

COURSE MONITORING POLICY & PROCEDURE

1. Purpose

The Course Monitoring Policy of SMART English Melbourne ensures that all students' course progress is monitored, and students are given every opportunity to achieve the required progress for each level they are studying in. The overall pass score in each skill is set at 80% (75 to 80 % considering the participation, engagement, demonstrated learning pace etc) to be attained by the end of their 10th week in each General English level/each course. However, students who achieve less than 60% in each assessment by week 5 of the same General English level/ course or less than 70% by the 7th 8th and 9th weeks are defined as "at risk" and intervention strategies are implemented at this stage as explained in this policy.

2. Scope

This policy is designed for current students who are enrolled in one of the ELICOS courses within the scope of SMART English Melbourne. The Academic Manager is responsible for monitoring the procedures outlined in this policy and always ensuring compliance. All teachers as well as Student Support staff who are involved in delivering and administering ELICOS courses must also adhere to this policy.

3. Relevant standards, acts and legislations

The policy supports Standard 8 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018 and Standard P3 and Standard P4 of the ELICOS standards 2018.

4. Policy

The policy statement is outlined below:

SMART English Melbourne ensures to:

1. Monitor, record and assess the course progress of each student for each assessment of the course for which the student is enrolled in accordance with SMART English Melbourne documented course progress policies and procedures.
2. Have and implement appropriate documented course progress policies and procedures for each course, which must be provided to staff and students, that specify the:
 - a. Requirements for achieving satisfactory course progress.
 - b. Process for assessing satisfactory course progress.
 - c. Procedure for intervention for students at risk of failing to achieve satisfactory course progress.
 - d. Process for determining the point at which the student has failed to meet satisfactory course progress; and
 - e. Procedure for notifying students that they have failed to meet satisfactory course progress requirements.
3. Assess the course progress of the student in accordance with the registered provider's Student Academic and Welfare Counselling Policy & Procedure.
4. Have a documented intervention strategy, which must be made available to staff and students, that specifies the procedures for identifying and assisting students at risk of not meeting the course progress requirements. The strategy must specify:



- a. procedures for contacting and counselling identified students.
 - b. strategies to assist identified students to achieve satisfactory course progress; and
 - c. the process by which the intervention strategy is activated.
5. Implement the intervention strategy for any student who is at risk of not meeting satisfactory course progress requirements. At a minimum, the intervention strategy must be activated where the student has achieved less than 60% in each assessment by week 5 of the same General English level/each course.

5. Procedure

1. A student who does not achieve an overall of 80% by the end of each General English level/each course or who does not achieve at least 60% in each assessment by week 5 will be considered at risk of failing to meet the minimum satisfactory course progress requirement.
 - 1A. In case of beginner/lower elementary students who follow the Elementary curriculum, it is estimated that it may take longer for them to perform up to standard and/or move to the next level. Therefore, it is understood that they may spend longer than 10 weeks at the same level. Teachers should give these students extra practice to speed up their learning and fill the gaps where possible. Some students demonstrate a lower pace of learning than usual as a natural or acquired way of learning. In that case, such students will be provided with learning support through intervention strategy to help them achieve their learning goals.
2. Course progress is monitored after every assessment as explained under the course curriculum. Formative assessments using grammar and vocabulary progress tests and skill-based tests are conducted every Friday. Week 10 tests are considered as exit tests (Promotion tests) for students who have spent a minimum of 10 weeks in the same level (unless in case of particularly strong/weak students) and have achieved 80% in each skill (75%-80% considering the learner attitude, enthusiasm, and participation) by the 10th week.
3. The following procedures ensure that all students' course progress is monitored, and students are made aware and given every opportunity to achieve the required progress for each General English level/each course they are studying in.
4. Students will be notified by their teacher when close to falling below the required course progress for the skill.

Assessments	Grade	Action
Formative Assessment on week 2, 3, 4, 5	60% and above	No Action.
Formative Assessment on week 2, 3, 4, 5	Less than 60%	1 st Warning. Intervention strategy is developed, and the student will be supported and monitored.
Formative Assessment on week 7, 8, 9,	Less than 70%	First or second warning is issued, depending upon individual cases. Intervention strategy is developed, and the student will be supported and monitored.
Summative Assessment 10	If less than 70%	Course level repetition



	If 80%	No action/Progress to next level
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Where students have been identified as at risk of failing to meet satisfactory course progress, all possible efforts shall be made to ensure that the student is given the opportunity to improve their position, but where this is not possible due to their non-compliance of this requirement, must be reported to the appropriate government agencies.

The following procedures ensure course progress records are accurately kept and monitored for all students enrolled within each course. It allows for early detection of poor academic results and provides SMART English Melbourne and the students with an opportunity to rectify the situation before reporting the failure to achieve satisfactory course progress requirements to the appropriate government agencies. All staff are to be made aware of the requirements of this policy through induction, regular meetings and updates and continuous improvement practices. Students are made aware of the satisfactory course progress requirements during Orientation and throughout the program.

