 – 1:30</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> </tr> <tr> <td>1:30 – 2:30</td> <td colspan="7">Lunch Break</td> </tr> <tr> <td>2:30 – 3:30</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> </tr> </tbody> </table>								Times	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	9:00 – 11:00	Lesson	11:00 – 11:30	Tea break							11:30 – 1:30	Lesson	1:30 – 2:30	Lunch Break							2:30 – 3:30	Lesson																		
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<b>Purpose and Objectives</b>	<p>The purpose of the English for an Academic Purpose (EAP) Program is to meet the academic skills required for the learners to gain an entry into vocational programs (VET) at Melbourne Advanced Commerce Institute or other education providers, TAFE and Universities in Australia or in tertiary education qualification.</p> <p>It can be assumed that all students entering the EAP course have the common objective of articulating into a formal course of study. To achieve this, students will need to be able to access the written and spoken input of the course. This requires that they are able to listen to a range of English speakers for extended periods and extract meaning and take notes or undertake a task while listening. They will also need to be able to understand the contributions of other students (native and non-native English speakers) to discussions and to contribute to group discussions and formulate and ask questions in English.</p> <p>To be successful in their course of study, students will also need to be able to locate, read and summarise information in a range of academic texts and printed materials, including internet-based materials.</p> <p>To produce assignments and undertake examinations students will need to be able to formulate their ideas in English, incorporate the ideas of others, and present their ideas in written English where inaccuracies in grammar and spelling do not obscure meaning.</p>																																																							

**Course  
Learning  
Outcome**

Level	EAP I	
Score	Entry	Exit
CEFR	B1	B2
IELTS	4.5	5.5
PTE ACADEMIC	30	42
TOEFL IBT	32	57

- **Listening**
  - ✓ Use active listening skills to comprehend and respond to a range of speech acts in an academic environment
  - ✓ Identify major lexical items and predict meaning
  - ✓ Demonstrate the ability to respond to academic questions
  - ✓ Distinguish different formal and informal language
  - ✓ Use discourse markers to locate information in a spoken text
  - ✓ Demonstrate the ability to comprehend and take notes from a lecture
  - ✓ Assess peer presentations
  - ✓ Operate competently in an interview
  
- **Reading**
  - ✓ Develop an awareness of the different types of instructions commonly used in academic texts and how to follow them
  - ✓ Predict meaning from context, skim/scan a text for information
  - ✓ Use a library to locate materials on different topics
  - ✓ Perform research tasks and take notes from a written text
  - ✓ Demonstrate the ability to collect, interpret and organise information
  - ✓ Recognise different forms of written language
  - ✓ Identify the structure and language features of different texts
  - ✓ Extract and follow information presented in graphs, charts and tables
  - ✓ Develop skills which will enable them to cope with unknown vocabulary
  - ✓ Increase their vocabulary range through exposure to reading texts
  
- **Writing**
  - ✓ Demonstrate knowledge and use of effective writing skills and strategies
  - ✓ Learn and use vocabulary related to different topics
  - ✓ Take notes and write a summary
  - ✓ Demonstrate overall grammatical competence
  - ✓ Paraphrase information drawn from written sources
  - ✓ Produce different types of essays with introduction, body and conclusion
  - ✓ Demonstrate the ability to write under exam conditions
  - ✓ Understand the issues associated with plagiarism
  - ✓ Paraphrase and produce paragraphs with topic sentences and supporting statements
  - ✓ Become aware of how to produce an essay using appropriate organisational structure, register and a variety of language
  - ✓ Produce competent and cohesive arguments using evidence and examples
  - ✓ Interpret questions and write an answer appropriate to the question type (Essays: cause and effect, argumentative, opinion, discursive)
  
- **Speaking**
  - ✓ Show overall clarity and competence in most spoken genres
  - ✓ Use different discourse patterns and markers
  - ✓ Use appropriate language and speak about various topics
  - ✓ Learn and use new vocabulary relating to different topics
  - ✓ Avoid irrelevance and repetition
  - ✓ Demonstrate overall grammatical competence
  - ✓ Ask for clarification when they do not understand a question
  - ✓ Give a sustained oral presentation on a topic of interest
  - ✓ Demonstrate knowledge and use of effective speaking skills and strategies
  
- **Study Skills**
  - ✓ Work independently and in a group to complete an academic task
  - ✓ With guidance, develop research skills
  - ✓ Use a computer in the completion of an academic task
  - ✓ With guidance, complete a number of academic tasks simultaneously

