

Monitoring Course Progress Policy and Procedure

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Policy Base	<ul style="list-style-type: none"> • ESOS Act 2000 • National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code), Standard 8 • ELICOS Standards 2018
Related Documents	<ol style="list-style-type: none"> 1. Complaints and Appeal Policy and Procedure 2. Academic Intervention Strategy Form 3. Academic Progress Record Form – ELP General English 4. Academic Progress Record Form – ELP Cambridge B2 First Preparation 5. Academic Progress Record Form – AEP 6. Progress Report 7. UEC Pathway List 8. Website 9. Total Support Form

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Purpose

These policies and procedures are in place to identify, notify and assist an overseas student at risk of not meeting course progress at Universal English College (“UEC”) and to comply with the ESOS Act 2000, the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code) and ELICOS Standard 2018.

Scope

This policy applies to international students enrolled in UEC English courses and all education staff involved in the promotion, recruitment, admission, academic delivery, management and administration of overseas students on student visas.

Definitions

- **Compassionate or compelling circumstances** refers to those situations beyond the control of the overseas student and which have an impact upon the overseas student's course progress or wellbeing.
- **Course** refers to any period of study covered by a single CoE.
- The course progress as per the National Code refers to 'the measure of advancement within a course towards the completion of that course irrespective of whether course completion is identified through academic merit or skill-based competencies'.
- The level progress refers to the measure of advancement within a course towards the completion of that level.
- Unsatisfactory progress refers to failure to achieve the academic requirement for each level in a course in order to successfully move up to the next level within a course or to complete a course.
- **CoE** refers to as an electronic Confirmation of Enrolment which is issued via PRISMS for a CRICOS registered course.
- **PRISMS** refers to Provider Registration and International Students Management System
- **CRICOS** refers to the Commonwealth Register of Institutions and Courses for Overseas Students
- **Unsatisfactory course requirement** refers to the failure of a student to achieve a successful result to complete the enrolled course.
- **Satisfactory requirement** refers to a student who achieves a satisfactory course/level result.
- **Successfully completed the session refers to the student has achieved more than 50% of the course and there is a possibility that the student will complete the level after studying 10 weeks of studies in the same level.**
- **Academic Intervention Strategy** refers to a study plan provided to a student who is at risk of not successfully completing a level or the course the student is enrolled in.
- **A session** refers to a 5 week study period.
- **A module** refers to a 5 week syllabus.
- **Unsatisfactory attendance** refers to a failure by a student to achieve more than 80% attendance for any study period.
- **Satisfactory attendance** is defined as a student who achieves more than 80% for any study period.
- 'PRISMS' is the Provider Registration and International Students Management System 'CRICOS' is the Commonwealth Register of Institutions and Courses for Overseas Students
- **Flexi Class** refers to an optional English language class available without fees to all UEC students after their daily scheduled face-to-face ELICOS studies. It is also part of the Academic Intervention Strategy where students under this strategy must participate in this class.
- **Fully Participates in the Academic Intervention Strategy** refers to participating in Flexi Class without being absent.
- **Does Not Fully Participate in the Academic Intervention Strategy** refers to being absent from Flexi Class without providing a valid reason/supporting evidence.
- **Cambridge Mock Test** refers to a Cambridge B2 First Preparation summative test conducted at UEC using past papers of the Cambridge B2 First examination.
- **Total Support** refers to an interview that takes place in the first week of studies and in the last week of a session.
- **Progress Report** refers to an academic report that is issued to UEC students at the end of each session.

Policy

UEC is required to monitor course progress and identify strategies to ensure satisfactory course progression. UEC will systematically monitor, record, assess and report on a students’ attendance and progress in relation to their studies.

UEC will inform overseas students before they begin a course about the requirements to achieve satisfactory course progress.

UEC ensures that all students are made aware of their obligations regarding their attendance requirements, both before and during their enrolment such as during the Orientation program and in the Student Handbook.

UEC ensures all staff are aware of both the students’ and the College’s obligations regarding attendance requirements and monitoring.

