

Institute of Continuing and TESOL Education (ICTE)

Policy and Procedure

Reference:	Student
Title:	Unsatisfactory Academic Progress and Student Intervention Policy and Procedure
Custodian:	Institute Director
Reviewer:	Senior Academic Manager
Date Approved:	10 January 2020
Review Date:	10 January 2021
Audience:	All Institute Students & Staff
Associated Policies:	Education Services for Overseas Students (ESOS) Regulations 2019 National Code 2018 (Part B Standard 8) ICTE Admissions Policy and Procedure ICTE Attendance Policy and Procedure ICTE Enrolment Policy and Procedure ICTE Student Charter
Version:	2.1

Purpose

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

Policy

The Institute complies with the current ESOS/National Code 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 additional 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 (BE) 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 four ways in which students can be considered to have not met the requirement for satisfactory academic progress. These are:

- i. a student who completes 30 consecutive weeks of study in the same TESOL Regular course level, without achieving an overall passing grade or a passing grade in the same macro-skill 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 BE in four end of session assessments in their BE course;
- iii. A student who does not achieve the required UQ entry requirements in two BE 10 courses;
- iv. A student who does not demonstrate sufficient academic progress in the specified period (e.g. 10 weeks) following the One-to-one At Risk meeting (step 2), or in the specified period (e.g. 5 weeks) following the Intervention Meeting (step 3)

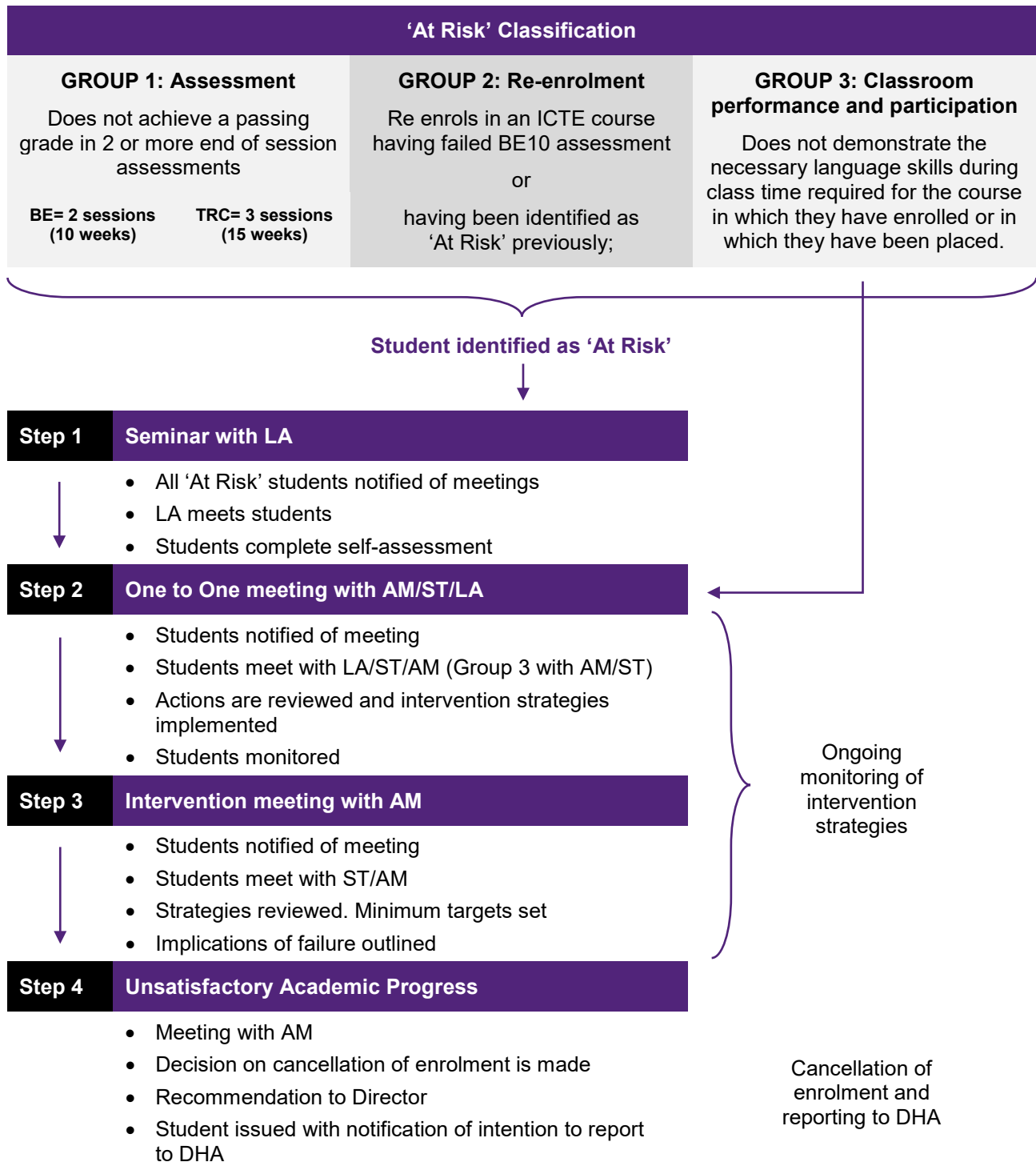
In addition, information about the following services is provided to students:

