

The University of Queensland
Institute of Continuing and TESOL Education
Policy and Procedure

Reference:	Student
Title:	Unsatisfactory Academic Progress and Student Intervention Policy and Procedure
Custodian:	Institute Director
Reviewer:	TESOL Director of Studies
Date Approved:	19 October 2018
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Audience:	All Institute Students All Institute Staff
Associated Policies:	Education Services for Overseas Students (ESOS) Act 2000 National Code 2018 (Part B Standard 8) Institute's Admissions Policy and Procedure Institute's Attendance Policy and Procedure Institute's Enrolment Policy and Procedure Institute's Student Charter
Version:	2.0

Purpose

This policy outlines institute processes and procedures to ensure compliance with ESOS legislation.

Policy

The Institute complies with the current ESOS/National Code 2018 legislation in terms of monitoring ELICOS student visa holders with regard to course progress, notifying and advising students who are at risk of failing to meet course progress requirements, and by reporting, under Section 19 of the ESOS Act, those students who have breached these requirements.

The Institute has a responsibility to monitor the progress of ELICOS students to ensure they make satisfactory academic progress. This will assist students to achieve their learning potential by:

- a) allowing for the early identification of students whose academic progress is less than satisfactory and who may need appropriate learning support, resources and assistance; and
- b) identifying students who continue to make unsatisfactory academic progress;

This document provides procedural advice for the management of unsatisfactory academic progress and establishes a framework for the mandatory formative and summative assessment of student academic performance during and at the end of a program.

Procedure

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General Guidelines

The purpose of these guidelines is to provide a framework within which institute management and staff can make appropriate decisions related to those students identified as being academically at risk:

- i. by actively providing advice on academic matters and on the relevant support services available within the Institute;
- ii. by managing their course of study to ensure students are enrolled in a program in which they have a reasonable chance of passing the scheduled assessment and continuing to improve their English level;
- iii. by excluding a student from a specific course or from moving to a higher level of study based on non-fulfilment of entry requirements;
- iv. by cancelling enrolment and reporting a student who demonstrates over a period of time that they are not academically competent for the enrolled course.

Course Placement

All ELICOS students, with the exception of Bridging English Program (BEP) students, who have a pre-requisite IELTS/TOEFL/Pearson/Cambridge result for entry into the course, are assessed at the commencement of their course. This assessment is used to place students in classes appropriate to their English level for the required course or, where their level is found to be unsuitable for the course in which they enrolled, they are advised and placed in a course at a suitable English level. On their Institute Enrolment Agreement, students sign that they understand that courses require a prerequisite level of English for entry and that they will be tested on commencement of their course and placed in a class at the appropriate English language level.

Orientation

At Orientation, Student Visa holders are also provided with information in plain English with regard to the requirement for satisfactory academic progress, and are advised that unsatisfactory academic progress may result in their being reported to the Department of Home Affairs (DHA) by the Institute. Students reported to DHA may have their Student Visa cancelled.

There are three ways in which students can be considered to have not met the requirement for satisfactory academic progress. These are:

- i. a student who completes 25 consecutive weeks of study in the same TESOL Regular Programs (TRP) course level, without achieving an overall passing grade or a passing grade in the same macro-skill in BEP in their end of session¹ assessment;
- ii. a student who does not achieve an overall passing grade or a passing grade in the same macro-skill in BEP in four consecutive end of session* assessments in their BEP course;
- iii. a student who does not achieve the required UQ entry requirements in two consecutive BEP 10 courses.

In addition, students are informed who to see for academic advice. Information about the following services is provided:

- i. support and advice from the relevant Language Teacher;
- ii. academic advice and assistance from the relevant AM/ST;
- iii. academic advice and learning support from an Institute Learning Advisor (LA).

¹ End of session assessments occur at the end of each 5-week teaching block

Stages in the Management of Unsatisfactory Academic Progress

There are three stages in the management of unsatisfactory student academic progress:

- i. Stage 1: Pre - at Risk
- ii. Stage 2: At Risk
- iii. Stage 3: Unsatisfactory Progress

Stage 1: Pre – At Risk

On completion of each end of session assessment, the relevant AM/ST will review all student results and identify those students who have not passed an individual macro-skill or achieved an overall passing grade.

Students are identified as 'Pre - at risk' of not making satisfactory academic progress when they:

- i. Do not achieve an overall passing grade in an end of session assessments in a BEP or TRP;
- ii. Do not achieve a passing grade in the same macro-skill in an end of session assessment in a BEP or TRP; and/or
- iii. Do not demonstrate the necessary language skills during class time required for the course in which they have enrolled or in which they have been placed. For example, student is consistently performing poorly in classroom based activities or weekly review tests. In this case, Language Teachers are recommended to notify the relevant AM or ST during a course where they have detected that a student is failing to improve or is struggling with the course level.

