



ELICOS Course Progress Policy and Procedure

1. Policy

- 1.1 This policy and procedure applies to international students on a student visa who are enrolled in an ELICOS course at Joan Lawman College.
- 1.2 It is a student visa requirement for all international students to achieve satisfactory course progress in the course in which they are enrolled.
- 1.3 To comply with legislative requirements Joan Lawman College must report students who fail to achieve satisfactory course progress requirements to the Department of Education/ Department of Home Affairs.
- 1.4 Students who are reported to the Department of Education/ Department of Home Affairs for failing to achieve satisfactory attendance requirements may have their enrolment and student visa cancelled.
- 1.5 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 at risk of not achieving satisfactory course progress or completing their course within the scheduled timeframe.
- 1.6 Students who are “at risk” or “high 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.
- 1.7 All causes of unsatisfactory progress or being “at risk” or “high risk” are considered including academic/ study causes and personal/ welfare issues.
- 1.8 The course progress of each student is monitored during and at the end of each course level.
- 1.6 Teachers monitor student performance in formative and summative tests and provide feedback and support as required.
- 1.9 Student performance in summative tests is recorded, monitored and used to assess compliance with course progress requirements.
- 1.10 Where the College has assessed the student as not meeting satisfactory course progress requirements the College will inform the student in writing of its intention to report the student to DHA/ DoE, and that he or she is able to appeal this decision by accessing the College complaints and appeals process within 22 working days from the date on the college communication to the student.
- 1.11 This policy and procedure is implemented in accordance with the requirements of the National Code of Practice 2018 Standards 8 and 9.
- 1.12 The CEO is responsible for the implementation of this policy and procedure.

Definitions

The course progress of each student is monitored during and at the end of each course level.

The General English course includes three levels. Pre-intermediate, Intermediate and Upper intermediate. The IELTS Foundation course has one level.

The IELTS Foundation course includes three summative tests, at weeks 4, 8 and 12.

Each level within the General English course includes three summative tests, at weeks 4, 8 and 12.

The results of the summative tests are used to monitor and record student course progress. In accordance with the requirements of the Training and assessment policy and procedure, students are permitted three opportunities to demonstrate performance in each summative test.



To pass the IELTS Foundation course and each level within the General English course, a student must achieve an average grade of at least 60% in three consecutive summative tests. Skill components are reading, writing, speaking and listening.

Students who achieve a score of at least 60% for an average score in a summative test are deemed to be achieving satisfactory course progress.

Students who fail to achieve a score of at least 60% for an average score in a summative test for a course/ level are identified as 'at risk' of failing to achieve satisfactory course progress. Intervention strategies are implemented for students who fall into this category in accordance with this policy and procedure.

Students who fail to achieve an average score of at least 60% in two consecutive summative tests for a course/ level are identified as 'at high risk' of failing to achieve satisfactory course progress. Intervention strategies are implemented for students who fall into this category in accordance with this policy and procedure.

Students who fail to achieve an average score of at least 60% in three consecutive summative assessment tests in a course level will be deemed as having failed to achieve satisfactory course progress. If students in this circumstance are enrolled in a pathway to higher level ELICOS course level at the Joan Lawman College, they will receive an intention to report letter.

Students who fail to achieve an average score of at least 40% for each skill component in two consecutive summative assessment tests at this level will be deemed as having failed to achieve satisfactory course progress. Students in this circumstance will receive an intention to report letter.

Students who fail to achieve satisfactory course progress will be reported to the DHA/ DoE in accordance with the requirements of this policy and procedure.

Prior approval for an absence or submitting a medical certificate from a registered medical practitioner does not remove the "at risk" or "at high risk" status as prolonged absences for any reason place a student at risk or high risk of failing to achieve satisfactory course progress.

Procedure

2. Monitoring course progress

- 2.1 Teachers record student attendance at each scheduled class. Teachers regularly discuss attendance and progress on an individual basis. Teachers monitor student performance in formative tests and provide feedback and support as required.
- 2.2 During weeks in which summative tests occur, one last session of the week will be set aside for discussing course progress. Each student will have a meeting with their teacher to discuss individual course progress and how to improve in areas that the student is struggling in.
- 2.3 Teachers will identify students who are "at risk" or "at high risk" of failing to achieve satisfactory course progress. Intervention strategies will be negotiated and initiated at this meeting where required. Teachers will liaise with the Director of Studies and other relevant staff about all students identified "at risk" or "at high risk" of failing to achieve satisfactory course progress and intervention strategies. Teachers complete the Course progress monitoring form and submit it to the Director of Studies the same day they identify the student as being at risk or high risk.
- 2.4 Summative assessment test results are recorded in the Student Management System (SMS). Each week the Director of Studies will review the course progress of all students and identify students who



are “at risk” or “at high risk” of failing to achieve satisfactory course progress. This is undertaken during term time and holidays.

