

## Overview

The National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018) requires UNE to demonstrate compliance with the National Code 2018 at the point of CRICOS registration and throughout its CRICOS registration period.

This compliance requirement also applies to students enrolled in courses delivered in association with another provider where UNE is the registered provider. UNE is responsible for breaches of the National Code, whatever the nature of its contractual or other arrangements with another provider.

For international students studying in the UNE English Language Centre, Standard 8 of the National Code 2018 requires UNE to have and implement a documented policy and process for monitoring and recording course progress of international students. The process must specify:

- Requirements for achieving satisfactory course progress for the course;
- Processes for recording and assessing course progress;
- Details of UNE's ELC intervention strategy to identify, notify and assist students at risk of not meeting course progress requirements in sufficient time for those students to achieve satisfactory course progress; and
- Processes for determining the point at which the student has failed to meet satisfactory course progress.

This procedural document is to ensure that the monitoring of ELICOS students complies with the above requirements.

The ELC systematically monitors students' course progress as required by Standard 8 of the National Code (2018) and is proactive in notifying and counselling students who are at risk of failing to meet course progress requirements. All the above information will be conveyed to students on orientation day and will be accessible on the university student learning system.

## 1 Student Course Progression Monitoring and Intervention Principles

- 1.1. The English Language Centre (ELC) systematically monitors, through attendance and assessment processes, the progress of student visa holders and has a documented intervention strategy for any student who is at risk of not completing any course requirement.
- 1.2. Students are advised of the ELC's course progress requirements and procedures and the consequences of not meeting progress requirements during Orientation and again by their teacher on the first day of each study period, via the *Unit Information and Assessment Overview*, which is located on the Learning Management System (LMS) accessible to enrolled students. They are also informed about how to access the complaints and appeals process, which is linked via the LMS, in the event that they wish to appeal a decision by the ELC as well as the need to draw their teacher's attention to any difficulties they may experience, in a timely and appropriate way.

- 1.3. Course progress is assessed both informally and formally throughout each teaching term (10 weeks for EAP programs), and as contracted for non-EAP programs. Teachers are required to monitor their students' performance, participation and progress as an integral part of their teaching duties. For EAP programs, students will be assessed across structured formative and summative assessments.
- 1.4. All assessments follow a strict Quality Assurance procedure for development, benchmarking, security of both digital and hard copy assessment documents and students results post-assessment.

## 2 Monitoring Course Progress – Operating Procedure

- 2.1 On the first day of term all students, new and continuing, are given information about course progress and assessment tasks for their program. All students are taken through the *Assessment Overview* which is sent to their UNE Student Email account in Week 1 of each Term. The *Assessment Overview* outlines all assessable tasks set for the appropriate study period.

- 2.2 Examples of tasks which monitor student course progress may include:

- Formative and summative assessment results
- In-class participation
- Homework task completion
- Interviews with students
- Independent learning and research tasks
- Completion of online language tasks
- Participation in class/group activities

- 2.3 **Requirements for achieving satisfactory course progress**

A student is deemed to have achieved satisfactory course progress at the end of each 5 or 10 week module if they have:

- 2.3.1 participated satisfactorily during class time as demonstrated in the teacher's feedback on task completion in the respective task rubric.
- 2.3.2 completed all scheduled course assignments, tests, activities and other assessment tasks.
- 2.3.3 demonstrated improved language skills as described in task rubrics.
- 2.3.4 achieved no less than 50% as an aggregate of the assessment tasks as identified in the *Unit Information and Assessment Overview* document; and
- 2.3.5 achieved a mark of 50% or greater in Assessment Tasks 5 and 6, and in each of the two Exit Tests (Listening and Speaking; Reading and Writing)
- 2.3.6 any student who does not meet the above requirements of 2.3.1 to 2.3.5 will be deemed to have unsatisfactory course progress.

## 3 Factors Impacting Course Progress - Descriptors

- 3.1 Students' academic performance may be affected by any combination of factors, including academic and personal. These factors, and the different ways the ELC addresses them, are grouped into the following four categories:

i. **Student performance and results**

Students who have not been successful in any given program, ie. have not achieved the minimum assessment marks required for a Pass grade will be required to repeat that same program. Students will be allowed no more than three attempts at each program. If a student fails two attempts at a program, they are required to suspend their studies for at least one term (10 weeks) before re-attempting that program.

ii. **Teacher-identified learning issues**

Upon identification of a potential student learning issue by the CT, the CT will consult with the HT who will then negotiate (in agreement with the student) the suitable support services, ie. Academic Skills Office (ASO), Student Accessibility & Wellbeing Office (SAWO) or Student Counselling & Psychological Services (CAPS).

iii. **Personal issues**

The CT refers the student to the appropriate support service, eg. a professional counsellor or medical allied health professional; or their respective Government Authority if that is required.