Stage 1: Pre – At Risk Workshops

All students who are deemed to be Pre – at Risk are invited to attend the following general learning strategies workshops

- i. Studying in Australia
- ii. Setting Goals and Planning Study
- iii. Learning Language

All learners who receive an LA in a macro skill in an end of session assessment are invited to attend a study skills workshop focusing on that macro-skill – either:

- i. Writing Study Skills
- ii. Reading Study Skills
- iii. Speaking Study Skills
- iv. Listening Study Skills

Stage 2: At Risk

On completion of each end of session assessment, the relevant AM/ST will review all student results and identify those students who are 'at risk' of making unsatisfactory progress.

Students can be identified as 'at risk' of not making satisfactory academic progress when they:

- i. Do not achieve an overall passing grade in three consecutive end of session assessments in the same TRP course level;
- ii. Do not achieve a passing grade in the same macro-skill in three consecutive end of session assessments in the same TRP course level;

- iii. Do not achieve an overall passing grade in two end of session assessments in BEP;
- iv. Do not achieve a passing grade in the same macro-skill in two end of session assessments in BEP;
- v. Do not achieve the required UQ entry requirements in their BEP 10 assessment; and/or
- vi. Do not demonstrate the necessary language skills during class time required for the course in which they have enrolled or in which they have been placed. For example, student is consistently performing poorly in classroom based activities or weekly review tests. In this case, Language Teachers are recommended to notify the relevant AM or ST during a course where they have detected that a student is failing to improve or is struggling with the course level.

Stage 2: At Risk - Intervention

The primary response to students 'at risk' will involve an intervention strategy, consisting of two parts:

- i. an interview with the ST/LA, where the student will be informed that they have been identified as 'at risk' of failing their course, or failing to meet course progress requirements; and
- ii. initial identification of actions required to assist the student to make satisfactory progress. See below for list of possible intervention strategies.

A summary of all matters discussed in this interview must be recorded on the student's file on the Institute's Student Management System. Where appropriate, a copy may also be passed on to the student's class teachers. The interview may include an interpreter.

The aim of this interview will be to provide the student with an opportunity to identify barriers to satisfactory performance, and assist in identifying the actions and strategies to be used by the student. It may also identify services available to support the particular needs of the student. Where personal issues are raised, the ST/LA will consider whether the student requires personal counselling and will liaise with the Institute's Student Services to arrange for one or more counselling sessions with UQ Student Services where appropriate.

The appropriate strategies will vary according to:

- i. the needs of individual students;
- ii. the nature of the course;
- iii. the range of services available.

Intervention strategies may include:

- i. one-to-one support;
- ii. identification of specific and appropriate learning skills development or other academic support;
- iii. provision of alternative learning materials;
- iv. specification of minimum performance targets for a set time period;
- v. advice on cultural assimilation; and/or
- vi. referral to student services manager and/ relevant AM regarding:
 - a. referral to counsellor;
 - b. attendance monitoring;
 - c. review of the appropriateness of the course for the student;
 - d. advice about repeating a course; (if available or appropriate);
 - e. recommendation to transfer to another course or level (if available or appropriate);

- f. recommendation of a period of leave of absence (where permitted and appropriate).

Stage 2: At Risk – Monitoring

Following the intervention strategy meeting with the learner, there will be on-going monitoring in relation to:

- i. attitude
- ii. performance on in-class tasks;
- iii. performance on course assessments;
- iv. attendance at any scheduled learning support session;
- v. implementation of agreed actions.

If the student does not attend scheduled support meetings, does not pass their next end of session assessment, or the class teachers consider that the student is not making acceptable progress, these concerns are raised with the relevant AM/ST, who will arrange another meeting with the student to discuss their progress and to outline the implications of continued failure to make academic progress. The student's intervention strategies will be re-assessed and, if considered appropriate, adapted. The outcome of this meeting will be recorded on the student's record in the Institute's Student Management System.

Re-enrolment of 'at risk' students

When an 'at risk' student completes their enrolment, and wishes to re-enrol at the Institute, the relevant Academic Manager or Senior Teacher will meet with the student prior to class placement. The meeting will focus on the program level in which the student is to be placed, and also review any intervention strategies that had been put in place. For the purposes of assessing whether a student has met the definition of 'unsatisfactory academic progress', the assessment will continue as if the enrolment were continuous.

For the BEP, if a student does not pass the BEP 10 on their first attempt, they are deemed to be 'at risk' if they re-enrol in BEP Advantage or Standard or a TESOL Regular Program. The relevant Academic Manager or Senior Teacher will meet with the student within the first 2 weeks of their re-enrolment period to discuss possible intervention strategies (refer to the [Stage 2: At Risk - Intervention](#) section for list of strategies).

