

UQ College (UQC)

Policy and Procedure

Reference:	Student
Title:	Academic Progression and Intervention Policy - ELICOS
Custodian:	CEO
Reviewer:	Academic Manager: Bridging English; Senior Academic Manager, English Pathways
Date Approved:	August 2024
Review Date:	August 2026
Audience:	All UQ College Students & Staff
Associated Policies:	Education Services for Overseas Students (ESOS) Regulations 2019 National Code 2018 (Part B Standard 8) Overseas Student Visa Requirements National Code 2018 (Part B Standard 9) – Deferring, suspending or cancelling the overseas student’s enrolment National Code 2018 (Part B Standard 10) – Complaints and Appeals SS1.1.01 -UQC Attendance Policy and Procedure – ELICOS Programs SS2.1.01 – UQC Admissions Policy and Procedure S1.1.00 - UQC Student Charter SS1.1.06 – UQC Complaints and Appeals Policy
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1. Purpose

This policy outlines UQ College processes and procedures to ensure compliance with ESOS legislation. It describes the principles and guidelines for managing and supporting students to successfully complete UQC English language programs within the maximum duration stated on their CoE. Particularly, it provides requirements for identifying, monitoring, and supporting students at risk of poor academic progress, which could impact their ability to successfully complete their course of study, and may result in a breach of enrolment conditions.

UQ College recommends that all persons reading this document refer to the associated policies listed above.

2. Policy

UQ College complies with the current ESOS/National Code legislation in terms of monitoring ELICOS student visa holders about course progress, notifying and advising students who are at risk of failing to meet course progress requirements, and by reporting, under Section 19 of the ESOS Act, those students who have breached these requirements.

The College has a responsibility to monitor and record the progress of ELICOS students to ensure they make satisfactory academic progress. This will assist students to achieve their learning potential by:

- a. allowing for the early identification of students whose academic progress is less than satisfactory and who may need additional learning support, resources, and assistance; and
- b. identifying students who continue to make unsatisfactory academic progress; and
- c. notifying and assisting students at risk of not meeting course academic standards

This document provides procedural advice for the management of unsatisfactory academic progress and establishes a framework for the mandatory formative and summative assessment of student academic performance during and at the end of a program.

3. Scope

This policy applies to students on a student visa enrolled in ELICOS courses at UQ College, namely Bridging English (BE) and Integrated English (IE) programs, and to staff involved in monitoring, recording, and supporting student academic progress.

This policy does not apply to students enrolled in Foundation Year courses, nor students on a non-student visa enrolled in ELICOS programs, nor students enrolled in non-ELICOS programs such as customised TESOL courses or EAC.

4. Policy Principles

The purpose of this policy is to provide a framework within which College management and staff can make appropriate decisions related to those students identified as being academically at risk by:

- ensuring students have access to this policy and related processes.
- actively providing advice on academic matters and on the relevant support services available within the College from orientation until course completion.
- managing their course of study to ensure students are enrolled in a program in which they have a reasonable chance of passing the scheduled assessment and continuing to improve their English level.
- excluding a student from a specific course or from moving to a higher level of study based on non-fulfilment of entry requirements.
- cancelling enrolment and reporting a student who demonstrates over a period that they are not academically competent for the enrolled course.

5. Academic Progress Requirements

5.1 Course Placement & Orientation

To ensure that students are at an appropriate level for their course, all students need to meet the stated English language entry requirements for their BE or IE course, which are aligned to the learning outcomes for each level of the course. Students who do not meet these requirements are not allowed to enrol in the course.

At Orientation, student visa holders are provided with information in plain English about the requirement for satisfactory academic progress and are advised that unsatisfactory academic progress may result in their being reported to the Department of Home Affairs (DHA) by the College. Students reported to DHA may have their student visa cancelled.

5.2 Monitoring and Recording Student Progress

Throughout their enrolment, students are monitored on their academic progress in each of the following measurable areas. Student progress in each area is recorded.

Student attempt, completion, and achievement of assessment tasks

Student progress is monitored through formative and/or summative assessment at each stage of a student's program. On completion of each end-of-session assessment, the relevant AM (Academic Manager) or ST (Senior Teacher) will review all student results and identify those students who have not passed an individual macro-skill or achieved an overall passing grade. Assessment results are recorded in the LMS (Learning Management System - Blackboard) and/or SMS (Student Management System -JR Plus), and students can view their results.

Classroom performance and progress

Student progress is also monitored by all class teachers. Classroom teachers are asked to actively monitor students during activities and to assess if a student is consistently performing poorly or refusing to participate. Language Teachers notify the relevant AM/ST. Teachers also conduct one-to-one consultations with students during each 5-week block and may raise any concerns with students during this meeting. Concerns are noted in the SMS by the AM/ST.


On BE courses, teachers provide an evaluation of student progress in week 3 of each 5-week course, which is recorded in the LMS. On IE courses, teachers complete a level readiness assessment to indicate student academic progression every 5 weeks.

Independent Study completion

Student progress is also monitored within the LMS for courses with independent study expectations. The volume of expected self-study varies by course, but the general principle of expected completion applies. Self-study includes, but is not limited to, digital coursebook exercises and review tests. Self-study does not include homework. Teachers and Academic Managers can track student progress across activities.

5.3 Satisfactory and Unsatisfactory Course Progress

Students enrolled in UQ College ELICOS courses are expected to maintain satisfactory course progress to successfully complete their course within the given timeframe. Course progress is measured, monitored, and recorded as stated above (5.2). Students deemed to be making unsatisfactory course progress in one or more of these areas will be identified as At Risk.

