La Trobe Melbourne

Course Progression Policy and Procedure

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1. Overview

The purpose of this policy is to ensure La Trobe Melbourne students are managed responsibly and in accordance with the requirements of the ESOS Act 2000 and specifically Standard 9 and Standard 10 in the National Code 2007.

The Department of Immigration and Border Protection (DIBP) have the view that if an international student is on a student visa they should be attending class, studying and passing subjects within the period stated on their Confirmation of Enrolment (CoE).

Monitoring student progress allows for identification of those students who might be at risk of not completing their course within the timeframe of their CoE and allows for early intervention strategies to be implemented.

Any student who fails a subject in their course may be at risk of not completing their course within its expected duration. At risk students will be subject to an intervention strategy outlined in this policy.

2. Definitions

Key Term or Acronym	**Definition**
Appeal	An application for review of a decision by a higher authority. In this document, this may also be referred to as a complaint or grievance.
Complainant	A person lodging a complaint or appeal.
Conditional Academic Status	A code entered into Maze for the purpose of identifying and reassessing students at academic risk of satisfactory course progression.
Course	A program of instruction e.g. the Diploma of Business.
Course Progress	The measure of advancement within a course towards its completion.
Department of Education	Australian Federal Government's administrative division for policy and program development on education, science, training and administration of the ESOS legislation.
DIBP	Department of Immigration and Border Protection. The Australian Federal Government's administrative division on all immigration and visa matters.
ELICOS	English Language Intensive Courses for Overseas Students
ESOS Act 2000	The Education Services for Overseas Students Act. This Act regulates the delivery of education services to overseas students.
Exclusion	Cancellation of enrolment by La Trobe Melbourne. For international students, this also ensues in reporting to DEEWR and DIAC non-compliance with student visa condition 8202.
FSDP	Foundation Studies and Diploma Programs

National Code 2007	The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007. Nationally consistent standards and procedures for providers who deliver international educational services.
Maze	The student information system used by La Trobe Melbourne.
Overseas Student	Defined as a student who is not an Australian or New Zealand citizen or holder of a permanent residency visa.
PRISMS	Provider Registration and International Student Management System. A database developed jointly by DEEWR and DIAC for the purposes of administering the ESOS Act.
Satisfactory Course Progress	Satisfactory advancement within a course towards its completion.
Subject	A unit of study within a course.
Student Portal	Intranet providing academic and administrative information and internal communication.
SPAC	Student Progress Assistance Contract. A signed contract between a student and the relevant Director or Coordinator evidencing that the student has attended a meeting regarding course progression and agrees to the strategies discussed.
Term	ELICOS classes have 9 terms per year of 5 weeks.
Trimester	A defined and formal period of study of 12 teaching weeks and one week of formal assessment for diploma students and 13 teaching weeks and one week of formal assessment for foundation studies students. La Trobe Melbourne runs three formal trimesters annually.
Variation	A form used to inform La Trobe Melbourne that an overseas student's enrolment has been extended for a period which may affect their CoE.

3. Course Progression

La Trobe Melbourne monitors, records and assesses the progress of each student in each subject of the course in which the student is enrolled in accordance with the La Trobe Melbourne Course Progression Policy.

3.1 Early Intervention Strategy

La Trobe Melbourne's early intervention strategy consists of 3 phases:

- Early diagnosis of weaknesses, especially in English language skills
- Identification of students at risk of not progressing their studies
- Identification of students requiring support in content areas.

ELICOS students undertake a piece of writing in Week 1 of their course. If ELICOS students exhibit significant weaknesses, the teacher will advise the student of the following options: 1)

move to a lower level; or 2) undertake additional activities and support classes, as directed by the teacher. If the ELICOS student chooses not to study at a lower level, the teacher will advise that there is a high risk of not progressing.

Teachers must identify any student they feel has a high risk of failing/not progressing as soon as possible. They must counsel the student and take a record of the conversation, including the advice given to the student on how to improve their chances of progressing. A copy of this record is given to the relevant Coordinator in ELICOS as a Student At Risk form. The FSDP Coordinator will also make a note on the MAZE database that indicates the student is at risk of not progressing.

The academic progress of each student is continually monitored and assessed by teachers and/or coordinators of each class. Strategies to identify at risk students include:

- Student progress in class in daily tasks and/or in formative and summative assessments;
- Attendance reports;
- Comments in the Foundation Studies individual reports;
- Lack of assignment submission or absence from tests;
- Student welfare concerns.

