

Statutory and regulatory compliance

- National Code of Practice for Providers of Education and Training to Overseas Students 2018 Standards 7, 8, 8.6, 8.7, 8.13, 8.14, 9
- ELICOS Standards 2018
- Section 19(2) of the ESOS Act 2000

Related Policies

- Student Support and Welfare Services
- Attendance
- Complaints and Appeals
- Information Provided to Applicants Prior to Enrolment
- Deferment, Suspension or Cancellation of Enrolment
- Completion within Expected Duration
- Refunds

Related Documents

- Students at risk report
- Notice of risk of failure to meet satisfactory course progress (Letter 1 and 2)
- Intervention strategy agreement (Intervention strategy meeting outcome)
- Register of students notified of being at risk of failure to meet satisfactory course progress requirements
- Notice of intention to report to DHA for unsatisfactory course progress
- Complaint or appeal lodgement form
- Final letter to report (outcome of internal review)
- Applications, Offers and Enrolments
- Terms and Conditions

Policy

Embassy English systematically monitors and records the progress of each student for the courses in which they are enrolled. Embassy English will monitor the progress of students and assist them to meet their study goals throughout their courses.

Students are required to meet satisfactory course progress requirements according to the Department of Human Affairs (DHA; www.homeaffairs.gov.au) course progress policy.

A compulsory study period is defined as one Embassy English term (of variable duration according to the course of study undertaken). Further definition is provided below.

All students will have their progress monitored at the end of each study period (one Embassy English term). Arrangements will be put in place to assist those students who are identified as not making satisfactory course progress.

Embassy English defines one study period as being:

- 12 weeks in duration for the General English and IELTS Preparation, FCE and CAE (core) programs
- 10 weeks in duration for the English for Academic Purposes (EAP) programme
- 12 weeks in duration for the Language Semester Abroad (LSA) programme

Where students are enrolled in Cambridge FCE, or CAE or one term of either EAP or LSA programmes, Embassy English will define a study period as being the mid-point of the respective course.

Throughout the process of course progress monitoring, students will be provided with appropriate avenues of appeal.

Procedures

Requirements for achieving satisfactory course progress

A student will be deemed to have achieved satisfactory course progress at the end of a study period within a course of study or program if he or she has:

- participated regularly during classes, and completed class work
- completed and submitted all scheduled assessments
- demonstrated improved language skills (as defined in course progress reports)
- achieved results equal to or above the minimum requirement for the course
- kept the terms of a Study Plan (if he/she has been identified as being at risk of not making satisfactory progress).

Academic course progress for a student will be deemed to be unsatisfactory if the student is not able to achieve these mandatory requirements at the end of each study period.

Informing students about course progress requirements

All students are advised of Embassy English's course progress policies and procedures and any consequences of not meeting progress requirements at the time of orientation. It is therefore necessary for all students to undertake the orientation session prior to the delivery of their first class. All students are provided with access to the My Embassy English MEE portal. Students can login using their smart phones, tablets or computers to access all policies.

Monitoring progress

All teachers in consultation with the Academic or EAP Manager are responsible for assessing whether or not a student has demonstrated satisfactory course progress according to the requirements. If it is found that a student has not met these requirements, a notification to the appropriate manager responsible for intervention is made. All intervention notes, meetings and outcomes are recorded in students files.

Regular staff meetings will be held to discuss student progress in general and levels of achievement. If common issues arise, more specific and wide-ranging discussion will follow. Individual issues that may arise will be dealt with on a case-by-case basis

Course Progress is monitored by Embassy teachers weekly. Assessment tasks cover the four macro skills – Listening, Reading, Writing and Speaking.

Depending on the program being studied, assessment tasks may include:

- In-class participation
- Homework tasks
- Formal and informal class tests
- Interview with a staff member
- Formal writing tasks such as essays and letters
- Research assignments and assessment tasks
- Participation in group activities
- Formal and informal presentations

Students are made aware of their achievement levels and given feedback or remedial work if they are experiencing difficulty with an activity.

Intervention Process

In circumstances where it is identified that a student is at risk of failing to demonstrate satisfactory course progress, the intervention strategy process will commence.