- i. support and advice from the relevant Language Teacher;
- ii. academic advice and assistance from the relevant Academic Manager (AM) or Senior Teacher;
- 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
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Stages in the Management of Unsatisfactory Academic Progress:

Identification and Intervention Flowchart



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 Academic Progress

Stage 1: Pre – At Risk Definition

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 BE or TRC;
- ii. do not achieve a passing grade in one macro-skill in an end of session assessment in BE or TRC; and/or

Stage 1: Pre – At Risk Intervention

All Pre – At Risk students are invited to sign-up for Learning Advice Workshops.

See icte.uq.edu.au/my-icte/learning-advice/workshops

Stage 2: At Risk Definition

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 identified as 'At Risk' of not making satisfactory academic progress fall into three categories:

1. Group 1: Assessment

1.1. TESOL Regular Courses

- 1.1.1. Do not achieve an overall passing grade in three consecutive end of session assessments in the same level;
- 1.1.2. Do not achieve a passing grade in the same macro-skill in three consecutive end of session assessments in the same level;

1.2. Bridging English

- 1.2.1. Do not achieve an overall passing grade in any two end of session assessments;
- 1.2.2. Do not achieve a passing grade in the same macro-skill in any two end of session assessments;

2. Group 2: Re-enrolment of 'At Risk' student

- 2.1. Re-enrol in an ICTE course having failed to achieve the required UQ entry requirements in their BE 10 assessment;
- 2.2. Re-enrol in an ICTE course having been identified as 'At Risk' previously;

3. Group 3: Classroom performance and participation

- 3.1. 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, a student is consistently performing poorly or refusing to participate in: classroom based activities, weekly review tests, homework and/or assessment. In this case, Language Teachers notify the relevant AM or ST where they have detected that a student is failing to improve or is struggling with the course level.

Stage 2: At Risk Intervention

There are 3 steps when a student is identified as 'At Risk': Seminar Attendance, One-to-One At Risk Meeting, and Intervention Meeting.

Step 1: Seminar

Students in all groups are informed they are 'At-Risk' and are notified that they must attend at an 'At Risk Student Intervention Seminar'. The aim of this seminar is 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. At the seminar they complete an 'At Risk: Strategy Self-Assessment' which provides advice on actions they should take, and are also reminded of the learning advice services they can access (e.g. one-to-one consultations, workshops and supported self-study).

Any student who does not attend this meeting will automatically be defined as At Risk Group 3, and move to stage 2 below.

Students in At Risk Group 3 will be required to meet with the AM/ST to discuss intervention strategies (see One-to-One At Risk Meeting below)

Step 2: One-to-One At Risk Meeting and ongoing monitoring

At the end of the teaching session, the relevant AM/ST will review all 'At Risk' student results and identify those students who continue to be 'At Risk' of making unsatisfactory progress. These students will be notified that they must attend a one-to-one meeting with the AM/ST/LA. At the meeting:

- i. the student will be informed that they continue to be identified as 'At Risk' of failing their course, or failing to meet course progress requirements; and
- ii. the AM/ST/LA will review with the student the actions required to assist the student to make satisfactory progress. See below for list of possible intervention strategies. Note that 'At Risk' students from Group 3 will meet with an AM/ST rather than LA

A summary of all matters discussed in this interview will be recorded on the student's file. 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 review with the student any barriers to satisfactory performance, and assist in identifying the most appropriate 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 AM/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. specification of minimum performance targets for a set time period;
- iv. advice on cultural assimilation; and/or

- v. referral to ICTE student services 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).

At Risk – Monitoring

Following the One-to-One 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.

