

## **ENGLISH LANGUAGE PROGRAMS COURSE PROGRESS POLICY**

### **1. PURPOSE AND SCOPE**

- 1.1. English Language Programs Course Progress Policy will provide guidance to staff and students regarding The College's policy and procedures in relation to students at risk of failing to make satisfactory course progress. This is in accordance with Standard 8 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018.
- 1.2. This policy applies to all courses offered by Western Sydney University The College English Language Programs. These are non-award courses.

### **2. DEFINITIONS**

- 2.1. For the purposes of this policy, the following definitions apply:
  - 2.1.1. CoE – Confirmation of Enrolment.
  - 2.1.2. DHA - refers to the Australian Department of Home Affairs (Immigration).
  - 2.1.3. Education Coordinator - the Coordinator responsible for the course in which the student at risk is studying.
  - 2.1.4. EPOSAC – English Programs Online Self-Access Centre.
  - 2.1.5. Head of Programs - refers to the Head of Programs of the English courses.
  - 2.1.6. Director - refers to the Director, English Language Centre.
  - 2.1.7. Overseas student - refers to a student studying on a student visa.
  - 2.1.8. Satisfactory Course Progress - is completion of all course requirements including assessment tasks to the required standard, as defined in each course outline, and attendance of a minimum of 80% of scheduled course contact hours.
  - 2.1.9. Strategic Intervention - refers to the English Language Programs process of identifying and assisting students at risk of not meeting satisfactory course progress requirements.
  - 2.1.10. The College - Western Sydney University Enterprises Pty Limited trading as Western Sydney University The College.
  - 2.1.11. The University – Western Sydney University.
  - 2.1.12. Unsatisfactory Course Progress – the point at which the student has failed to make satisfactory progress.

### **3. POLICY STATEMENT**

- 3.1. The College English Language Programs is committed to enabling and assisting students to ensure they are in a position to complete the course within the expected duration specified on the overseas student's CoE and to this end will systematically monitor students' course progress.
- 3.2. It will be proactive in identifying, notifying and advising students who are at risk of failing to meet the satisfactory course progress requirements. It will implement, within sustainable margins and in line with financial and operational provisions, intervention strategies to provide support to these students.
- 3.3. Students at risk of failing to meet satisfactory course progress requirements will be identified as early as possible in their studies through the implementation of the English Language Programs Strategic Intervention process, as outlined below.
- 3.4. Students whose course progress is unsatisfactory may be reported to DHA.

### **4. PROCEDURES**

- 4.1. At the end of week one (1) of a new course, teachers should identify any students at risk of not progressing. The aim is to do this early in the course to ensure those students who may be at risk are provided sufficient support in a timely manner.
- 4.2. At the beginning of week two (2), students identified as being at risk are invited to attend weekly strategic intervention lessons held by the Education Coordinator. An attendance register is maintained.
- 4.3. By the end of week three (3) of each course, teachers, as per the English Language Programs Teaching and Learning Policy, should comment on students' academic progress, in an effort to identify students at risk of not meeting course progress requirements. Teachers are available for consultation with students and work together with the Education Coordinator, suggesting strategies to address perceived student difficulties. Identified students will be formally interviewed by the Education Coordinator to discuss their performance to date and be given strategies for improving their English proficiency. These may include but are not limited to:
  - 4.3.1. additional one-to-one tuition;
  - 4.3.2. extra small after class lessons for students with similar problems e.g. grammar;
  - 4.3.3. additional tasks to complete independently to strengthen weak areas including advice on EPOSAC;
  - 4.3.4. attendance at the strategic intervention classes; and /or
  - 4.3.5. if it is determined that the student has not demonstrated the ability to progress, then other options may be considered.
- 4.4. It may also be at this stage that students are referred to the relevant Student Support Services if there is evidence that personal or health issues may be in existence. The matter

may be referred to the Welfare Officer and if needed, the Western Sydney University Counselling Service. Parents /guardians of students under 18 will also receive a copy of the progress report.

- 4.5. The Education Coordinator, together with the teacher, monitor student progress on the agreed strategies.
- 4.6. In relation to students who have been absent for five (5) days or more, an interview with the Head of Programs is arranged to assist students with an intervention strategy, as per the English Language Programs Attendance Policy.
- 4.7. At the end of mid-term exams in week five (5), students who have an overall mid-term exam fail are interviewed by the Education Coordinator. The Education Coordinator explains the requirements to progress through the course and develops an intervention strategy to assist the student in achieving satisfactory course progress.
- 4.8. Where a student fails an individual summative assessment task, the student at risk may be interviewed by the Education Coordinator if they are not meeting course requirements. The student may request a review of the assessment score, as per the English Language Programs Assessment Policy.
- 4.9. At the end of each course, students who have failed to meet course progress requirements will be requested to attend an interview with the relevant Education Coordinator. The student may request a review of final grades. The English Language Programs Review of Grade Policy will be activated.
- 4.10. Students who fail two consecutive courses are deemed at risk and are offered counselling, strategic intervention and support classes are given a written notice regarding their progress and are requested to meet with the Head of Programs to discuss reasons for their failure.
- 4.11. Intervention letters and copies of all documents in relation to the intervention strategies will be saved on the student's file.
- 4.12. Ongoing progress will be monitored by the relevant Education Coordinator. A biannual Intervention Report Summary (February and August each year) is submitted to the English Committee.

#### **4.13. Reporting for Lack of Progress**

- 4.14. As soon as a student has been identified as failing to make satisfactory progress with no misadventure and extenuating circumstances found, they will receive written notification from the Head of Programs of intention to report to DHA for failing to make satisfactory progress with their English studies.
- 4.15. The written notice will inform the students how and when appeals can be submitted if they wish to do so.

#### **4.16. Appeal Against Reporting for Lack of Progress**

- 4.17. Students may appeal to the Director English Language Centre in writing within the 20 day timeframe on grounds defined as misadventure and extenuating circumstances under the English Language Programs Special Consideration Policy.
- 4.18. The Director English Language Centre may determine that there are no valid grounds on which to uphold an appeal and therefore, it will be dismissed and reporting to DHA will continue. The Director may determine to uphold the appeal, if there are clear and significant grounds to do so and reporting will not proceed.
- 4.19. The students will receive a written response to the letter of appeal within two (2) weeks, 10 working days.

### **5. GUIDELINES AND REFERENCES**

#### **5.1. Related Legislation/Policies/Procedures**

- 5.2. Education Services for Overseas Students (ESOS) Act
- 5.3. National Code of Practice for Providers of Education and Training to Overseas Students 2018
- 5.4. English Language Programs Special Consideration Policy
- 5.5. English Language Programs Assessment Policy
- 5.6. English Language Programs Review of Grade Policy
- 5.7. English Language Programs Attendance Policy

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### STATUS AND DETAILS

<b>Status:</b>	Current		
<b>Version:</b>	1		
<b>Effective Date:</b>	24 July 2020		
<b>Review Date:</b>	24 July 2023		
<b>Approval Authority Policy:</b>	Western Sydney University Enterprises Board		
<b>Endorsed by:</b>	The English Language Committee		
<b>Unit Responsible:</b>	English Language Centre		
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<b>Available On:</b>	SharePoint	<input type="checkbox"/>	Website <input checked="" type="checkbox"/>

### Summary of Changes from Previous Version

Nil