

ELICOS Course Progress Policy and Procedure

Purpose

This policy and procedure apply to international students on a student visa who are enrolled in an ELICOS course at Princeton International College. It is a student visa requirement for all international students to achieve satisfactory course progress in the course in which they are enrolled.

This policy exists in conjunction with other policies to provide overall high quality and continuous improvement at Princeton International College, including the *ELICOS Attendance Monitoring Policy & Procedures*, *ELICOS Teaching & Assessment Policy and Procedures*, *Continuous Improvement and Quality Assurance Policy & Procedure*, *Course Evaluation Policy*, and *Complaints Handling Policy and Procedure*, *Appeals Handling Policy and Procedure*.

Scope

This policy applies to:

- International students enrolled in ELICOS Courses at Princeton International College.
- Princeton International College Academic, Admissions, Student Services and Administrative staff as well as the contractors employed in delivering the ELICOS course at Princeton International College.

To comply with legislative requirements Princeton International College must report to students who fail to meet satisfactory course progress requirements through PRISMS in accordance with the ESOS Act 2000 and National Code 2018.

All course progress records, intervention forms, and communication will be stored in the Student Management System and student file.

Policy

This policy and procedure supports the requirements of the ELICOS Standards 2018, including Standard P3 (Student Progress) and Standard P4 (Monitoring Course Progress), and outlines Princeton International College's processes for monitoring, supporting and managing satisfactory course progress for ELICOS students.

This policy applies to Princeton International College's ELICOS students and staff.

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The purpose of this policy and procedure is to ensure that international student ELICOS course progress is monitored, reviewed, and intervention action is taken when a student is in danger of not achieving satisfactory course progress or completing their course within the scheduled timeframe.

Princeton International College has this policy and procedures in place to ensure that:

- Students who are “at risk” of not meeting satisfactory course progress requirements are identified through the procedures in this document, provided the opportunity to discuss underlying issues, counselled and placed on an intervention strategy.
- All causes of unsatisfactory progress or being “at risk” are considered including academic/study causes and personal/ welfare issues.
- The course progress of each student is monitored during and at the end of each course level.
- In order to meet satisfactory course progress requirements, students must achieve satisfactory results (70% or above in assessment outcomes) across at least 60% of assessment tasks and learning outcomes within each level by either:
 - o the applicable monitoring point for courses of 5 weeks or less, or
 - o the end of the level for courses of 6 weeks or more.
- Course progress will be monitored by teachers along with the ELICOS Coordinator. Teachers are required to keep appropriate records and to undertake assessments in a timely fashion to enable effective monitoring of student progress and the implementation of all procedures.
- Teachers monitor student performance in formative and summative tests and provide feedback and support as required.
- Records of the outcome of the student’s assessments are kept in accordance with the ELICOS Teaching & Assessment Policy and Procedures and used in order to monitor the course progress of students.
- Where Princeton International College assesses that a student has not met satisfactory course progress requirements, the student will be informed in writing of the College’s intention to report the student through PRISMS for unsatisfactory course progress. The written notification will advise the student of their right to access the Complaints and Appeals Policy and Procedure within 20 working days from the date of the written notification.

Princeton International College will not report a student through PRISMS until:

- the student has been provided with written notification of the decision
- the student has been given access to the internal appeals process within the required 20 working day period

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- the internal and external appeals processes have been completed, unless the student withdraws from the appeal process or the appeal supports Princeton International College's decision

The CEO along with ELICOS Coordinator, is responsible for the implementation of the policy and procedures and to ensure that students and staff are aware of its application and implement its requirements.

All staff are made aware of the requirements of this policy through staff induction, regular meetings, staff updates and continuous improvement practices. Students are made aware of the policy and procedures through the Student Prospectus, College's website, Student Handbook, and during the enrolment and orientation processes.

Princeton International College may only extend the duration of the student's study as a result of:

- compassionate and compelling circumstances,
- where an intervention strategy is being implemented or
- where an approved deferment has been granted.

Definitions

- **Level** – Elementary (12 weeks) /Pre Intermediate (12 weeks) / Intermediate (10 weeks) / Upper Intermediate (10 weeks)
- **Mid-Point** – Mid of each level which is 6 weeks for Elementary & Pre Intermediate and 5 for Intermediate & Upper Intermediate
- The total mark for formative and summative assessments is recorded in the ELICOS Unit Summary Result Sheet, and entered in ELICOS Course Progress Intervention Database as follows:
 - **Satisfactory** – The student achieves 70% or above in formative and summative assessments.
 - **Unsatisfactory** – The student achieves below 70% in formative and summative assessments.

Procedures

Students are informed of the outcomes to be achieved from the course via the Course Outlines for each level, provided by the teacher at the commencement of each level. Feedback from the tests is shared with the students which indicates their progress in Reading,

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Writing, Listening, Speaking and Participation. The aim of delivering feedback is to help students focus on key weaknesses in skill development.

