Queensland Academy of Technology

QAT Policy P035

ELICOS Course Progress Monitoring Policy

References:

SRTO 2.4; & 3
National Code 2018 Standards 8.7; 8.13; 9.3

1.0 Purpose

This policy has been defined as a requirement to meet Standard 8 of the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018 (the National code 2018). It will also be available and followed by all QAT (Queensland Academy of Technology) staff members involved in the delivery of ELICOS courses.

Like all education providers, QAT is required to systematically monitor the progress of student visa holders and also to have a documented intervention strategy for any student who is at risk of not completing course requirements. Students whose course progress is deemed unsatisfactory, and who do not respond positively to the implementation of QAT's academic intervention strategy, must be reported to DEST through PRISMS.

Under the terms of the National Code, 2018, course progress must be assessed "at the end point of every study period". For QAT, assessment takes place every 4 weeks and is collated and monitored over each 12-week module.

Prior to, and again at the commencement of their course, students are advised of QAT's course progress requirements and of the consequences of not meeting progress requirements. Students are also advised of how to access QAT's complaints and appeals process in the event they may wish to appeal a decision made by QAT's academic management staff.

2.0 Background

Monitoring Course Progress is referenced in the National Code of Practice for Providers of Education and Training to Overseas Students 2018 Standard 8 and SRTO 2.4; 3 from the Standards for Registered Training Organisations (RTOs) 2015

National Code 2018

Schools, ELICOS and Foundation Programs: course progress and attendance requirements

8.7 The registered provider must have and implement a documented policy and process for monitoring and recording course progress for the overseas student, specifying:
8.7.1 Requirements for achieving satisfactory course progress for the course
8.7.2 Processes for recording and assessing course progress

SRTO 2.4 & 3

Standard 2.4. *The RTO has sufficient strategies and resources to systematically monitor any services delivered on its behalf, and uses these to ensure that the services delivered comply with these Standards at all times.*

Standard 3. *The RTO issues, maintains and accepts AQF certification documentation in accordance with these Standards and provides access to learner records.*
Learner needs should be met through timely issuance of AQF certification documentation and access to their records.

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Reporting Unsatisfactory Course Progress is referenced in the National Code, 2018

Standards 8 and 9:

Reporting unsatisfactory course progress or unsatisfactory course attendance

Reporting unsatisfactory course progress or unsatisfactory course attendance

8.13 Where the registered provider has assessed the overseas student as not meeting course progress or attendance requirements, the registered provider must give the overseas student a written notice as soon as practicable which:

8.13.1 Notifies the overseas student that the registered provider intends to report the overseas student for unsatisfactory course progress or unsatisfactory course attendance

8.13.2 Informs the overseas student of the reasons for the intention to report

8.13.3 Advises the overseas student of their right to access the registered provider's complaints and appeals process, in accordance with Standard 10 (Complaints and appeals), within 20 working days.

9.3 A registered provider may suspend or cancel a student's enrolment including, but not limited to, on the basis of:

9.3.3 A breach of course progress or attendance requirements by the overseas student, which must occur in accordance with Standard 8 (Overseas student visa requirements).

3.0 Definitions

Study Period – QAT defines a study period, or module, as a period of 12 weeks.

Monitoring is the activity taken by the teacher and Head of English whilst following up on student performance and progress throughout the course

Recording is the activity taken by the teacher whilst recording the student's progress.

Unsatisfactory progress is defined as follows:

For General English, unsatisfactory course progress is defined as below a pass (50% across all four macro-skills) for the class level at which the student is studying, in any 3 consecutive proficiency tests, or consistent failure to participate or hand in set tasks and homework over a module. Proficiency tests are conducted every 4 weeks.

For IELTS students, unsatisfactory course progress is defined as recording a score below the average score level anticipated for the class in which the student is studying, in any 3 consecutive 4-weekly tests.

For Cambridge English First Preparation, unsatisfactory course progress is defined as below a pass in any 3 consecutive tests (50% benchmark), over a 12 week course. Tests are conducted every 4 weeks.

Intervention is the strategy used by QAT to assist students who are falling under the minimum level of satisfactory progress as defined in this document.

DHA - Department of Home Affairs

4.0 Policy

4.1 Context

Monitoring the course progress of students allows the provider to identify and offer support to those at risk of not progressing or completing their studies within the expected duration of study.

After intervention and the appeals process, QAT will report students who are not making satisfactory course progress to DHA.

4.2 Responsibility

QAT's CEO, through the Head of English, is responsible for the implementation of this strategy, and also ensuring that staff members and students are aware of and following this policy.

The Head of English, acting on advice from the teaching staff is responsible for monitoring the course progress of students and ensuring that all relevant outcomes, such as test results, are recorded on student files.

4.3 Records and Counselling

In accordance with the National Code, 2018, QAT staff ensure that accurate academic records are kept for all students. These include records of set assignments and all tests. Staff undergo a thorough training in the maintenance of academic records at their induction.

The purpose of these records is to both to enable an accurate assessment of the student's performance to be made at course completion and to satisfy DHA requirements. Records of performance on each test will be recorded electronically for each student and also recorded on the prescribed forms and kept in individual academic progress files. These records are used to complete periodic reports as necessary and to inform decisions regarding academic performance. They are to be used in conjunction with any academic counselling records.

Feedback is given to students after each test, as well as *QAT Class Teacher Counselling Interviews* if required.