1. Overview

UEC is committed to the delivery of high-quality academic outcomes for students through the regular monitoring and assessment of student progress and through the provision of high-quality support.

- a. UEC will monitor overseas students’ course progress for each course in which the overseas student is enrolled.
- b. UEC will not issue a CoE to overseas students that exceeds the CRICOS registration duration.
- c. UEC will monitor the progress of each overseas student to ensure the overseas student is in a position to complete the course within the expected duration specified on the overseas student’s CoE.
- d. UEC will clearly outline and inform the overseas student in regards to the course requirement to achieve satisfactorily during the Orientation Program prior to the commencement of studies.

2. Course Progress Requirements

Students are assessed during the Study Period. Every effort is made to assist students during the study period by our teachers by providing them with continuous feedback throughout the study period.

- a. The academic progress requirement for each course and level is identified below.

Academic English Program (CRICOS Course Code 095850E)	
Levels	Academic Requirement
AEP 1, AEP 2 and AEP 3	65% to 74% (Grade B)

English Language Programs (CRICOS Course Code 062713J)	
General English Levels	Academic Requirement
Lower Elementary	60% pass after 2 weeks
Elementary to Advanced	60% pass after 10 weeks or 85% pass after 5 weeks
Cambridge B2 First Preparation	Academic Requirement
Entry with IELTS 5.0 or equivalent	The Cambridge Mock Test score of 162 or above
Entry with IELTS 5.5 or equivalent	The Cambridge Mock Test score of 169 or above
Entry with IELTS 6.0 or equivalent	The Cambridge Mock Test score of 176 or above

- b. For pathway students entering a vocational course or higher education at the completion of their studies at UEC, benchmark requirements of the pathway provider must also be satisfied. The benchmark requirement is updated each year and is available on UEC’s website.
- c. The grade information for the Academic English Program is identified below.

Levels	A+ grade	A grade	B grade	C grade	D grade
AEP 1	N/A	75 ~ 100%	65 ~ 74%	50 ~ 64%	<50%
AEP 2	N/A	75 ~ 100%	65 ~ 74%	50 ~ 64%	<50%
AEP 3	85 ~ 100%	75 ~ 84%	65 ~ 74%	50 ~ 64%	<50%

3. Reporting Overseas Students Visa Holders

- a. At the end of each study period, the Student Services Officer will review the outcomes once it has been entered into the student management system. A report will be generated which will identify those students who are at risk of not progressing, which refers to failing to meet the required course requirements. When an overseas student fails to meet the course progress requirements, UEC will provide the student with a Notice of Intention to Report that notifies the overseas student:
 - i. that UEC intends to report the student for unsatisfactory course progress; and
 - ii. of their rights to access the UEC’s Complaints and Appeals process within 20 working days.
- b. UEC will maintain the overseas student’s enrolment and only report a breach of course progress to the Department of Home Affairs via PRISMS if:
 - i. the internal and external complaints processes have been completed and the breach has been upheld by UEC;
 - ii. the overseas student has chosen not to access the internal complaints and appeals process within the 20 working days period;
 - iii. the overseas student has chosen not to access the external complaints and appeals process; or
 - iv. the overseas student withdraws from the internal or external appeals process by notifying UEC in writing.

- c. UEC will report an overseas student who has failed the same level twice or more, and has the recorded an attendance result below 70%. The student will be reported under unsatisfactory course progress.
- d. UEC will not report an overseas student who has a minimum of 70% attendance and has compassionate and compelling reasons for not achieving satisfactory academic progress.

4. Extending Course Duration

- a. UEC will only extend the ELICOS study duration if:
 - i. an overseas student has compassionate and compelling reasons and there is evidence provided that supports the reason;
 - ii. the option of extending the ELICOS studies is helping an overseas student to successfully complete his or her required studies; or
 - iii. an approved deferment or suspension of studies occurred to an overseas student.
- b. If the extended study period is longer than the current visa duration, UEC will inform the overseas student that:
 - i. the student will need to need apply for a new Student Visa (subclass 500) in order to complete the extended studies; and
 - ii. the new duration of study will have an impact on the student's visa.