## EAP II – Upper-Intermediate

<b>General Information</b>	<ul style="list-style-type: none"> <li>✓ CRICOS Code: 03490G</li> <li>✓ Total Course Duration: 12 Weeks (Start every Monday)</li> <li>✓ Study Period: 10 Weeks (20 hours of scheduled classes every week)</li> <li>✓ Holidays: 2 Weeks</li> <li>✓ Tuition Fees: AUD \$3720.00 (\$310 per week)</li> <li>✓ Material Fee: AUD \$180</li> <li>✓ Application Fee: AUD \$ 250</li> </ul>																																																							
<b>Profile Target</b>	<p>This course is designed for candidates over 18 years old who hold a valid Australian Visa (onshore and offshore). It is designed for a formal classroom setting; the methodology and content are directed to adults from different backgrounds who are willing to improve their English as a second language knowledge and proficiency for General purposes. This includes the notion that language learning is a conscious process, and that learning and acquisition of language can arise from interaction both with others and with materials.</p>																																																							
<b>Entry Requirements</b>	<p>We accept English Language proficiency scores from a variety of tests:</p> <ul style="list-style-type: none"> <li>✓ CEFR B1-B2</li> <li>✓ IELTS 5</li> <li>✓ PTE ACADEMIC 36</li> <li>✓ TOEFL IBT 40</li> </ul>				<ul style="list-style-type: none"> <li>✓ Advanced Diploma</li> <li>✓ Diploma</li> <li>✓ Certificate IV</li> <li>✓ Certificate III</li> <li>✓ Other VET Courses</li> <li>✓ EAP III</li> </ul>																																																			
<b>Course Structure &amp; Delivery Methods</b>	<p>EAP II will comprehend 12 weeks duration of which the students will have 250 hours class per level divided into 10 weeks, 20 hours are classroom based (face to face) and there is a 5-hour self-paced space for students to study during the week (from week 1-10, week 11 and 12 are break time or time for students to catch up with pending summative assessments). The weekly 25 hours will be allocated within 4 days per week. However, students may consult or express special needs for further considerations to the trainer or ELICOS Director of Studies/Academic Manager.</p> <table border="1" data-bbox="320 1188 1533 1541"> <thead> <tr> <th>Times</th> <th>Mon</th> <th>Tues</th> <th>Wed</th> <th>Thurs</th> <th>Fri</th> <th>Sat</th> <th>Sun</th> </tr> </thead> <tbody> <tr> <td>9:00 – 11:00</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> </tr> <tr> <td>11:00 – 11:30</td> <td colspan="7">Tea break</td> </tr> <tr> <td>11:30 – 1:30</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> </tr> <tr> <td>1:30 – 2:30</td> <td colspan="7">Lunch Break</td> </tr> <tr> <td>2:30 – 3:30</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> </tr> </tbody> </table>								Times	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	9:00 – 11:00	Lesson	11:00 – 11:30	Tea break							11:30 – 1:30	Lesson	1:30 – 2:30	Lunch Break							2:30 – 3:30	Lesson																		
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<b>Purpose and Objectives</b>	<p>The purpose of the English for an Academic Purpose (EAP) Program is to meet the academic skills required for the learners to gain an entry into vocational programs (VET) at Melbourne Advanced Commerce Institute or other education providers, TAFE and Universities in Australia or in tertiary education qualification.</p> <p>It can be assumed that all students entering the EAP course have the common objective of articulating into a formal course of study. To achieve this, students will need to be able to access the written and spoken input of the course. This requires that they are able to listen to a range of English speakers for extended periods and extract meaning and take notes or undertake a task while listening. They will also need to be able to understand the contributions of other students (native and non-native English speakers) to discussions and to contribute to group discussions and formulate and ask questions in English.</p> <p>To be successful in their course of study, students will also need to be able to locate, read and summarise information in a range of academic texts and printed materials, including internet-based materials.</p> <p>To produce assignments and undertake examinations students will need to be able to formulate their ideas in English, incorporate the ideas of others, and present their ideas in written English where inaccuracies in grammar and spelling do not obscure meaning.</p>																																																							

**Course  
Learning  
Outcome**

Level	EAP II	
Score	Entry	Exit
CEFR	*B2	B2
IELTS	*5	6
PTE ACADEMIC	*36	57
TOEFL IBT	*44	78

- Listening

- ✓ Recognize different genres of spoken language and different structures
- ✓ Use active listening skills to comprehend and respond in the academic field
- ✓ Predict meaning from context and identify major lexical items
- ✓ Assess peer presentations
- ✓ Recognize and note the main issues in a lecture
- ✓ Take notes from lectures and other formal spoken texts
- ✓ Demonstrate the ability to respond to academic questions

- Reading

- ✓ Understand abstract concepts
- ✓ Recognize the language features of different written genres
- ✓ Skim and scan a text for information
- ✓ Take notes and summarise a discussion and a text
- ✓ Read and interpret essay questions
- ✓ Fully interpret and analyse a text, establishing the writer's intentions
- ✓ Undertake research tasks and competently use a library
- ✓ Review and criticise a written text
- ✓ Understand and interpret data presented in graphs, charts and tables.