Where there are compelling and/or compassionate grounds for releasing or allowing suspension of a student from their current program (eg. serious illness, family bereavement, or accident), appropriate documentation in English (in consultation with International Services) must be provided by one of the above named services if appropriate.

In limited or extenuating circumstances, additional discretion by the Director (DIR) or Business & Academic Manager (BAM), or their delegated authority, or Director UNE International, may be applied.

iv. **Behavioural Issues**

If the CT observes, or is otherwise made aware of, a student's pattern of behaviour which is negatively impacting on their performance, or if their behaviour towards others causes concerns, the CT will initially discuss the behavior/s in private with that student. If the pattern of behaviour continues to cause disruption, the CT may refer the student to the Head Teacher, who may decide to refer the student on to the appropriate support service, eg. a professional counsellor, psychologist or medical allied health professional.

## 4 Course Progress Intervention Strategy – Operating Procedure

4.1 Any student who is deemed to have unsatisfactory course progress as described in Section 2 of this document, is counselled by the Class Teacher (CT) in the first instance, to identify the issues impacting course progress, as described and categorised in Section 3

4.2 After counselling by the CT, the student will be guided through one or more of the following intervention processes as needed:

4.3 **Follow-up Intervention Strategies**

Intervention strategies may include any of the following individually or in combination:

- a. Counselling by the HT for academic or behavioural issues impacting upon course progress;
- b. A learning agreement may be made with the student, documented and sent to their UNE email and then confirmation of this agreement is stored electronically in student records. Any agreement made should contain details of the intervention strategy agreed upon, any scheduled meetings with the LST or academic counsellor, the period during which the strategy will be in place and the date at which the strategy will be reviewed. The teacher outlines to the student what the outcome will be if the strategy is / is not successful; or,
- c. Further intervention strategies may be needed in instances where a student's performance does not satisfactorily respond to an/the agreed course of action. Teachers are required to report to the HT and BAM, who will determine any further intervention strategies required (eg. referral to a professional counsellor or medical allied health professional).

#### 4.4 The Learning Support Program

- a. As identified in either clauses 3.1(i) and 3.1(ii), students are offered opportunities for additional learning support by a designated member of the ELC teaching staff as needed.
- b. The Learning Support Teacher (LST) will work closely with respective CTs to provide short-term targeted intervention strategies that directly address the identified needs of the student.

## 5 Outcomes

- 5.1 Where a student has failed a unit on two attempts, they will not be allowed to continue further studies at the ELC on this continuing cycle. At this point in time, the student will be counselled to reassess their ongoing needs and a number of options will be made available to them including the following:
  - a. If the student is no longer able to study at the ELC, they will need to make these arrangements with UNEI in relation to any withdrawal from their program.
  - b. If the student chooses to continue, they are required to take a mandatory one term break (ie. 10 study weeks) from their language studies to reassess their priorities. They will be recommended to continue working on their language skills (in absentia) to ensure they do not regress in their language skills prior to their return to UNE. The student may be required to take a new placement test upon their return to UNE, to ensure placement in the correct level occurs.
- 5.2 If a student continues to fail to make satisfactory course progress, they will be formally notified that UNE intends to report them to the Department of Education (DoE) via the government database PRISMS for unsatisfactory course progress.
- 5.3 UNE will only report unsatisfactory course progress in PRISMS in line with the relevant sections of the ESOS Act and National Code.
- 5.4 Students who believe that they have been treated unfairly in any process instigated by the ELC, may make an appeal through the English Language Centre *Student Complaints and Appeals Process* and/or the UNE Student Grievance Unit.

## Definitions

BAM	Business & Academic Manager
CAPS	UNE Counseling & Psychological Services
CT	Class Teacher
DIR	Director
DoE	Department of Education
EAP	English for Academic Purposes
EAP Level	A level is comprised of two (5+1 week) Programs
ELC	UNE English Language Centre
ELICOS	English Language Intensive Courses for Overseas Students
ESOS	Education Services for Overseas Students Act 2000
HT	Head Teacher
LST	Learning Support Teacher
NC	National Code 2018
Program	A unit of learning that has its own set of formative and summative assessments
SAWO	Student Accessibility & Wellbeing Office
SEO	Senior Engagement Officer
UNEI	UNE International

## Administration

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**Approved by:**



Jason Seeto

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### **Related policies or other documents:**

ESOS Act (Education Services for Overseas Students) legislative framework  
National Code 2018 (National Code of Practice for Providers of Education and Training to Overseas Students 2018) Regulations  
ELC Course Progress and Assessment