

# COURSE PROGRESS POLICY AND PROCEDURE

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# COURSE PROGRESS POLICY AND PROCEDURE

## PURPOSE

The purpose of this policy is to ensure that Focus Language School systematically monitors students' course progress and notifies and counsels students who are at risk of failing to meet course progress requirements.

The intention of this policy is to provide all students with the best opportunity to meet their study goals and aspirations and to ensure that students do not breach their visa requirements. It also ensures that the institute takes intervention action when a student is in danger of not progressing satisfactorily and that the requirements of the "National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students" are met.

## SCOPE

The policy applies to all international students currently enrolled with Focus Language School.

## OWNER

Academic Manager (ACAMGR)

## DEFINITIONS

**"Unsatisfactory course progress"** is defined as the student not achieving competence in 50% or more of the unit assessment(s) allocated and attempted during a study period.

**"Satisfactory course progress"** is defined as the student demonstrating competency (C) in a minimum of 50% of the scheduled unit assessment(s) for a study period.

**"A study period"** is defined in the delivery and assessment plan provided to the students according to their enrolment date and course duration. Focus Language School's study period duration is defined as a Term, as shown in the RTO's **SCH-007 FOCUS Term Dates**

## RESPONSIBILITY

The Academic Manager in cooperation with the Administration Department is responsible for the implementation of the procedure and to ensure that staff and students are aware of its application and that staff implement its requirements.

# POLICY AND PROCEDURE FOR ENGLISH COURSES

## PURPOSE

The purpose of this policy is to ensure that Focus Language School systematically monitors students' course progress and



notifies and counsels students who are at risk of failing to meet course progress requirements.

The intention of this policy is to provide all students with the best opportunity to meet their study goals and aspirations and to ensure that students do not breach their visa requirements. It also ensures that the institute takes intervention action when a student is in danger of not progressing satisfactorily and that the requirements of the “National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students” and “ELICOS national standards” are met.

## **SCOPE**

The policy applies to all international students currently enrolled with the ELICOS courses in Focus Language School.

## **OWNER**

Academic Manager (ACAMGR)

## **RESPONSIBILITY**

The Academic Manager in cooperation with the Administration Department and classroom teachers is responsible for the implementation of the procedure and to ensure that staff and students are aware of its application and that staff implement its requirements.

## **POLICY**

1. Focus Language School systematically monitors the progress of student visa holders and has a documented intervention strategy for any student who is at risk of not completing any course requirement.
2. Students are advised of the Focus Language School course progress policy and procedures and the consequences of not meeting progress requirements during the orientation session. They are also informed on how to access the complaints and appeals procedure in the event that they wish to appeal a decision made by Focus Language School.
3. Course progress is assessed both formally and informally throughout and at the end of each study period (6 weeks). Teachers are required to monitor the student’s performance, participation and progress as an integral part of their teaching duties.
4. Attendance, participation in class activities, completion of assigned tasks and homework and achieving a satisfactory mark in the progress test at the end of each study period as well as showing progress in language abilities are what teachers need to pay attention to, to determine if satisfactory course progress is achieved.
5. Students identified by their teachers of being at risk will be advised of appropriate measures to help them improve their learning outcomes in order to make satisfactory course progress.



6. Assessing an acceptable level of progress is a complex issue in relation to ELICOS students. Language background, aspects of educational background and culture, individual language learning capacities (as opposed to other learning capabilities), the objectives of the particular student and adjustment to life in a new country can make determining progress difficult in the case of some students. In the lower level classes in particular, there is no definitive judgement on satisfactory progress; rather that student is fulfilling all their obligations as a student, and the pupil and his/her family are happy with their participation in the language learning process. As problems arise, intervention strategies will be put in place to assist individual students who are experiencing difficulties with their studies. However, in certain instances it will become apparent that the student is unable to attain his/her objectives or gain entrance to higher level English courses. Students who have failed two consecutive 6-week periods of study or who have been deemed not competent in satisfying at least 50% of the requirements of the enrolment in each period will be deemed at risk and will be referred to Student Advisors, Student Support Staff or senior academic staff to discuss their further needs.
7. Focus Language School has various intervention strategies in place to help students at risk to fulfill their course requirements. The nature of the intervention strategy chosen for each student is at the discretion of the senior academic staff of the Institute and can vary as per the situation.
8. If a student fails to show reasonable progress in fulfillment of their course requirement after the intervention strategy in place, Focus Language School report the student, under section 19 of the ESOS Act.
9. Students will have access to complaints and appeals procedure and will have a duration of 20 working days to appeal if not satisfied with the decision made by Focus Language School.