- Writing

- ✓ Use discourse markers to organise and comment upon text
- ✓ Learn and use vocabulary related to different topics
- ✓ Use notes and summaries to write essays
- ✓ Recognise structure and language features of argument and discussion
- ✓ Demonstrate overall grammatical competence
- ✓ Understand and describe using appropriate vocabulary and grammar
- ✓ Produce different types of essays with introduction, body and conclusion
- ✓ Communicate competently through formal written language
- ✓ Paraphrase and produce paragraphs with topic sentences and supporting
- ✓ Produce competent and cohesive arguments using evidence and examples
- ✓ Interpret questions and write an answer appropriate to the question type
- ✓ Undertake a research project based on written information taken
- ✓ Understand and avoid plagiarism
- ✓ Quote and reference sources

- Speaking

- ✓ Demonstrate knowledge and use of effective speaking skills and strategies
- ✓ Speak in appropriate registers and express opinion
- ✓ Operate competently in tutorials and seminar
- ✓ Deliver a presentation competently
- ✓ Participate in interviews, asking and answering questions
- ✓ Use different patterns of discourse
- ✓ Competently negotiate meaning
- ✓ Avoid repetition and irrelevance in spoken presentations
- ✓ Learn and use vocabulary relating to different topics
- ✓ Demonstrate overall grammatical competence

- Study Skills

- ✓ Work independently and in a group to complete an academic task
- ✓ With guidance, develop research skills
- ✓ Use a computer in the completion of an academic task
- ✓ With guidance, complete a number of academic tasks simultaneously

## EAP III – Advanced



<b>General Information</b>	<ul style="list-style-type: none"> <li>✓ CRICOS Code: 03490G</li> <li>✓ Total Course Duration: 12 Weeks (Start every Monday)</li> <li>✓ Study Period: 10 Weeks (20 hours of scheduled classes every week)</li> <li>✓ Holidays: 2 Weeks</li> <li>✓ Tuition Fees: AUD \$3720.00 (\$310 per week)</li> <li>✓ Material Fee: AUD \$180</li> <li>✓ Application Fee: AUD \$ 250</li> </ul>																																																	
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<b>Entry Requirements</b>	<p>We accept English Language proficiency scores from a variety of tests:</p> <ul style="list-style-type: none"> <li>✓ CEFR B2</li> <li>✓ IELTS 5.5</li> <li>✓ PTE ACADEMIC 42</li> <li>✓ TOEFL IBT 46</li> </ul>	<ul style="list-style-type: none"> <li>✓ Bachelor's Degree</li> <li>✓ Master's Degree</li> </ul>																																																
<b>Course Structure &amp; Delivery Methods</b>	<p>EAP II will comprehend 12 weeks duration of which the students will have 250 hours class per level divided into 10 weeks, 20 hours are classroom based (face to face) and there is a 5-hour self-paced space for students to study during the week (from week 1-10, week 11 and 12 are break time or time for students to catch up with pending summative assessments). The weekly 25 hours will be allocated within 4 days per week. However, students may consult or express special needs for further considerations to the trainer or ELICOS Director of Studies/Academic Manager.</p> <table border="1" data-bbox="316 1230 1530 1583"> <thead> <tr> <th>Times</th> <th>Mon</th> <th>Tues</th> <th>Wed</th> <th>Thurs</th> <th>Fri</th> <th>Sat</th> <th>Sun</th> </tr> </thead> <tbody> <tr> <td>9:00 – 11:00</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> </tr> <tr> <td>11:00 – 11:30</td> <td colspan="7">Tea break</td> </tr> <tr> <td>11:30 – 1:30</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> </tr> <tr> <td>1:30 – 2:30</td> <td colspan="7">Lunch Break</td> </tr> <tr> <td>2:30 – 3:30</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> <td>Lesson</td> </tr> </tbody> </table>		Times	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	9:00 – 11:00	Lesson	11:00 – 11:30	Tea break							11:30 – 1:30	Lesson	1:30 – 2:30	Lunch Break							2:30 – 3:30	Lesson																		
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<b>Purpose and Objectives</b>	<p>The purpose of the English for an Academic Purpose (EAP) Program is to meet the academic skills required for the learners to gain an entry into vocational programs (VET) at Melbourne Advanced Commerce Institute or other education providers, TAFE and Universities in Australia or in tertiary education qualification.</p> <p>It can be assumed that all students entering the EAP course have the common objective of articulating into a formal course of study. To achieve this, students will need to be able to access the written and spoken input of the course. This requires that they are able to listen to a range of English speakers for extended periods and extract meaning and take notes or undertake a task while listening. They will also need to be able to understand the contributions of other students (native and non-native English speakers) to discussions and to contribute to group discussions and formulate and ask questions in English.</p>																																																	

To be successful in their course of study, students will also need to be able to locate, read and summarise information in a range of academic texts and printed materials, including internet-based materials.

To produce assignments and undertake examinations students will need to be able to formulate their ideas in English, incorporate the ideas of others, and present their ideas in written English where inaccuracies in grammar and spelling do not obscure meaning.

Level	EAP II	
Score	Entry	Exit
CEFR	*B2	C1
IELTS	*5.5	6.5
PTE ACADEMIC	*42	64
TOEFL IBT	*46	93

**- Listening**

- ✓ Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.
- ✓ Can keep up with an animated discussion between native speakers
- ✓ Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.