Step 3: Intervention Meeting

If the student does not attend scheduled support meetings, does not pass or complete 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. During this meeting:

- i. The student's intervention strategies will be re-assessed and, if considered appropriate, adapted;
- ii. Minimum performance targets for a set time period will be stipulated;
- iii. The implications of continued failure to make academic progress will be outlined

The outcome of this meeting will be recorded on the student's record.

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 enrolment and 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 previously. The Academic Manager may recommend that the student is only able to enrol for a limited duration. This would typically be up until the date that the student would be considered to have made unsatisfactory progress. See definitions in Stage 3 below. Note that 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 BE, if a student does not pass BE 10 on their first attempt, they are deemed to be 'At Risk' (Group 2). If they are permitted to re-enrol in BE/TRC, they will be invited to the Seminar (refer Step 1: Seminar), within their first session of study.

If an 'At Risk' student has already completed Step 1 and re-enrols in a BE/TRC, the relevant AM/ST will meet with the student within the first 2 weeks of their re-enrolment period to discuss possible intervention strategies (refer to the Step 2: One-to-One At Risk Meeting section for list of strategies).

Stage 3: Unsatisfactory Academic Progress Definition

A student is considered to have made unsatisfactory progress when:

- i. a student who completes 30 consecutive weeks of study in the same TESOL Regular course level, without achieving an overall passing grade or a passing grade in the same macro-skill 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 BE in four end of session assessments in their BE course;
- iii. A student who does not achieve the required UQ entry requirements in two BE 10 courses;
- iv. A student who does not demonstrate sufficient academic progress in the specified period (e.g. 10 weeks) following the One-to-one At Risk meeting (step 2), or in the specified period (e.g. 5 weeks) following the Intervention Meeting (step 3).

Where a student has been identified as having made unsatisfactory academic progress, a meeting will be held with the student and the AM 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 will exercise academic judgment, taking into account the student's overall performance in the course and any other relevant factors or special circumstances.

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

² End of session assessments occur at the end of each 5-week teaching block
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Recommendations for Cancellation of Enrolment

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

Where the recommendation is supported by the Director, the Director will notify ICTE Admissions Services 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 Student Management System (SMS).

Where an application for appeal is not received within 20 working days, the Director will advise ICTE Admissions Services 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 ICTE Admissions Services 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 SMS.

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 ICTE to be absent from classes.

Glossary of Acronyms

AM	Academic Manager	The manager responsible for overseeing academic study in a course
BE	Bridging English	A course of English study at ICTE packaged with an offer from UQ for a place of study in a degree program
DHA	Department of Home Affairs	The Australian Government interior ministry with responsibilities for national security, law enforcement, emergency management, border control, immigration, refugees, citizenship, and multicultural affairs
ELICOS	English Language Intensive Courses for Overseas Students	Programs designed for students who require English language training before commencing formal studies in Australia
ESOS (Act)	Education Services for Overseas Students	Legislative requirements and standards for the quality assurance of education and training institutions offering courses to international students who are in Australia on a student visa.
IELTS	International English Language Testing System	An international standardised test of English language proficiency for non-native English language speakers managed by the British Council, IDP: IELTS Australia and Cambridge Assessment English
LA	Learning Advisor	A teacher with responsibility for assisting students with improving their study habits and providing support as required
PRISMS	Provider Registration and International Student Management System	A site that provides Australian education providers with the Confirmation-of-Enrolment (CoE) facilities required for compliance with the ESOS act
SMS	Student Management System	A database where records about students are stored.
ST	Senior Teacher	A teacher with responsibility for overseeing a course and assisting the Academic Manager
TOEFL	Test of English as a Foreign Language	A standardised test to measure the English language ability of non-native speakers wishing to enrol in English-speaking universities
TRC	TESOL Regular Course	A course of English study at ICTE including General English, English for Academic Purposes, English for Business Purposes, and Advanced English Communication Skills

Reference List

Contacts

Queensland Ombudsman

Description Complaints or grievances if all steps with the Institute have been exhausted and student remains dissatisfied with the decision.

Contact Details Level 18, 53 Albert Street, Brisbane QLD 4000
+61 7 3005 7000
1800 068 908 (Toll free outside of Brisbane only)
Complaint form:
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
2.0	Approval of Unsatisfactory Academic Progress policy and procedure	Julian Wilson	19 October 2018
2.1	Approval of amendments to definitions of 'at risk' students and academic non-progression; updates to the process for managing of unsatisfactory student academic progress.	Iain Mathieson and Julian Wilson	10 January 2020