Where a teacher becomes aware at any time that a student is struggling, the teacher will contact their Director or Coordinator. The causes will be explored, and intervention, mandatory or support strategies implemented. These may include:

- Assistance from support services such as academic skills or maths support;
- Extra/remedial work set by the teacher
- Meeting/s with the student counsellor;
- Attendance at academic skills workshops;
- Improved attendance and submission of assignments;
- Independent learning activities in the ILC;
- Additional English language learner support classes.

3.2 Progress Monitoring

3.2.1 FSDP Progress Monitoring

At the end of each study period, following submission of all results, but prior to publication, the academic progress of all current students is reviewed jointly by the relevant Director and Coordinator.

Academic Progress is assessed on the basis of a student's performance in a trimester of study (FSDP) but also takes into account his/her overall performance to date in the course in which he/she is currently enrolled. Students are deemed to be making satisfactory academic progress if they pass more than 50% of their enrolled subjects in a trimester (FSDP).

Students who fail 50% or more of their subjects in a trimester are not considered to be making satisfactory academic progress. They are placed on Conditional Academic status in Maze and an intervention plan is prepared. Students are required to meet specific criteria as agreed to in a Student Progress Assistance Contract (SPAC), in order to make satisfactory academic progress in their subsequent study period.

Students who have been placed on Conditional Academic Status will be contacted as soon as possible following the release of results by email and asked to attend a meeting with the relevant Director or Coordinator. At this meeting students will be given an opportunity to discuss their course progress and counselled in identifying the cause(s) of their lack of progress, whether academic or personal.

Intervention, mandatory and support services will be developed and specified at the interview. Strategies for assisting students will include, but will not be limited to:

- Academic support classes or workshops;
- Counselling or other professional support services;
- Reduction in course load; and/or
- Any other strategy specific to the needs of a student.

The Student Progress Assistance Contract (SPAC) will be signed by the Director or Coordinator and the student. This will be kept on file. Students are given a card with appropriate strategies to improve their success and asked, if appropriate, to contact the Academic Skills Advisor. The Academic at Risk register is updated and notes may be made on MAZE.

3.2.2 ELICOS Monitoring

Academic Progress in ELICOS courses is assessed on the basis of a student's performance in a 5 or 10-week ELICOS course. Students are deemed to be making satisfactory academic progress if they pass each 5 or 10-week course with 60% or more.

During student consultations (4 times per 10 week course), teachers inform students when their progress is unsatisfactory. This will include consideration of classroom performance, and marks in any assessment tasks. A student's progress is deemed to be at risk when any mark is below the pass level of the course requirement.

When an ELICOS student is clearly at risk of failing/not progressing, the teacher completes a Student at Risk Form, including an action plan to support the student's progress. The Student at Risk Form is filed electronically.

Students who achieve 53% to 59% as their final score may be allowed to repeat the final 5 weeks of the course. Students who achieve 52% or less must repeat the entire 10 weeks.

Students who fail an English level twice are not considered to be making satisfactory academic progress.

3.3 Progress Assessment

3.3.1 FSDP Progress Assessment

At the conclusion of the study period, an FSDP student who has been placed on a conditional academic status will be re-assessed. If a student has not achieved satisfactory course progress, they will be sent a letter via email requesting them to 'show cause' why they should not be excluded from the course. For overseas students, this will include reporting the student to the Secretary of the Department of Education through the Provider Registration and International Student Management System (PRISMS) for unsatisfactory course progress. This action will notify the Department of Immigration and Border Protection (DIBP).

The 'show cause' letter will request a response in writing from the student. Original or certified copies of supporting documents will also need to be provided to support any claim of compassionate or compelling circumstances.

'Show cause' outcomes will be decided by the Academic Review Committee. A decision will be advised in writing to the student by college email. If the Academic Review Committee determines that the student will not be excluded, further conditions may be stipulated. The student will attend a meeting with the relevant Director or Coordinator and be asked to sign a further Student Progress Assistance Contract. A copy will be kept on file. The student's enrolment will be reviewed again at the conclusion of the following study period.

3.3.2 ELICOS Progress Assessment

Students who fail: After studying 20 weeks at a 10 week level, students will be asked to "show cause" why they should not be excluded from the course. They will be given 3 days to provide their reasons and any compelling or compassionate circumstances. Evidence must be provided for compelling or compassionate circumstances e.g. medical certificates, psychological reports etc.

If the Director of Studies allows the student to continue studying in these circumstances, further conditions on their study and attendance may be imposed and a further student contract drawn up. After 25 weeks of studying at a 10 week level, the student's enrolment will be cancelled.