Intervention Strategy

Initial Warning

Where students have been identified as being at risk of making unsatisfactory progress, they are:

- advised verbally that their progress has been unsatisfactory,

- advised that unless their progress improves in the next study period, they will be placed on formal intervention which may result in them being reported to DHA for unsatisfactory progress,
- provided with counselling if deemed necessary,
- advised about the Embassy English Course Progress policy and procedure

Formal Intervention Stage 1

If after one study period, the student's progress has not improved, the formal intervention process is commenced. This is referred to as Formal Intervention Stage 1

At stage 1, students are:

- issued a formal written warning, noting that their progress has been unsatisfactory,
- advised that they are in danger of being reported to DHA for poor progress,
- advised about the Embassy Grievance, Complaints and Appeals policy and their right to appeal,
- provided with counselling and/or a formal Study Plan and asked to sign it.

Formal Intervention Stage 2

Where students' progress has not improved by the end of a consecutive study period, the formal intervention process continues with Formal Intervention Stage 2

At stage 2, students are:

- given a second formal written warning, noting that their progress has been unsatisfactory,
- advised that they are in danger of being reported to DHA for poor progress,
- advised about the Embassy Grievance, Complaints and Appeals policy and his/her right to appeal,
- provided with counselling and/or a second formal Study Plan and asked to sign it.

Where students are identified as being under the age of 18 years, the student's parents are contacted at each stage by telephone and informed of the seriousness of the situation.

Unsatisfactory progress over non-consecutive study periods

Where a student has been placed on Formal Intervention, stage 1 and his/her progress has improved, the student will be removed from formal intervention.

If the same student is later identified as making unsatisfactory progress again, he/she will be returned to Formal Intervention, stage 1.

Study Plans

Study Plans will depend on the program in which the student is studying and take into account particular needs of the student. A study plan may include, but is not limited to include the following actions or tasks:

- Additional exercises set by the class teacher to work on a particular area of weakness, eg computer assisted language learning, reading tasks, grammar exercises etc, student mentor appointed to assist during classes.

- Counselling to identify any personal issues affecting course progress.
- A learning contract in cooperation with the student.
- Moving the student to a class at a lower English language level, eg from an Upper Intermediate level to an Intermediate level
- Withdrawing the student from the class for some 1:1 sessions
- Advising the student to engage a personal tutor.

A written record will be kept at all times, of the strategies and outcomes of these strategies that Embassy personnel have undertaken with any student deemed to be at risk.

Reporting for unsatisfactory course progress

If a student is assessed as not achieving satisfactory course progress after an intervention strategy has been implemented over two consecutive study periods, that student is notified in writing of Embassy's intention to report him/her for not achieving satisfactory course progress requirements.

The student will be informed in writing that he or she:

- may access the Embassy English Grievance, Complaints and Appeals policy and,
- has 20 working days in which to do so.

As part of the appeals process, the student in question can and is able to cite compassionate and compelling circumstances that he/ she may be facing and why they should not be reported to the DHA.

Compassionate or Compelling Circumstances

Compassionate or compelling circumstances are generally those beyond the control of the student and which have an impact upon the student's ability to complete their course within the expected time. These could include, but are not limited to:

- serious illness or injury, where a medical certificate states that the student was unable to attend classes;
- bereavement of a close family member such as a parent or grandparent (where possible a death certificate should be provided);
- major political upheaval or natural disaster in the student's region of origin requiring emergency travel and this has impacted on the student's studies; or
- a traumatic experience which could include involvement in, or witnessing of a serious accident, or crime; and
- and this has impacted on the student (these cases should be supported by police or psychologists' reports).

The above situations are only some examples of what may be considered as compassionate or compelling circumstances. The Centre Director will use his/her professional judgement to assess each case on its individual merits.

When determining whether compassionate or compelling circumstances exist, the Centre Director will consider documentary evidence provided to support the claim, and will keep copies of these documents in the student's file.

Refusal of appeals

If the student's appeal is declined by Embassy English and the student has exhausted available avenues of external appeal, the student will be reported to DHA under standard 10.7 and a copy of the written notification to report will be kept on the student's file on the student management system (Study Global).

Policy Version Details	
Approved by:	Regional Director - Australia and New Zealand, Embassy English
Date:	28 August 2018
Date Commencing	31 August 2018

Document History

Commencing Date	Summary of Changes	Next Review Date
December 2017	v5.0 Review, minor amendment and approval	December 2022
06 April 2018	v5.1 Review and amendment to maintain currency with business and regulatory changes	December 2022
31 August 2018	v5.2 Administrative amendments	December 2022