**- Reading**

- ✓ Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life
- ✓ Identifying finer points of detail including attitudes and implied as well as stated opinions.
- ✓ Can obtain information, ideas and opinions from highly specialised sources within his/her field.

**- Writing**

- ✓ Can express news and views effectively in writing and relate to those of others.
- ✓ Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.
- ✓ Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage.

**- Speaking**

- ✓ Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning.
- ✓ Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices.
- ✓ Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.

**- Study Skills**

- ✓ Can give clear, detailed descriptions of complex subjects.
- ✓ Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and
- ✓ Rounding off with an appropriate conclusion.

**Course Learning Outcome**

# Marketing

## Course Information

### BSB40820 Certificate IV in Marketing and Communication

#### Course description:

This qualification reflects the role of individuals who use well developed marketing and communication skills and a broad knowledge base in a wide variety of contexts. This qualification applies to individuals in full-time marketing roles, as well as those who are responsible for an organization's marketing in addition to other duties. Individuals in these roles apply solutions to a defined range of unpredictable problems and analyses and evaluate information from a variety of sources.

#### Entry requirements:

There is no pre-requisites or specific entry requirement for this qualification. This course is available to all international students and Melbourne Advanced Commerce Institute requires that students be able to provide evidence that they:

- Have demonstrated an IELTS level at score of least 5.5 or equivalent (test results must be no more than 2 years old) or demonstration of successful completion of at least General English at Upper Intermediate or English for Academic Purposes Upper Intermediate level.
- Have a suitable level of language, literacy and numeracy to complete course requirements with or without additional support that Melbourne Advanced Commerce Institute is able to provide.
- Have successfully completed Australian year 12 or equivalent.
- Are at least at age of 18 on the date of course commencement.
- Please Note: All the students commencing this course are required to complete LLN test on the orientation day to assist Melbourne Advanced Commerce Institute to identify student's needs for additional support during their study with Melbourne Advanced Commerce Institute.

#### Intakes:

15<sup>TH</sup> of every month

#### Campus:

Level 1, 382 Lonsdale St, Melbourne, VIC 3000

#### Duration:

52 weeks, including 44 study weeks and 8 weeks of holidays.

#### Tuition fee

AUD 9,000

#### Payment Method

Refer to <http://maci.vic.edu.au/>

#### Course structure

Unit Code	Group	Unit Name
BSBCMM411	Core	Make a presentation
BSBCRT412	Core	Articulate, present and debate ideas
BSBWRT411	Core	Write complex documents
BSBMKG433	Core	Undertake marketing activities
BSBMKG435	Core	Analyse consumer behaviour
BSBMKG439	Core	Develop and apply knowledge of communication industry
BSBMKG440	Elective	Apply marketing communication across a convergent industry
BSBMKG434	Elective	Promote products and services
BSBPEF402	Elective	Develop personal work priorities
BSBTWK503	Elective	Manage meetings
BSBCRT411	Elective	Apply critical thinking to work practices
BSBTEC303	Elective	Create electronic presentation

More info:

<https://training.gov.au/Training/Details/BSB40820>

# Courses



## BSB50620 Diploma of Marketing and Communication

### Course description:

This qualification reflects the role of individuals who use a sound theoretical knowledge base in marketing and communication and who demonstrate a range of skills to ensure that functions are effectively conducted in an organisation or business area. Typically, the individuals would have responsibility for the work of other staff and lead teams.

This qualification applies to individuals in full-time marketing roles, as well as those who are responsible for an organisation's marketing in addition to other duties.

### Entry requirements:

This course is available to all international students and Melbourne Advanced Commerce Institute requires that students are able to provide evidence that they:

- Have completed the following units (or equivalent competencies): BSBCMM411 Make presentations; BSBCRT412 Articulate, present and debate ideas; BSBMKG433 Undertake marketing activities; BSBMKG435 Analyse consumer behaviour; BSBMKG439 Develop and apply knowledge of communications industry; and BSBWRT411 Write complex documents. Equivalent competencies are predecessors to these units, which have been mapped as equivalent.

OR

- Have two years equivalent full-time relevant work experience

In addition to above, the student must also:

- Have demonstrated an IELTS level at score of least 5.5 or equivalent (test results must be no more than 2 years old) or demonstration of successful completion of at least General English at Upper Intermediate or English for Academic Purposes Upper Intermediate level.

- Have a suitable level of language, literacy and numeracy to complete course requirements with or without additional support that Melbourne Advanced Commerce Institute is able to provide.

- Have successfully completed Australian year 12 or equivalent.

- Are at least at age of 18 on the date of course commencement.

- Please Note: All the students commencing this course are required to complete LLN test on the orientation day to assist Melbourne Advanced Commerce Institute to identify student's needs for additional support during their study with MACI.

### Intakes:

15<sup>TH</sup> of every month

### Campus:

Level 1, 382 Lonsdale St, Melbourne, VIC 3000

### Duration:

52 weeks, including 44 study weeks and 8 weeks of holidays.