5. Total Support

- a. Total Support is provided to all UEC students.
- b. Total Support is an interview with each student provided in the first week and at the end of every session (typically Thursday of week 5).
- c. In the first week the teacher will discuss a study goal the student might have and provide advice on how the student may achieve it.
- d. During the second meeting, the teacher will discuss the student's progress of studies.
- e. Teachers will record the study goal, strengths, areas to work on and study recommendations for each student on the *Total Support Form*.
- f. The *Total Support Form* will be used again in the second meeting to finalise the student's progress.
- g. The *Total Support Form* will allow the teacher to evaluate whether or not the student is at risk of failing or if the student is able to progress to the next session.
- h. If a teacher identifies a student as failing to achieve the required result or pass a level/course, the teacher may submit the completed *Total Support Form* to the Academic Director; and may arrange an appointment for the student to meet with the Academic Director.
- i. The *Total Support Form* is included in Annexure E of this document.
- j. If a teacher lacks the specialist knowledge and skill to assist the student and the student wants to improve, the Academic Manager will arrange for an appropriate support person.
- k. The possible study goals that students may have and the possible advice is identified below.

Possible Goal	Possible Advice
Wants to improve reading and writing	Change to AEP if not currently enrolled
Needs an internationally recognised certificate of English proficiency for study or work	Enrol in Cambridge B2 First Preparation
Wants more grammar	Recommend a relevant grammar book and advise the student to access the self-study area in the Computer room

6. Academic Intervention Strategy

- a. The Academic Intervention Strategy (AIS) applies to all UEC students.
- b. The purpose of this intervention strategy is to identify, notify and assist overseas students to successfully complete studies in their enrolled course.
- c. AIS will be introduced to an overseas student when the student receives an unsatisfactory result at the end of a session by achieving less than 50% in the overall score.
- d. To assist an overseas student to participate in AIS, the Academic Director must complete the Academic Intervention Strategy Form together with the student at a meeting in order to put the strategy in place.
- e. AIS form must be signed and agreed by the student and the Academic Director for approval and implementation..
- f. UEC offers the Flexi Class as part of the Academic Intervention Strategy.
- g. The Flexi Class is a compulsory class for students under the Academic Intervention Strategy.
- h. Students are not required to pay an additional cost to participate in the Flexi Class.
- i. Attendance will be marked for students who are attending the Flexi Class as part of AIS.
- j. The minimum duration of AIS is 5 weeks.
- k. When an overseas student successfully completes a session or a level, the student will not be required to participate in AIS.
- l. The *Progress Report* will reflect whether or not a student has successfully completed a session or a level.
- m. The *Progress Report* is issued every 5 weeks at the completion of each session.
- n. When an overseas student has participated in AIS more than once in the same level of a course and has failed to achieve the satisfactory attendance result, the student will be deemed to have failed to meet the satisfactory course progress and will receive the *Notice of Intention to Report*.

7. Modes of Delivery

- a. UEC offers face-to-face teaching with a minimum of 20 hours a week for all ELICOS programs.
- b. UEC offers no online or distance programs, therefore all UEC overseas students must participate in full-time study by attending a minimum of 20 face-to-face hours a week of scheduled lessons.
- c. UEC students may choose to access an additional 2.5 hours of studies each week by participating in the Flexi Class.