Students who do not achieve satisfactory achievement across at least 60% of assessment tasks and learning outcomes within the level are identified 'at risk' and will be issued 'Notification Letter' (Appendix A). Monitoring points are as follows:

- the mid-point of the level for enrolments of 6 or more weeks, or,
- the end of the first week for enrolments of 5 or less weeks

Students identified as 'at-risk' will have a formal meeting with the ELICOS Course Coordinator to discuss further course of action and support that can be provided to the students as outlined within the Intervention section of this policy

The Course Progress Intervention Meeting Form will be completed and signed by student and ELICOS Course Coordinator. A copy will be given to the student and the original will be filed in the Student Course Progress Folder. The student's teacher will be advised about the student's progress and expectations. The student will be advised that they are expected to achieve at least 60% or greater average in assessment results before the end of level (which is generally 5 or 6 weeks away) otherwise they may be reported for unsatisfactory course progress.

The teacher will closely monitor assessment results on a weekly basis and inform the ELICOS Course Coordinator if progress is not being made according to the signed Course Progress Intervention Form. If student is not achieving satisfactory course progress within 2 weeks, and the overall percentage still falls below 60% competency for all levels, a 'Warning Letter' (Appendix B) will be issued.

If students have received both a notification letter and a subsequent warning letter and are still not showing satisfactory course progress, in the following timeframes, the student will be deemed to not meeting course progress requirements and notified of the Intent to Report for Unsatisfactory Course Progress letter:

- the end of the level, for enrolments of 6 or more weeks, or,
- the end of the third week for enrolments of 5 or less weeks,

Students will be sent a 'Intent to Report for Unsatisfactory Course Progress letter' (Appendix C), informing them that:

- They have access to the Complaints and Appeals Policy and Procedure and have 20 working days to lodge an appeal.

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- If the Student chooses not to access the complaints and appeals processes within the 20 working day period, Princeton International College will report the unsatisfactory course progress to the Department of Home Affairs.
- Reporting their unsatisfactory course progress may impact their Visa, and they should contact the Department of Home Affairs for further advice.

Copies of all outcomes and notifications related the appeal process is kept on the student's file in accordance with Princeton International College Complaints and Appeals Policy and Procedure.

Intervention

Intervention meetings take place as soon as possible and no more than 10 working days from students being identified 'at risk'.

The purpose of the intervention meeting is to identify the underlying reasons for the unsatisfactory course progress and negotiate, agree, document and initiate an intervention strategy. Depending on the underlying reasons affecting the student's course progress either study and/ or personal welfare support services will be offered.

For students with English language/ study related issues an intervention strategy is negotiated by the ELICOS Course Coordinator and student at the intervention meeting. This is provided to the student in writing and signed.

At the intervention meetings the commitment to and effectiveness of the intervention strategy are reviewed. Intervention strategies may include one or more the following types of support:

- Arranging further opportunities for students to re-attempt weekly tests
- Amending the study load/ timetable/ course duration
- Move the student to a lower level
- Study support
- Managing study load
- Helping students adjust to the learning and assessment system
- Homework support
- Reviewing learner materials with the student
- Liaising with teachers to arrange the provision of support e.g. extra tuition, materials, exercises, amendments to timetables
- Arranging access to supplementary reference materials
- Arranging for supplementary exercises

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- Arranging access to computers
- Arranging access to modified resources
- Liaising with assessors to provide opportunities to re-attempt assessments
- Providing guidance with organization/ time management skills
- Other English/ study skills support

The intervention strategies listed above are examples only and additional support or intervention strategies may be implemented based on the individual needs and circumstances of the student.

Reassessments

Formative and Summative assessments can be requested to be reassessed if students are able to provide a **medical certificate** or any other similar documents in which **compassionate** grounds can be established. If students miss any formative and summative assessments, their result will be marked as “Absent” and the result will be considered as a failed grade when calculating the final result.

Records Management

Princeton International College maintains accurate and secure records relating to ELICOS course progress monitoring, intervention strategies, assessment outcomes, communication records, appeals and PRISMS-related activities.

Records are securely maintained within authorised institutional systems and student files with access restricted to authorised personnel only.

Records are managed in accordance with the Records Management Policy and Procedure, Privacy Policy and applicable regulatory requirements.

Continuous Improvement

Princeton International College reviews ELICOS course progress monitoring practices, intervention strategies, assessment outcomes, student support arrangements and reporting processes as part of its continuous improvement framework.

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Feedback from students, teachers, intervention outcomes, appeals, audit findings and identified risks are monitored to identify opportunities for improvement.

Improvement actions and identified risks relating to ELICOS course progress monitoring and intervention processes are recorded within the Continuous Improvement Register and monitored under the oversight of the CEO.