- 2.5 Students who are identified as ‘at risk’ or “at high risk’ are invited to attend an intervention meeting with their teacher and/ or the Director of Studies. This may be arranged in class (as per clauses 2.2 and 2.3 of this document) by the teacher or at a later date. Letters are sent to all students identified as ‘at risk’ or ‘at high risk’ of failing to achieve satisfactory course progress.
- 2.6 The Director of Studies is responsible for the development, communication of and retention all records associated with the implementation and actioning of this policy and procedure in relation to maintaining and updating student records and files.
- 2.7 Teachers are responsible for communicating with students during class time on course progress, recording course progress and ensuring all records of assessment submissions and Course progress monitoring forms are maintained and processed in accordance with this policy and procedure.

3. Intervention

- 3.1 Intervention meetings take place as soon as possible with students being identified ‘at risk’ or ‘at high risk’.
- 3.2 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.
- 3.3 Depending on the underlying reasons affecting the student’s course progress either study and/ or personal welfare support services will be offered.
- 3.4 Where appropriate, staff may discuss and advise students on the suitability of the course in which they are enrolled. This will occur when the student has indicated reasons for the course progress that relate to the course not addressing their current learning needs. In such cases students may be transferred to other suitable courses within Joan Lawman College or advised of their options external to Joan Lawman College.
- 3.5 For students with English language/ study related issues an intervention strategy is negotiated by the teacher and student at the intervention meeting. This is provided to the student in writing and signed.

Where students identify that the underlying reasons for unsatisfactory course progress are personal/ welfare issues the Student support officer and/ or the external welfare counsellor will arrange a subsequent meeting with the student where an intervention strategy will be negotiated, agreed and implemented. This is provided to the student in writing and signed.

- 3.6 For students with personal/ welfare issues the Student support officer and/ or external welfare counsellor will advise the Director of Studies of the implications of the issue. The issue will remain confidential. The internal external welfare officer will maintain documentation of the underlying issue.
- 3.7 If the student has personal issues that do not require counselling support services the Student Support officer will provide support to the student. e.g. provide accommodation advice, career progress advice, advice on how to find a job, accessing health care, issues around the practicalities of living and studying in Melbourne.
- 3.8 If the student has personal / welfare issues that require access to a counselor Joan Lawman College will arrange for the student to visit the external student support counsellor. Students who wish to access this service should contact the student support officer at the campus Level M 58 Franklin Street, Melbourne VIC 3000 or via e-mail at info@jlc.edu.au.
- 3.9 The external welfare counsellor will liaise with the Student support officer throughout the process.



- 3.10 The student (with either personal/ welfare or study issues) will attend a review meeting every two weeks with the nominated staff in the intervention strategy document. The effectiveness of the intervention strategy is monitored and adjusted if necessary.
- 3.11 Each meeting, agreement, adjustment and communication during this process is documented and placed in the students file.
- 3.12 A revised course schedule, study and/ or attendance arrangements, delivery and assessment arrangements may be negotiated with the student. (where appropriate).
- 3.13 Appropriate staff contribute to student's intervention strategies.
- 3.14 Course training and assessment resources are accessed along with specialist guidance/ information on allowable adjustment/ adjustments to assessment (where appropriate).
- 3.15 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 summative tests
 - Arrange access to the external welfare counsellor where strategies and support mechanisms may be developed and implemented
 - Amending the study load/ timetable/ course duration
 - 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
 - Arranging access to computers
 - Arranging access to modified resources
 - Liaising with assessors to provide opportunities to re-attempt assessments
 - Providing guidance with organisation/ time management skills
 - Referral to external support services
 - Other English/ study skills support
- 3.16 There is no defined period of time for an intervention strategy.
- 3.17 If a student is/ has not committed to an agreed intervention strategy, Joan Lawman College may cease provision of the intervention strategy.
- 3.18 If a student does not respond to 'at risk' or 'at high risk' warning letter/ s and attend an intervention meeting within 10 working days of dispatch, they will be notified the outcome of their non-communication/ non-attendance at the intervention meeting, in a Breach of Code of conduct warning



letter. This will inform the student that they have breached the Joan Lawman College Code of conduct'.

- 3.19 The Breach of Code of conduct warning letter reminds students of the importance of attending the intervention meeting, committing to the course, accessing the support services and the outcome of continued non-communication, attendance and commitment to their course. Phone calls and/ or e-mails to the student will also be placed at this point.
- 3.20 If a student does not respond to the Breach of Code of conduct warning letter inviting them to attend the intervention meeting within 10 working days from dispatch, they will be notified of Joan Lawman College's intention to cancel their enrolment and report them to the Department of Home Affairs. The student is notified in this Breach of Code of conduct intention to report letter they have 22 working days from the date of the letter to access the appeals process if they think they have grounds for an appeal.
- 3.21 If no communication is received from the student after 22 working days from the date of the Breach of Code of conduct intention to report letter and the student has not accessed the appeals process within this time, or the student's appeal is not upheld, or the student withdraws from the process Joan Lawman College will cancel the student's enrolment and report them to the Department of Home Affairs.
- 3.22 Students who access the appeals process will have their enrolment maintained, must attend all scheduled classes and meet all course requirements during the appeals process.