Procedure for recording student course progress

The student's academic results are recorded in the Assessment Score excel file available in the shared drive. All students are deemed to have achieved satisfactory progress if they score 80% in each skill by the end of each General English level/each course with not less than 60% in each assessment by week 5. All assessment activities are conducted by qualified teachers using SMART English Melbourne's assessment tools/methods and recording processes as required.

It is the responsibility of each individual teacher to ensure that all assessment decisions are reported to student administration and the Academic Manager through the submission of all assessment records as each assessment is undertaken. As each assessment decision is made, the teacher ensures to enter the test score in the 'Assessment Score file' which allows monitoring the student's course progress.

It is the Coordinators' and /Academic Manager's responsibility to ensure the Assessment Score file remains up to date and is monitored as described below.

Procedure- Monitoring course progress

Teachers monitor the student course progress through the Assessment Score file and inform the Coordinators and Academic Manager, as required, and any student whose satisfactory course progress is at risk of falling below the required course progress by the student's week 5 within a General English level/each course. The Academic Manager and Coordinators also regularly monitors student's satisfactory course progress and informs the teacher and any student at risk of breaching satisfactory course progress requirements.

1st Academic Warning Letter

When a student's satisfactory course progress falls below 60% in each assessment by week 5 within a General English level/each course or falls below 70% by the 7th 8th and 9th weeks, the Academic Manager issues a '1st Warning Letter'. This letter indicates that the student must contact SMART English Melbourne to organise an appointment with the Academic Manager to discuss their poor academic performance and develop an intervention strategy or plan to ensure that they stay above the 70% minimum academic progress requirement in each assessment.

The intervention strategy is instigated at this stage. At the meeting the student is to be informed of their progress requirements and an individualised intervention plan for support is to be set in place for the student. Refer to the 'Intervention & Extending Course Duration Policy & Procedure'. The letter also reminds the student that failing to achieve the required satisfactory course progress in every skill equals a breach of their Student Visa requirements and are reported to the appropriate government agency(s).



In all cases where the student does not respond to written communication within 5 business days, the Student Support Officer attempts to contact the student via telephone. If contact is still not made, then the Student Support Officer informs the Academic Manager and appropriate actions are taken in regard to student's enrolment.

Intervention Strategy

The Intervention strategy is developed, agreed and implemented as per the Intervention & Extending Course Duration Policy & Procedure.

2nd Warning letter

When a student's satisfactory course progress falls below 80% in each skill by the end of each General English level/each course, with no assessment score above 70%, the Academic Manager issues a 2nd warning letter indicating that they have failed to achieve satisfactory course progress in every skill. The student is to be informed that because of their unsatisfactory course progress they needed to repeat the level to achieve a satisfactory course progress, or the situation leads to the breach of their visa condition hence attracting a Breach reported letter which eventually leads to reporting to the Department of Home Affairs for unsatisfactory course progress in their course of study. The student must also be informed of their ability to access the complaints and appeals process to appeal this decision and have 20 business days to do so. If the student does not initiate an appeal or complaint process within 20 days, the report is submitted to the Department of Home Affairs via PRISMS.

Where a student accesses the appeals process (by following the processes outlined in the Complaints and Appeals Policy and Procedure) and is able to provide evidence of extenuating circumstances that prevented them from maintaining satisfactory course progress, the supporting evidence must be maintained on the student's file and the academic records adjusted accordingly. Where a student is able to provide evidence that the satisfactory course progress records are incorrect due to any human error they are also adjusted accordingly, and actions are taken to prevent such errors from reoccurring.

The student's satisfactory course progress is adjusted and re-calculated so that it can be determined whether any further warning letters or action needs to be implemented in line with this policy and procedure. The student is notified in writing of the outcome of the appeal and their revised satisfactory course progress, along with any warning letters corresponding to their satisfactory course progress rate.

Where a student's appeal is not successful, they are notified in writing of the outcome and informed that the breach of satisfactory course progress requirements are reported. All letters, records, and notes on any communications surrounding the student's course progress are maintained in the student file.

Procedure – Reporting breach of Student Academic Progress

Students have 20 business days from the date the 'Breach Recorded' letter is processed to appeal the decision by accessing the Complaints and Appeals Policy and Procedure. If they do not choose to use this option, then they are reported as indicated. It is the responsibility of the General Manager/delegate to report the student's breach within 5 business days of the student's appeal period expiring and inform the student of the report via the Breach Reported letter. A copy of all letters, details of any phone calls made, any reports from meetings or any other communication with the student in relation to the appeal are maintained in the individual student file.