### Tuition fee

AUD 9,000

### Payment Method

Refer to <http://maci.vic.edu.au/>

### Course structure

Unit Code	Group	Unit Name
BSBMKG541	Core	Identify and evaluate marketing opportunities
BSBPMG430	Core	Undertake project work
BSBMKG542	Core	Establish and monitor the marketing mix
BSBMKG552	Core	Design and develop marketing communication plans
BSBMKG555	Core	Write persuasive copy
BSBMKG546	Elective	Develop social media engagement plans
BSBMKG551	Elective	Create multiplatform advertisements for mass media
BSBMKG543	Elective	Plan and interpret market research
BSBCRT512	Elective	Originate and develop concepts
BSBOPS504	Elective	Manage business risk
BSBOPS505	Elective	Manage organisational customer service
BSBCMM511	Elective	Communicate with influence

More info:

<https://training.gov.au/Training/Details/BSB50620>

## BSB60520 Advanced Diploma of Marketing and Communication

### Course description:

This qualification reflects the role of individuals who provide leadership and support strategic direction in the marketing and communications activities of an organisation. Their knowledge base may be highly specialized or broad within the marketing and communications field. Typically, they are accountable for group outcomes and the overall performance of the marketing and communication, advertising, or public relations functions of an organisation.

This qualification applies to individuals in full-time marketing roles, as well as those who are responsible for an organisation's marketing in addition to other duties.

### Entry requirements:

This course is available to all international students and Melbourne Advanced Commerce Institute requires that students are able to provide evidence that they:

- Have completed the following units (or equivalent competencies): BSBMKG541 Identify and evaluate marketing opportunities; BSBMKG542 Establish and monitor the marketing mix; BSBMKG552 Design and develop marketing communication plans; BSBMKG555 Write persuasive copy; and BSBPMG430 Undertake project work. Equivalent competencies are predecessors to these units, which have been mapped as equivalent.

OR

- Have four years equivalent full-time relevant work experience

In addition to above, the student must also:

- Have demonstrated an IELTS level at score of least 5.5 or equivalent (test results must be no more than 2 years old) or demonstration of successful completion of at least General English at Upper Intermediate or English for Academic Purposes Upper Intermediate level.

- Have a suitable level of language, literacy and numeracy to complete course requirements with or without additional support that Melbourne Advanced Commerce Institute is able to provide.

- Have successfully completed Australian year 12 or equivalent.

- Are at least at age of 18 on the date of course commencement.

- Please Note: All the students commencing this course are required to complete LLN test on the orientation day to assist Melbourne Advanced Commerce Institute to identify student's needs for additional support during their study with Melbourne Advanced Commerce Institute.

### Intakes:

15<sup>TH</sup> of every month

### Campus:

Level 1, 382 Lonsdale St, Melbourne, VIC 3000

### Duration:

78 weeks, including 66 study weeks and 12 weeks of holidays.