Procedure

Recording and Monitoring Course Progress

STEPS	PROCEDURE	RESPONSIBILITY
1	Provide Total Support to overseas students on week 1 of their studies.	Teacher
2	Conduct assessments. Assessments are presented in the form of class activities, tests or assignments as scheduled in the syllabus.	Teacher
3	Record the result in the <i>Academic Progress Record Form</i> at the end of each assessment.	Teacher
4	Provide the assessment feedback to students including any areas for improvement.	Teacher
5	Monitor the students course progress and provide continuous support where needed.	Teacher
6	Provide the end of session Total Support to overseas students and complete the Total Support Form.	Teacher
7	Consolidate the score and complete the <i>Progress Report</i> at the end of each session (end of each 5 week study period).	Teacher
8	Provide a copy of the <i>Progress Report</i> to each student.	Teacher
9	Submit the completed <i>Total Support Form</i> to the Academic Manager if a student has failed to achieve the required result for the session and the <i>Academic Intervention Strategy</i> needs to be implemented.	Teacher
10	Arrange a meeting for the Academic Director to meet with the student to discuss the possibility of the student participating in the Academic Intervention Strategy.	Teacher
Academic Intervention Strategy		
11	a. Conduct a meeting with the student. b. Introduce the Academic Intervention Strategy by completing the <i>Academic Intervention Strategy Form</i> .	Academic Director
12	Signs the form and fully understands the requirement and the nature of the Academic Intervention Strategy.	Student
Fully Participates in the Academic Intervention Strategy with Satisfactory Attendance		
13A	Make academic progress.	Student
14A	Give the student an opportunity to repeat the level if there is a sign of the student struggling to pass a level. If required, the student will be given an opportunity to extend his or her studies.	Academic Director
Does Not Fully Participate in the Academic Intervention Strategy with Unsatisfactory Attendance		
13B	Makes no progress in the studies and has shown evidence of not fully participating in the Academic Intervention Strategy.	Student
14A	Conduct a meeting with the student and give the student an opportunity to explain his or her situation.	Academic Director
The Point at Which the Student has Failed to Meet Satisfactory Course Progress		
15	Send the <i>Notice of Intention to Report</i> under unsatisfactory academic progress, if the student continues to fail the level/course and does not fully participate in the Academic Intervention Strategy.	Academic Manager
16	Access the appeal process as per the details written in the Notice of Intention to Report.	Student
17	Follow the Complaints and Appeals Policy and Procedure to finalise the process.	Academic Director

(Annexure A) Academic Intervention Strategy Form

This form is to be used by the Academic Director for students who need additional support to successfully complete a level or a course at UEC as per the *Course Progress Policy and Procedure*. This form must be completed by the Academic Director in discussion with the student (*or parents or legal guardian for an underage student*).

Student Details			
First Name		Last Name	
Student ID		Current Module	
Current Level		Current Course	
Academic Progress Details			
Have you participated in the Academic Intervention Strategy before?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, when?			
Academic Background Information			
Please identify three main areas of improvement the student is required to make in the Flexi Class .			
1.			
2.			
3.			
Other than participating in the Flexi Class , how is the student going to make the required improvement outside of class? Please discuss this with the student and write down the plan.			
Student Acknowledgement			
I acknowledge that:			
<input type="checkbox"/> I have identified and commit to these strategies above.			
<input type="checkbox"/> I will fully participate in the Flexi Class, that means being on time and attending Flexi Classes until I successfully complete my current level of studies.			
<input type="checkbox"/> I understand that a copy of this agreement will be kept on file and may be used to determine my future academic standing.			
Student's Signature (<i>parents or legal guardians' signature for underage students</i>)		Date	
Academic Director's Acknowledgement			
I acknowledge that:			
<input type="checkbox"/> I helped the student to identify the main areas of improvement required to complete the course successfully.			
<input type="checkbox"/> I explained what Flexi Class is and the commitment needed to attend the Flexi Class.			
<input type="checkbox"/> I helped the student to identify ways to improve the studies outside of class hours.			
Signature			Date

After completion, provide a copy to the student/parents or legal guardian for the underage student and keep a copy in the student's file in the Student Management System.

(Annexure B) Academic Progress Record Form – ELP General English

This form is to be used by teachers at UEC to record formative and summative academic results of UEC students. This form will provide an indication of the academic progress of each student for each class. A new form must be used for each class and for each session.