## PROCEDURE

1. On the orientation day, students will be assessed by an internal placement test and will be placed in a class appropriate to their current language proficiency level.
2. On the orientation day all the newly enrolled students and on the first day of each study period, all new and existing students are given information about course progress and assessment tasks for their program.
3. A student is deemed to have achieved satisfactory course progress at the end of each module if she or he has:
  - Good attendance record
  - Participated regularly during class activities
  - Completed all scheduled course assignments, tests, activities and other assessment tasks
  - Demonstrated improved language skills
4. Satisfactorily completed at least 50 percent of the formal and informal progress assessments set for one study



period or has achieved a minimum mark of A, B, B, C in the four skills assessed in the progress test.

5. In addition to informal class assessment, Focus Language School will formally assess student progress by progress tests at the end of each study period (6 weeks). After each test, students will have a feedback session with their teacher during which they will see the report written and will receive individual feedback on their performance in the exam. A copy of the report can be provided to students upon request.
6. Student progress is assessed at the end of each study period by the classroom teacher. A student who fails in 50 percent or more of the study requirements in a single study period is sent a warning letter via mail or email to notify the student or the legal guardian (if the student is under 18 years of age) of the unsatisfactory academic progress and that the student needs to contact the school immediately to implement an intervention strategy.
7. Student who fails 50 percent or more of the requirements of two consecutive study periods is sent a warning letter via mail or email informing the student or their legal guardian (if the student is under 18 years of age) that the school intends to report the student for unsatisfactory course progress and that s/he has 20 working days to appeal using the complaints and appeals process.
8. Intervention strategies aim to assist students experiencing academic progress difficulties to fulfil these requirements and benefit from their course of study to the maximum extent. These strategies may include but are not limited to:
  - Signing a learning contract with the student Providing students with additional homework
  - Assisting students in developing more effective in class study skills such as learning to ask questions if the student does not understand or keeping a vocabulary book of the new words
  - Assisting students in developing more effective out of class study skills such as diary keeping, developing networks or peer support groups02
  - Moving student to a lower level English proficiency class
  - Counselling students on the importance of maintaining good attendance
  - Appointing a student mentor to assist during classes
  - Reviewing student's organizational/time management skills
  - Referral to an external counsellor especially if personal problems seriously impact upon student's academic progress
  - Recommending private tutoring outside class hours
9. The initial intervention meeting, including signing a learning contract with students and explanation on the



strategies chosen, the logic behind each and consequences in failing the attempt to make satisfactory progress after implementation of these strategies should happen in the presence of student’s legal guardian if he or she is under 18 years of age. It will be in Focus Language School’ discretion as to what type of intervention will be needed for each individual student.

10. Teachers are asked to recommend to the student advisor/academic manager a strategy or strategies which will benefit students at risk in achieving course progress.
11. A written report will be kept in the student academic file of the procedures undertaken with the student and their outcomes.
12. The duration of the selected intervention strategies is subject to student progress and teacher’s advice. Progress on the agreed learning contract will be monitored weekly by the responsible teacher and will be reported to the Academic Manager.
13. After the intervention strategy has been implemented, the student will be given fair and adequate time to show improvement in academic progress.
14. If a student fails to make satisfactory course progress, they will receive a section 19 notice per the ESOS act.
15. Students have 20 working days to make an appeal through the complaints and appeals process if they believe they have been treated unfairly in the process.

## VERSION CONTROL TABLE

*The following table is NOT a part of the policy and can be updated from time to time without affecting the version of the document.*

| Related Documents     |   | Version Control   |         |           |                  |
|-----------------------|---|---|---------|-----------|------------------|
| 1.                    | Let-16 poor academic progress 1st warning letter        | <ul style="list-style-type: none"> <li>• V1.0 June 2020 Document Created</li> </ul> |         |           |                  |
| 2.                    | Let-17 student academic progress breach recorded letter |   |         |           |                  |
| 3.                    | Let-21 intention to cancel                              |   |         |           |                  |
| Teamwork PM Task List |   |   |         |           |                  |
| Task#                 | Task Name   | Task List   | Project | Frequency | Task Description |
|                       |   |   |         |           |                  |
|                       |   |   |         |           |                  |
| Document Location     |   |   |         |           |                  |
|                       |   |   |         |           |                  |