### Tuition fee

AUD 13,500

### Payment Method

Refer to <http://maci.vic.edu.au/>

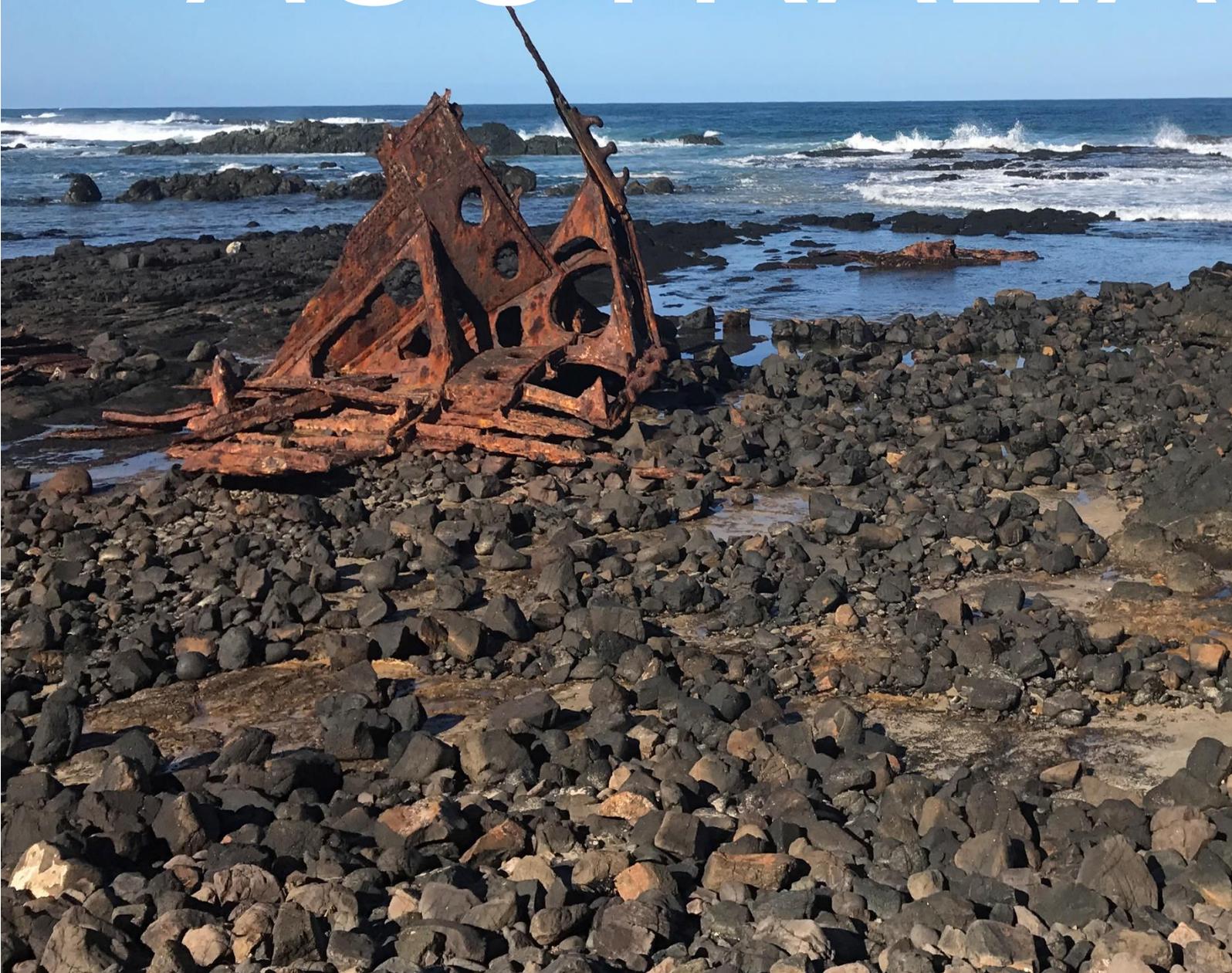
### Course structure

Unit Code	Group	Unit Name
BSBMKG621	Core	Develop organisational marketing strategy
BSBMKG622	Core	Manage organisational marketing processes
BSBMKG623	Core	Develop marketing plans
BSBTWK601	Core	Develop and maintain strategic business networks
BSBMKG624	Elective	Manage market research
BSBMKG626	Elective	Develop advertising campaigns
BSBCRT512	Elective	Originate and develop concepts
BSBCRT611	Elective	Apply critical thinking for complex problem solving
BSBLDR601	Elective	Lead and manage organisational change
BSBSTR601	Elective	Manage innovation and continuous improvement
BSBXC501	Elective	Lead communication in the workplace
BSBOPS601	Elective	Develop and implement business plans

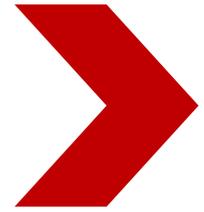
More info:

<https://training.gov.au/Training/Details/BSB60520>

# LIVING IN AUSTRALIA



# About Melbourne



Melbourne has been repeatedly declared the most liveable city in the world by The Economist's liveability rankings, which surveys over 140 cities around the world.

People living in Melbourne enjoy a safe city, affordable healthcare, world-class education, reliable infrastructure, business opportunities and a healthy environment – all of which are unrivalled anywhere else in the world.

## The world's most liveable city

With friendly people, a great lifestyle and endless business opportunities, you'll quickly fall in love with Melbourne.

There are many reasons why Melbourne has been crowned the most liveable city in the world – for five years in a row.

In the Economist Intelligence Unit's 2015 global ranking, we scored an impressive 97.5 out of 100, beating other top 10 ranked cities in Australia, New Zealand and Canada. This was thanks to our top scores in all five categories – stability, healthcare, culture and environment, education and infrastructure.





## Environment and weather

Melbourne is affectionately known for having 'four seasons in one day'. No matter the weather, in Melbourne you'll find clean air, clean water and unique animals.



Average seasonal temperatures in Melbourne

SEASON	AVERAGE MINIMUM TEMPERATURE	AVERAGE MAXIMUM TEMPERATURE
Summer	14°C (57°F)	25°C (77°F)
Autumn	11°C (52°F)	20°C (68°F)
Winter	7°C (45°F)	14°C (57°F)
Spring	10°C (50°F)	20°C (68°F)



## Getting around

Getting around in Melbourne isn't just about getting from A to B, it's about enjoying the journey. There are plenty of ways you can enjoy your journey in Melbourne.