4. Intervention - completion

- 4.1 The intervention strategy will last for as long as appropriate.
- 4.2 The student is required to commit to the agreed intervention strategy negotiated.
- 4.3 Students who do not commit and/ or fail to abide by the terms of the intervention strategy or after intervention do not achieve the grades in summative assessments to achieve satisfactory course progress are invited to a meeting with the Director of Studies.
- 4.4 At the meeting the reasons/ circumstances for the lack of progress are identified and the Director of Studies (with input from appropriate internal/ external stakeholders) will decide whether to implement another intervention strategy and inform the student of Joan Lawman College's intention in writing.
- 4.5 All students regardless of whether on an intervention and who fail to achieve satisfactory course progress, are notified of the Joan Lawman College's intention to cancel their enrolment and report them to the Department of Education/ Department of Home Affairs.
- 4.6 The student is notified in the Joan Lawman College's intention to report letter that they have 22 working days from the date of the letter to access the appeals process if they think they have grounds for an appeal.
- 4.7 If a student does not access the appeals process within 22 working days from the date on the intention to report letter, or the student's appeal is not upheld, or the student withdraws from the process Joan Lawman College will cancel the student's enrolment and report them to the Department of Home Affairs.
- 4.8 Students who access the appeals process will have their enrolment maintained, must attend all scheduled classes and meet all course requirements during the appeals process.



5. Warning letters

- 5.1 Warning letters are posted the same day they are generated.
- 5.2 Students will be sent a first course progress warning letter if they have failed to achieve a score of at least 60% for each skill component in a summative test for a course/ level. Letters are sent after students have been provided three opportunities to demonstrate performance.
- 5.3 Students will be sent a second course progress warning letter if they have failed to achieve a score of at least 60% for each skill component in a summative test for a course/ level in two consecutive summative tests. Letters are sent after students have been provided three opportunities to demonstrate performance.
- Students in the situations outlined in this clause are defined as being “at high risk” of not achieving satisfactory course progress.
- 5.4 Students who do not respond to the Course progress warning letters will be sent a ‘Breach of Code of conduct’ warning letter.
- 5.5 The Course progress warning letters will also:
- remind students of the requirement to maintain satisfactory course progress,
 - remind students of the impact of not maintaining satisfactory course progress on their enrolment at Joan Lawman College and student visa
 - request students to contact the Joan Lawman College and access support/ initiate intervention
 - if students are already on an intervention strategy inform them of the increased risk of being reported to Department of Home Affairs
 - remind students of their right to appeal Joan Lawman College decisions,
 - remind students of Joan Lawman College’s requirements for reporting international students to Department of Home Affairs
- 5.6 Students who fail to achieve satisfactory course progress are sent “intention to report letters’. The letters provide the following information:
- inform the student they have failed to achieve satisfactory course progress
 - outline the support Joan Lawman College has provided and outcomes of this support
 - remind the student that under the requirements of the ESOS Act Joan Lawman College is required to report international students for failing to achieve satisfactory course progress
 - remind students of their right to appeal Joan Lawman College decisions and provide timelines for appealing and the process.
 - provide information on options for what to do next and contact details
- 5.7 Course progress warning letters will be sent regardless if the student is undertaking and committed to a current intervention strategy.

6. Reporting international students for unsatisfactory course progress to DHA/ DoE

- 6.1 Summative assessment results are recorded in the Student Management System (SMS). Each week the Director of Studies will review the course progress of all students and identify students who have failed to achieve satisfactory course progress.
- 6.2 Within 5 days of identifying the student has failed to achieve satisfactory course progress. the Director of Studies notifies the student in writing of the College’s intention to report the student to Department of Home Affairs for not achieving satisfactory course progress. The intention to report letter is used.



- 6.3 The student is informed they have 22 working days from the date on the 'Intention to report' letter to appeal (includes internal and external appeals) the decision to Joan Lawman College and asked if there are circumstances that are preventing the student from appealing e.g. sickness or ill-health).
- 6.4 If an internal or external appeal is not lodged or lodged but not upheld or the student withdraws from the internal or external appeal process then Joan Lawman College will report the student to Department of education/ Department of Home Affairs.
- 6.5 Joan Lawman College reports the student with 10 working days of the completion of the processes/ time periods identified in item 6.3.
- 6.6 If a student is reported to the Department of Home Affairs for unsatisfactory progress a breach notice will be generated through PRISMS, sent to the student's current address held by Joan Lawman College and a copy placed on the students file.
- 6.7 The letter also advises students to contact Department of Home Affairs immediately.
- 6.8 A copy of all communication is stored in the student file.
- 6.9 International student enrolments are cancelled in accordance with the Defer, suspend and cancel enrolment policy and procedure.

Documents to be employed when implementing this policy and procedure:

- Course progress monitoring form
- Intervention meeting records
- International student handbook
- Attendance register
- Course progress letters
- Student support policy and procedure
- International student orientation form
- Complaints and appeals policy and form
- Defer, suspend or cancel enrolment policy and procedure
- Completion within expected duration policy and procedure
- Student file and assessment records

Revision history

Revision Date	Comment	Revised by
1/2/18	Policy and procedure created	CEO
1/12/19	Policy and procedure updated	CEO
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