3.4 Exclusion

If it is determined that the student has not achieved satisfactory course progress, a letter from the relevant Director, advising of La Trobe Melbourne's intention to exclude the student, will be posted and emailed to the address advised on their 'Show Cause' form. For overseas students, this may also ensue in La Trobe Melbourne reporting to the Australian Government via PRISMS the student's non-compliance with their student visa condition 8292.

The written notice will also advise the student of their entitlement to an internal appeal within 20 working days. A copy of this letter will be kept on the student's file. The appeal must be in writing to the Student Grievance Committee as specified in the Student Grievance Policy available on the web at www.latrobemelbourne.edu.au/policies

La Trobe Melbourne will maintain a student's enrolment during the appeal process.

3.5 Appeals Process

If the student chooses not to access the internal appeal by the 20th working day, La Trobe Melbourne will proceed with the exclusion. For overseas students, La Trobe Melbourne will notify the Australian Government through PRISMS that the student has not achieved satisfactory course progress. This action will also alert DIBP. A letter to the student will also be sent.

If the student chooses to access the internal appeal process in writing, he or she will receive a written acknowledgement of the appeal. The complainant's written appeal will be reviewed as per the Student Grievance Policy and the complainant will be advised of the outcome in writing.

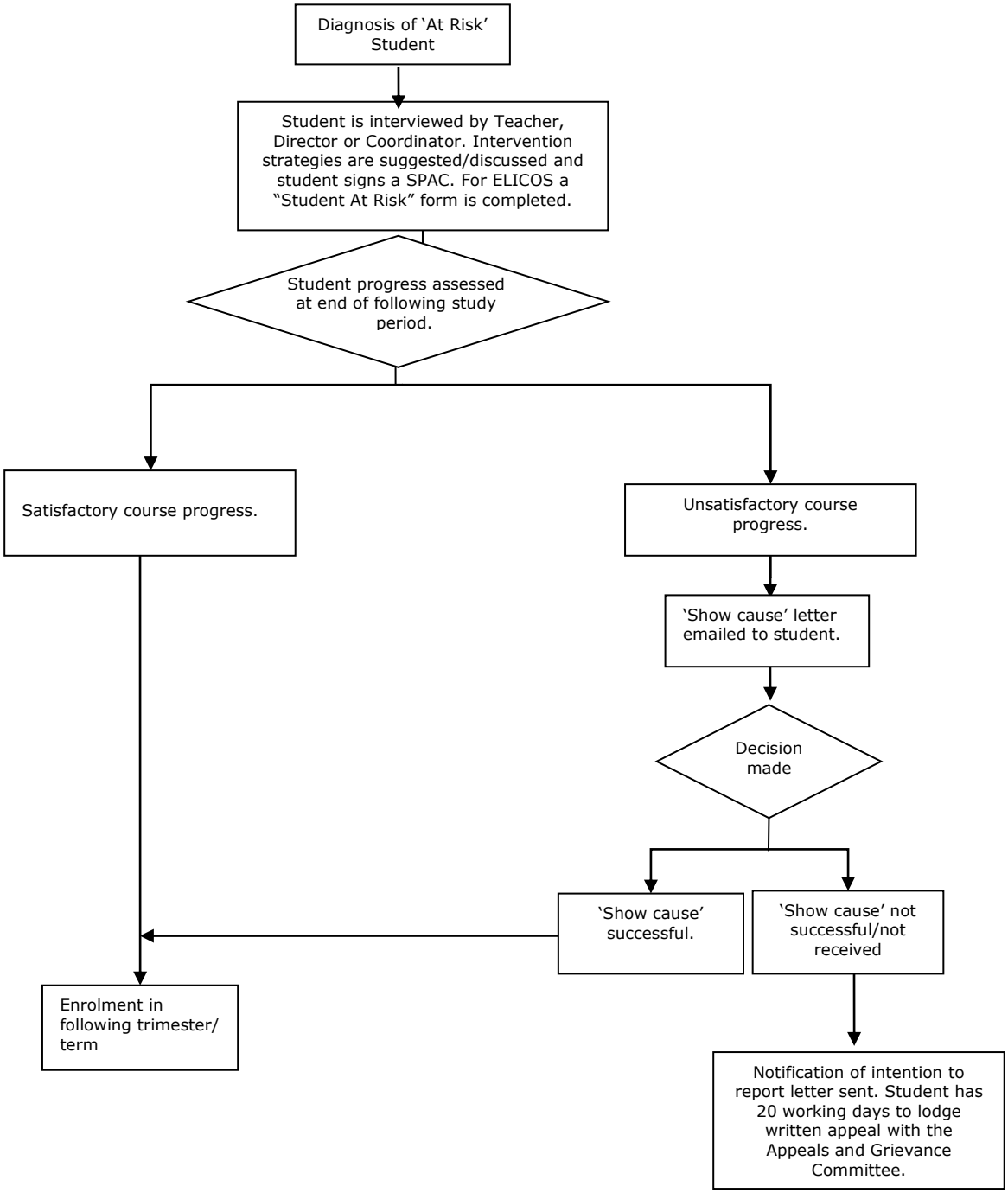
A complainant whose enrolment has been cancelled under this policy will be excluded from La Trobe Melbourne for 12 months from the conclusion of any appeals. Reapplication will be subject to reassessment and approval by La Trobe Melbourne.