# The Cost Of Living In Melbourne

Melbourne

**\$ 3,466**      **\$ 350**  
**Living Cost**      **Visiting Cost**  
*(one month)*      *(7 days)*

		
McDonalds	Meal	Beer
\$ 6.68	\$ 11.14	\$ 3.00
		
Cappuccino	AirBnB rental	Hostel night
\$ 2.80	\$ 2,338	\$ 18.00

Share accommodation	\$160 - \$300 p/w
Bond	4 weeks rent (payable as a deposit)
Monthly transport	\$140 per month
Monthly mobile phone plan	\$29
Coffee	\$3.00 - \$4.00
Lunch	\$6 - \$12
Local telephone call	50c
Mobile Broadband	\$29 p/m

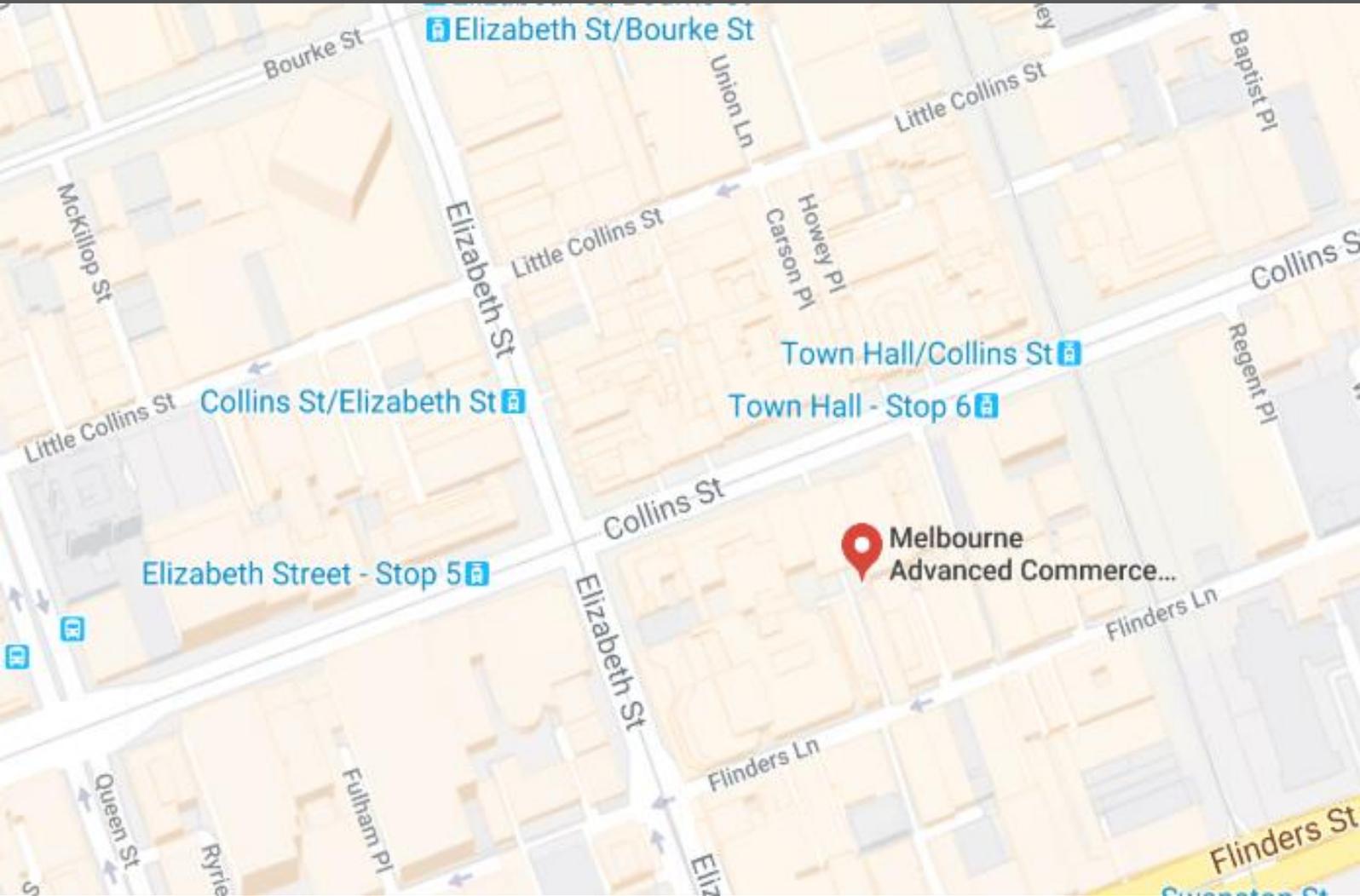
\* All costs are indicative only and in Australian dollars.

**Note:** above estimates are in Australian dollars and these estimates are subject to change. For further information on living costs Melbourne Please refer to the:

- ^ Live In Victoria website [www.liveinvictoria.vic.gov.au](http://www.liveinvictoria.vic.gov.au) which has a guide to living costs in Victoria.
  - ^ Don't forget these costs do not include expenses relating to mobile phones, car or computer expenses.
  - ^ Tuition Fees are not included in these living costs estimates.
- It is recommended that students allow a minimum of AUD \$19,830.00 per year to cover their living costs. It is also recommended to allow an extra AUD\$2000 for costs that you may incur while setting in-such as food, transport, and personal items you may require.