Class Information							
Course		Level					
Module		Teacher's Name					
Commenced Date		Completion Date					
Academic Progress							
No.	Student Name	Quiz	Writing	Speaking	Reading	Listening	Total Score
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
Date of Assessment		/	/	/	/	/	
Acknowledgement							
I _____ (teacher's name) acknowledge that I have : <input type="checkbox"/> provided the result of each assessment to each student prior to conducting the next assessment; <input type="checkbox"/> identified skills that need improvement and provided support to each student; and <input type="checkbox"/> identified the student (failed to achieve a satisfactory total score) who needs the Academic Intervention Strategy and arranged the student to meet with the Academic Director (<i>if required</i>).							
Signature:				Date:			

(Annexure C) Academic Progress Record Form – ELP Cambridge B2 First Preparation

This form is to be used by teachers at UEC to record formative and summative academic results of UEC students. This form will provide an indication of the academic progress of each student for each class. A new form must be used for each class and for each session.

Class Information							
Module		Teacher's Name					
Commenced Date		Completion Date					
Academic Progress							
No.	Student Name	Use of English	Writing	Speaking	Reading	Listening	Total Score
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
Date of Assessment		/	/	/	/	/	
Acknowledgement							
I _____ (teacher's name) acknowledge that I have : <input type="checkbox"/> provided the result of each assessment to each student prior to conducting the next assessment/ <input type="checkbox"/> identified skills that need improvement and provided support to each student; and <input type="checkbox"/> identified the student(failed to achieve a satisfactory total score) who needs the Academic Intervention Strategy and arranged the student to meet with the Academic Director. (if required)							
Signature:				Date:			

(Annexure E) Total Support Form

This form is to be used during the first week of studies and at the end of session interviews conducted by teachers to assist an overseas student to successfully complete an enrolled course.

Student information			
Name		ID	
Session Commenced Date		Session Completion Date	
Course information			
Course		Level	
Section 1: (On Week 1 By Student) I want to improve...			
<input type="checkbox"/> Speaking	<input type="checkbox"/> Listening	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing
<input type="checkbox"/> Grammar	<input type="checkbox"/> Pronunciation	<input type="checkbox"/> Vocabulary	<input type="checkbox"/> Other: _____
Section 2: (On Week 1 By Student) My strengths in English language are...			
<input type="checkbox"/> Speaking	<input type="checkbox"/> Listening	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing
<input type="checkbox"/> Grammar	<input type="checkbox"/> Pronunciation	<input type="checkbox"/> Vocabulary	<input type="checkbox"/> Other: _____
Section 3: (On Week 1 By Student) My study goal is...			
Section 4: (On Week 5 By the Teacher) The student's strengths are...			
<input type="checkbox"/> Speaking	<input type="checkbox"/> Listening	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing
<input type="checkbox"/> Grammar	<input type="checkbox"/> Pronunciation	<input type="checkbox"/> Vocabulary	<input type="checkbox"/> Other: _____
Comment:			
Section 5: (On Week 5 By the Teacher) The student needs to work on...			
<input type="checkbox"/> Speaking	<input type="checkbox"/> Listening	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing
<input type="checkbox"/> Grammar	<input type="checkbox"/> Pronunciation	<input type="checkbox"/> Vocabulary	<input type="checkbox"/> Other: _____
Comment:			
Section 6: Teacher's recommendation			
Has the student successfully completed* the session?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
IMPORTANT: If no, the Academic Intervention Strategy must be in place. Please provide a copy of this form to the Academic Manager for the Academic Intervention Strategy may in place for the student.			
Acknowledgement			
I _____ (Teacher's name) confirm that I have assisted the student to complete section 1 to 3 with the information provided by the student and have completed section 4 to 6 to the best of my knowledge.			
Signature:		Date:	

* Successfully completed the session means the student has achieved more than 50% of the course and there is a possibility that the student will complete the level after studying 10 weeks of studies in the same level.

Document Control

The policies and procedures, and the forms included in this document are approved and implemented by UEC. This document will be electronically available to UEC staff in protected format (PDF file) in the designated folder (in G drive). Any ongoing changes made to this document will be documented as per below.

Version	Authorised By	Description of the change	Approved Date	Effective Date
<i>Version 1</i>	<i>General Manager</i>	<i>Updated Monitoring Course Progress Policy and Procedure</i>	<i>7 June 2019</i>	<i>7 June 2019</i>