4.4 Unsatisfactory Course Progress

Where there is unsatisfactory progress as defined above, students are counselled by the teacher or the Head of English in the form of an Intervention (see below). If the student has an education agent, the agent is also advised of the situation. The student is also advised of the possible ramifications of their lack of performance via a warning letter.

If the situation is not rectified, and the student continues to underperform on tests over the next 4 weeks, then a final counselling session is arranged, and the student is advised

in writing that their performance is to be reported to DHA, via PRISMS. At this point they are also informed of the QAT appeals process.

4.5 Intervention

To ensure that students' progress can be monitored properly, records of all regular tests and reports are kept in a central file for easy access. Tests results are also kept on the student's electronic file in the QAT TEAMS database. In addition, teachers are advised to inform the Head of English whenever a student's performance is deemed to be at risk of becoming unsatisfactory.

If a student has been identified as being at risk of failing to demonstrate satisfactory course progress, the teacher must be able to demonstrate this with concrete examples (e.g. test records, written reports on participation levels, examples of task or assignment work, etc.).

In the instance of a student being at risk of underperforming, it is a requirement under the terms of the National Code of Practice for Registered Authorities and Providers of Education and Training to Overseas Students 2018, that QAT must undertake an intervention strategy to circumvent the problem.

5.0 Procedures

5.1 Monitoring Arrangements

- As the person responsible for monitoring course progress, the Head of English ensures that all summative test records are properly and accurately recorded and filed after each four weekly test.
- Teachers meet with the Head of English as required to discuss the summative, and any relevant formative results of any at risk students.
- During the course, based on the on-going assessment results, teachers monitor the academic progress of their students and counsel them as required. A record of any counselling sessions is filed with the student record and the original is handed to the Head of English.

5.2 Intervention Strategy

- Any student who is deemed to be at risk in terms of academic progress over a 12-week period is counselled by the Head of English. Possible ramifications, including potential reporting to DHA, will be outlined to the student in the form of the *ELICOS Progress Warning Letter 1*

- Optional assistance in the form of additional homework, transfer to an easier class, or additional 1:1 assistance (extra fees may be incurred for this option) are offered at this point.

- A report of the assistance offered or provided is kept on the student's file.

- The student's performance is then monitored carefully by the class teacher in consultation with the Head of English. Regular counselling sessions are provided as deemed necessary.

5.2 Reporting Poor Progress, Appeals and Cancellation of Enrolment

- If the student's academic performance fails to improve, or deteriorates further over the course of the following 4 weeks, then the student is advised through a final warning letter that their poor performance will be reported to DHA via PRISMS

- The student is asked to provide any grounds for the continued lack of performance and may appeal the decision to the Head of English if such grounds exist.

- The Head of English advises the student that they have a right of appeal and provides appropriate guidelines for such an appeal. Please see QAT's Complaints and Appeals Policy.

- Such an appeal must be in writing, stating the grounds for any lack of satisfactory performance.

- It must be provided within 20 working days of the notification being given to the student.

- If there are no reasonable grounds for the continued lack of performance, then the appeal is rejected and the Executive Director notifies DHA via PRISMS as soon as practicable, but not more than 10 working days after the decision.

- If there are reasonable grounds (such as a family bereavement, etc), then the monitoring, assistance and counselling process may be repeated over the following 4 weekly module ending with either an improvement in performance or eventual reporting to DHA via PRISMS by the Executive Director.

- Under Standard 9.3.3 of the National code, If all QAT efforts, reporting processes and intervention strategies have failed to re-engage the student and the 20 day appeals period under Clause 5.7 c) has been completed or extinguished with a negative response by QAT, QAT will report the student for low course progress via PRISMS and in doing so cancel the enrolment of the student.

- QAT will not cancel the student's enrolment in the course unless all of the processes Under 5.2 have been completed, i.e.:

    - QAT has informed the student of the cancellation and the reasons for doing so, in writing
    - QAT has advised the student of their right to appeal through the provider's internal complaints and appeals process, within 20 working days.

- QAT has informed the student of the need to seek advice from DHA on the potential impact to their student visa

- In addition, QAT will ensure that the cancellation will not take effect:

  - until all internal and external appeals periods and continuing process are completed,
  - if QAT believes that the overseas student's health or wellbeing, or the wellbeing of others, is likely to be at risk

6.0 Forms

- QAT Class Teacher Counselling Interview Form
- ELICOS Progress Warning Letter 1
- ELICOS Progress Warning Letter Final (Intention to Report)

7.0 References

National Code of Practice for Providers of Education and Training to Overseas Students 2018

P009 Complaints and Appeals Policy

P015 Assessing Deferments, Suspensions and Cancellations Policy

Standards for Registered Training Organisations (RTOs) 2015

Version history

Date	Version	Author	Status	Reviewers
28.08.09	1.0	J Hunt	Implemented	M Wang
15.10.12	2.0	J Hunt	Updated	M Wang
09.07.13	3.0	A Black	Consolidated/Updated Intervention and Progress Monitoring	M Wang
01.10.13	3.1	J. Hunt	Amendments	A. Black
09.10.13	3.2	A Black	Amendments	J Hunt
09/07/2015	3.3	M Dodunski	Amendments to information	
16/07/2018	3.4	J. Hunt	Updated with reference to the new standards	K.Dwyer