Stage 3: Unsatisfactory Academic Progress

A student is considered to have made unsatisfactory progress when:

- i. a student who completes 25 consecutive weeks of study in the same TESOL Regular Programs (TRP) course level, without achieving an overall passing grade or a passing grade in the same macro-skill in BEP in their end of session² assessment;
- ii. a student who does not achieve an overall passing grade or a passing grade in the same macro-skill in BEP in four consecutive end of session* assessments in their BEP course;
- iii. A student who does not achieve the required UQ entry requirements in two consecutive BEP 10 courses.

Where a student has been identified as having made unsatisfactory academic progress, a meeting will be held with the student and the AM and ST as soon as practical after the finalisation of results. It is not mandatory that the student's enrolment will be cancelled and special circumstances may be taken into consideration. It is expected that the relevant AM and/or DOS will exercise academic judgment, taking into account the student's overall performance in the course and any other relevant factors or special circumstances.

² End of session assessments occur at the end of each 5-week teaching block

Re-enrolment of Students deemed to have made unsatisfactory academic progress

When a student who is considered to have met the definition of 'unsatisfactory academic progress' completes their enrolment either before or after they have been reported to DHA, and then applies to re-enrol at the Institute, the student should not be re-enrolled until the relevant Academic Manager has been consulted on whether the student is eligible to re-enrol or not. Factors that will influence the decision to allow re-enrolment are as follows:

- i. Academic Manager's view on ability of student to demonstrate future academic progress;
- ii. the student's response to interventions that have been put in place to date;
- iii. the student's compliance with the Institute Student Charter.

For the BEP, any student who fails the BEP twice (note that BEP Advantage followed immediately by BEP Extension is considered as one attempt) will automatically be considered to have made unsatisfactory progress, and is not eligible to enrol in BEP for a third time.

Recommendations for Cancellation of Enrolment

Where the relevant AM or the DOS determine that a student's enrolment in a course should be cancelled, the AM/DOS will make a formal recommendation to the Director. This recommendation must clearly identify the preferred action to be taken.

Where the recommendation is supported by the Director, the Director will notify the Manager Admissions of the decision to cancel the student's enrolment.

The student will be issued with notification of the intention to report them to DHA for unsatisfactory course progress. The student will be advised that they have 20 working days to submit an appeal using the Institute's Complaints and Grievance Resolution process. If the student is sponsored, the sponsor will also receive a copy of the correspondence. All correspondence is recorded in the SMS.

Where an application for appeal is not received within 20 working days, the Director will advise the Manager Admissions to report the student through PRISMS as required by the ESOS Act and National Code.

Where the student submits an appeal, the appeal is reviewed by the Director. The Director will issue written notification of the outcome of the appeal, including any reasons for an appeal being denied. If the appeal is denied the student is informed of their option to appeal to the Queensland Ombudsman (refer to the [Reference List](#) for contact details). The student is informed that they have 10 working days to make an appeal to the Queensland Ombudsman and that they are required to inform the Institute of their case number as proof of lodgement.

Where the student has not notified the Institute that they have lodged a further appeal with the Queensland Ombudsman, or the appeal to the Ombudsman was unsuccessful, the Director will also advise the Manager Admissions to report the student through PRISMS.

Notification will be issued to the student that they have 28 days within which to report to a DHA office. Correspondence is recorded in the Institute's Student Management System.

The Institute will maintain the student's enrolment until the appeals process has been concluded. It is a requirement of a Student Visa that at all times during the appeals process, the student maintain their enrolment and attend classes, unless they have written approval from the Manager Student Administration to be absent from classes.

Reference List

Contacts List

Organisational Unit	Contact Name	Description	Contact Details
Queensland Ombudsman	N/A	Complaints or grievances if all steps with the Institute have been exhausted and student remains dissatisfied with the decision.	Level 18, 53 Albert Street, Brisbane QLD 4000 +61 7 3005 7000 1800 068 908 (Toll free outside of Brisbane only) Complaint form: https://www.ombudsman.qld.gov.au/about-us/contact-us/enquiries-and-feedback

Document History

Version	Summary of Changes	Author	Action Date
1.0	Approval of Unsatisfactory Academic Progress policy and procedure	Iain Mathieson	22 September 2016
1.1	Amendments to definitions of academic non-progression; updates to the process for managing of unsatisfactory student academic progress; update to the process for recommendations for cancellation of enrolment	Iain Mathieson	15 October 2018
1.2	Amendments to template	Lisa Davie	18 October 2018
3.0	Approval of Unsatisfactory Academic Progress policy and procedure	Julian Wilson	19 October 2018