4. Supporting Procedures

Steps	Notes
1. Early intervention	a) Identification strategies include: • Lack of attendance • Poor test/assignment results or absence from a test • Student welfare issues • Low performance on or significant difficulty with class tasks. b) Interview by Teacher, Coordinator or Director, followed by recommendations: • Seek help from support services, such as academic skills or maths support • Speak with student counselor • Attend academic skills workshops • Attend classes and submit assignments • Undertake extra/remedial work as set by the teacher • Undertake independent learning activities in the ILC or English language support classes.
2. Unsatisfactory Course Progress	a) Criteria: • Failing 50% or more subjects in a trimester (FSDP) • Failing a subject/English level twice • Failing to complete course within duration of CoE. b) FSDP: Add Conditional Status to MAZE c) FSDP: Director/Coordinator interviews student d) FSDP: Complete Variation to Enrolment form to extend CoE. Send to Student Services.
3. Intervention and Support	a) Identify causes of unsatisfactory course progress b) Identify support strategies: • Academic or language support classes or workshops; • Counselling or other professional support services; • Reduction in course load (FSDP only); or • Any other strategy specific to the needs of a student. c) Complete and sign Student Progress Assistance Contract, or Student At Risk Form, which includes an Action Plan. d) Place original on file and copy to student.
4. Review of Course Progress	a) If student passes, remove conditional status from MAZE. b) If student does not pass, send 'show cause' letter.

5. Subsequent Unsatisfactory Course Progress	a) Send student "show cause" letter with deadline for response. b) Student must provide documentary evidence attached to response.
6. Academic Review Committee or Director of Studies	a) Determine outcome. b) Advise student of outcome by email and mail. c) If student is permitted to continue, FSDP places student on conditional status on MAZE. ELICOS places a note on MAZE. Student meets Director/Coordinator to devise strategies for successful progression and signs Student Progress Assistance Contract. Place original on student's file and give copy to student. d) If student is not permitted to continue, advise student of La Trobe Melbourne's intention to exclude for unsatisfactory course progress. For overseas students, this includes reporting unsatisfactory course progress to the Australian Government via PRISMS. Students have 20 working days to access the appeal process.
7. Appeals	a) Student submits appeal b) Quality and Compliance Officer follows Student Grievance Policy and Procedure. c) If student does not submit appeal within the 20 working days they are reported.

5. Show Cause Flowchart



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Policy Title	Course Progression Policy and Procedure	
Policy Owners	Academic Director (FSDP) Director of Studies (ELICOS)	
Contact Persons	Jacqueline Tulk, Juliana Kendi	
Key Stakeholders	Academic Staff Student Support Officers Students	
Approval Body	Joint Management Committee	**Agenda item 5** **Approved on 7 September 2010**
	LTM Executive Committee	7 February 2013
	LTM Academic Board	30 July 2013
	LTM Executive Committee	30 March 2015
	LTM Executive Committee	12 October 2016
	La Trobe Melbourne Academic Board	1 December 2017
Relevant Legislation		
Related Policies	Assessment Policy Review of Marks Policy Examinations Policy Student Grievance Policy	
Related Guidelines		
File information	**TBC**	**Version number** V1.4
Review Date:	13 March 2015	
Date Effective	19 September 2013	**Next Review Date:** December 2018

Amendment History		
Revision Date	Version	**Summary of changes**
4/10/16	1.4	3.3.2 ELICOS Progress Assessment – now stipulates that students who fail after studying 20 weeks at a 10 week level will be asked to show cause and after studying 25 weeks at a 10 week level will have their enrolment cancelled.