# MAP



## Trams, trains and buses

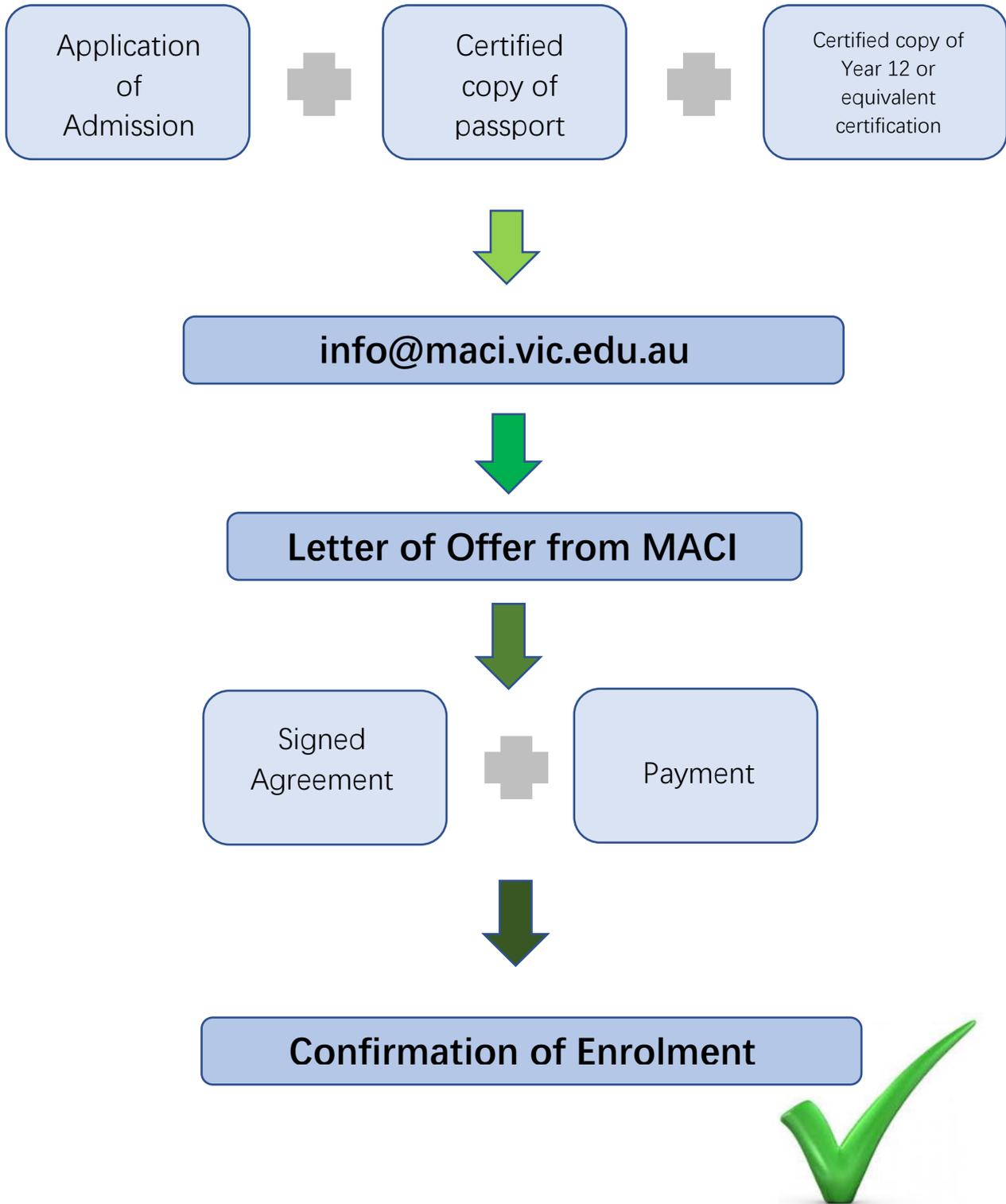
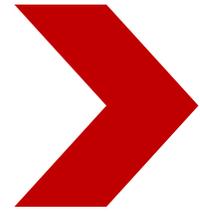
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# TAKING ADMISSION

# Procedures for Take Admission





# Testimonials

Student Name: Chen Shuai from China

*I come from China. I am studying Diploma of Business at Melbourne Advanced Commerce Institute for developing my career. My experience as a student has been life-changing as I have developed business skills.*

Student Name: Yun-Shan Yu from Taiwan

*I like the fact that the classes are small and that the instructors are friendly. They are always willing to help and are very flexible in meeting to help students. MACI offers students a wide choice of social activities. The environment here is sociable and many of my classmates have become friends.*

Student Name: Wong Tiong Yi from Malaysia

*I like the instructors here. They take the time to explain course subjects and are very supportive to students who require extra help. I like the fact that in our classrooms, there is a lot of interaction between the instructors and students.*

Student Name: Hyeonho Lee from Korea

*I like the friendly atmosphere here and the fact the teachers are really close to the students. We are very supported in our studies. Teachers are really kind and their way of teaching is really interesting. They are also very motivational. We are enthused by the classes.*



**Melbourne Advanced Commerce Institute**

**CRICOS Code 03490G**

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