

# TEPO10 Monitoring Course Progress Policy and Procedure

## Purpose

International students on a student visa are required by legislation to maintain *satisfactory course progress*. Unsatisfactory course progress may affect the student visa.

Turner English is committed to enabling students to meet satisfactory course progress requirements and to achieving their learning goals. This will be enabled through monitoring student progress as documented through regular assessments, feedback and provision of appropriate support services.

Turner English is required under legislation to systematically monitor course progress, to be proactive in identifying, notifying and counseling students at risk of not meeting course requirements and to report students to the DIBP via PRISMS who have breached course progress requirements.

This policy ensures that:

- Staff and students are aware of their responsibilities in relation to course progress;
- Procedures for systematically monitoring, recording and reporting are identified and implemented; and
- Intervention strategies are articulated and implemented to offer effective support for students at risk of not progressing.

## Legislative Base

This policy and procedure meets the requirements of the following legislations:

- The Education Services for Overseas Students Act 2000 (ESOS Act 2000), section 19;
- The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (National Code 2007), Standard10.

## Scope

This policy and procedure applies to all students on a student visa who are enrolled in CRICOS registered Turner English courses.

## Definitions

**Course:** Refers to English language courses registered on CRICOS.

**Study period:** The study period for all the Turner English courses above is defined as 15 weeks

**Satisfactory Course Progress:** Satisfactory course progress is defined as successful attainment of learning goals for the course enrolled within the 15 week expected study period.

**Unsatisfactory Course Progress:** Unsatisfactory course progress is considered when a student is unable to maintain significant course progress within the expected duration and when despite the implementation of intervention strategies fails to reach the level expected.

**Students at Risk:** A student is considered at risk if the student is unable to achieve the required academic proficiency during the expected study period of 15 weeks. A range of factors may contribute to international students not achieving satisfactory progress.

**Intervention Strategies:** A range of articulated diagnostic educational strategies which are triggered, at a minimum, at the point of unsatisfactory course progress, but ideally as early as possible to enable students to maintain satisfactory course progress.

## 1.0 Procedure

- 1.1 The progress of students is monitored, recorded and reviewed at the end of each week of study and an assessment completed at the end of each 5-week study period.
- 1.2 In order to maintain satisfactory course progress, students must maintain a minimum of 85% attendance and achieve a satisfactory mark from the 5-week assessment.
- 1.3 The progress of each student is monitored by the class teacher and the Lead Teacher. Language development is monitored as follows:
  - Ongoing assessments tasks across the four macro- skills in class
  - Mid-course and end of course assessments at weeks 5, 10 and 15 respectively
  - Formal feedback on progress during class time at weeks 5, 10 and 15
  - All assessment tasks are required to be satisfactorily completed and at the grade level described in 1.2 above
- 1.4 Students do not obtain an unsatisfactory mark will not be able to progress to the next level. The student may need to repeat the level until satisfactory course progress is achieved.
- 1.5 In the event a student's grade is satisfactory, the student will be promoted.
- 1.6 In the event a student's grade is unsatisfactory the class teacher will in the first instance discuss the matter with the student and implement strategies to improve English language competencies. The student will be advised of the requirement to follow an intervention plan specifically designed to enable the student to meet course progress requirements.
- 1.7 The intervention strategies will be documented in writing by the class teacher in liaison with the Lead Teacher and a signed copy of the *Intervention Plan Form* (see bottom of this document) will be provided to the student. This will be in the form of a hard copy. A copy will also be kept in the student file.

This will include:

- Discussion of progress
- Clarifying areas of weaknesses
- Action areas for improvement
- Articulation of goals and strategies

During the consultation the focus of discussion may be on:

- Key weaknesses in skills development such as pronunciation, grammar, reading, comprehension and listening etc.
- The skill areas and specific sub-skills requiring improvement and tasks to support the development of these skills.

The Lead Teacher will explain to the student that due to these areas of weakness the student is at risk of failing the course and that the intervention strategy is an enabling process designed to assist the student. The teacher is required to document this discussion and the plan for improvement. The student will also sign the *Intervention Plan Form* as an acknowledgement of understanding and a commitment to co-operate. The class teacher may consult with the Lead Teacher to articulate strategies, particularly in complex situations.

1.8 A written record of the Intervention plan and discussion must be maintained on the Student File and a record noted on STARS (Student Tracking and Reporting System).

1.9 A range of intervention strategies will be used, which include but are not limited to:

- Additional individual academic tuition in identified skills area
- Referral to study skills groups, such as pronunciation classes or grammar classes
- Additional homework practice skills
- Reduction in course load
- Referral to student support services for counselling
- Referral to external support services
- Peer mentoring
- Support with appropriate independent learning resources

1.10 The implementation of intervention strategies may occur earlier in the course as part of proactive measures taken to counsel students.

1.11 The Class Teacher and the Lead Teacher will monitor the student's progress regularly following the implementation of intervention strategies.

1.12 A *Notice of Intention to Report to the DIBP for Unsatisfactory Course Progress* will be issued to the student and the student will be advised of their appeal rights as outlined in the Complaints and Appeals Policy.

1.13 Turner English will notify DIBP through PRISMS if a student has not achieved satisfactory course progress following the appeal process. In the event the appeal is not upheld, the student's enrolment will be cancelled through PRISMS. DIBP may then send a *Notice of Intention to Consider Cancellation (NOICC)* prior to a decision being made to cancel the student visa.

1.14 On completion of course the attendance will be checked and in accordance with The National Code 2007 requires that students attend at least 80% of the scheduled course contact hours will be checked. Students with attendance below 80% will not receive a graduation certificate. Student above 80% of attendance will receive a graduation certificate with the most recent results printed on it.

## 2.0 Responsibilities

2.1 All staff are inducted on this policy requirement during induction through ESOS professional development.

2.2 *Class Teachers* are responsible for monitoring and recording academic progress and implementing classroom-based intervention strategies.

2.3 The *Lead Teacher* is responsible for ensuring class teachers:

- identify, record and monitor course progress in a proactive manner
- access appropriate professional development to assist them in devising and implementing educationally sound intervention strategies.
- receive advice in articulating intervention strategies in complex situations
- records of course progress are maintained on the Student File in accordance with record keeping obligations.
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2.4 The *Executive Administrator* is responsible for ensuring compliance with this policy.

2.5 *Students* are made aware of the course progress policy and reporting obligations at orientation through the Student Handbook. Students are also responsible for ensuring they advise Turner English of any change of contact details in accordance with their student visa requirements.

## 3.0 Review

This policy is the subject of annual review as part of internal audits and in the event there are any ESOS legislative and National Code reviews or amendments.



# Intervention Plan Form Appendix 1

Student Name	Date	Enrolled Course	Length of Course	Week of Course (1 <sup>st</sup> , 3 <sup>rd</sup> etc.)
<p>Discussion of progress</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>				
<p>Clarifying Areas of weakness</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>				
<p>Action areas for improvement</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>				
<p>Articulation of goals and strategies</p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>				

Lead Teacher..... Signed .....

Student Name ..... Signed .....