	Satisfactory Course Progress	Unsatisfactory Course Progress
Student attempt, completion, and achievement of assessment tasks	A student is performing at the required level to complete the course within the enrolled duration. The student is meeting the satisfactory standards determined for each piece of assessment.	A student is not meeting the required assessment standards to complete the course within the expected duration, and /or the student fails to complete required assessment tasks.
Classroom performance and progress	A student is making progress through attending classes, participating in activities, and completing classwork (including homework). The student is meeting course expectations as evaluated by teachers and Academic Managers.	A student is identified by teachers as not making sufficient academic progress in class, and/or not participating in classroom activities.
Independent study completion	A student is completing any expected independent study associated with their course of study to the required level.	A student is not meeting the minimum requirements expected of them for their course of study. This is identified in the LMS and/or by teachers or Academic Managers.
	✓	 Identified as At-Risk

5.4 Academic Risk Stages

Students may be identified at 3 stages of Academic Risk based on the course progress indicators above. The three stages are:

1. **At-Risk stage 1** – the student has one or more indicators of being at risk in one or more areas.
2. **At-Risk Stage 2** – stage 1 risk indicators continue into the next session/course despite intervention/support; and/or additional risk indicators are now evident.
3. **At-Risk Stage 3** – the student is at significant risk of not successfully completing their course of study due to ongoing academic underperformance despite intervention/support.

Table 1 provides a detailed breakdown of the indicators that determine each stage of academic risk.

Table 1: Academic Risk Indicators

	At-Risk Stage 1	At-Risk Stage 2	At-Risk Stage 3
	<i>Students who...</i>	<i>Students who... [after intervention/support]</i>	<i>Students who... [after intervention/ support]</i>
Student completion of, and achievement in assessment tasks	<ul style="list-style-type: none"> do not achieve an overall passing grade in an end-of-session assessment. <p>and/or</p> <ul style="list-style-type: none"> do not achieve a passing grade in one or more macro-skills in an end-of-session assessment. <p>and/or</p> <ul style="list-style-type: none"> fail to complete required assessment tasks. 	<ul style="list-style-type: none"> do not achieve an overall passing grade in <i>additional</i> end-of-session assessments. <p>and/or</p> <ul style="list-style-type: none"> do not achieve a passing grade in one or more macro-skills in <i>additional</i> end-of-session assessments. <p>and/or</p> <ul style="list-style-type: none"> fail to complete required assessment tasks in <i>additional</i> sessions. 	<ul style="list-style-type: none"> <i>continue to</i> not achieve an overall passing grade in end-of-session assessments. <p>and/or</p> <ul style="list-style-type: none"> <i>continue to</i> not achieve a passing grade in one or more macro-skills in end-of-session assessments. <p>and/or</p> <ul style="list-style-type: none"> <i>continue to</i> fail to complete the required assessment tasks.
Classroom performance and progress	<ul style="list-style-type: none"> do not demonstrate the necessary language skills during classes. <p>and/or</p> <ul style="list-style-type: none"> do not participate or refuse to participate in classroom activities. <p>and/or</p> <ul style="list-style-type: none"> do not complete homework activities associated with classwork. 	<ul style="list-style-type: none"> continue to not demonstrate the necessary language skills during classes. <p>and/or</p> <ul style="list-style-type: none"> continue to not participate or refuse to participate in classroom activities. <p>and/or</p> <ul style="list-style-type: none"> continue to not complete homework activities associated with classwork. 	<ul style="list-style-type: none"> continue to demonstrate consistently poor performance in classroom activities and show a lack of improvement over time. <p>and/or</p> <ul style="list-style-type: none"> continue to demonstrate a consistent inability to, or refusal to, participate in classroom activities. <p>and/or</p> <ul style="list-style-type: none"> continue to demonstrate an inability or refusal to complete homework activities associated with classwork.
Independent study completion	<ul style="list-style-type: none"> do not complete the expected independent study associated with their enrolled course after being reminded. 	<ul style="list-style-type: none"> do not complete the expected independent study associated with their enrolled course in <i>consecutive</i> sessions. 	NO LEVEL 3
Re-enrolment (see 6.5)	<ul style="list-style-type: none"> Re-enrols in a course in which they were not previously identified as being at risk. 	<ul style="list-style-type: none"> Re-enrols in a course in which they were previously identified as At-Risk Stage 1. 	<ul style="list-style-type: none"> Re-enrols in a course in which they were previously identified as At-Risk Stage 2.

6. Intervention Strategies & Processes

6.1 Support Strategies

A range of strategies will be employed by Learning Advisors, Academic Managers and other UQ College staff to support students. The appropriate strategies will vary according to the needs of individual students, the nature of the enrolled course, and/or the range of services available.

Intervention strategies may include:

- a) Progression Improvement Plan (PIP) (see 6.2)
- b) one-to-one appointments with a UQ College Learning Advisor
- c) workshops offered by UQ College or UQ
- d) identification of specific and appropriate learning skills development or other academic support
- e) referral to UQ College Support for:
 - i. welfare concerns; counselling
 - ii. SAP (Student Action Plan)
 - iii. reasonable exam adjustments
- f) referral to UQ College Student Services/Academic Services for:
 - i. attendance monitoring and counselling
 - ii. recommendation of a period of leave of absence (where permitted and appropriate)
 - iii. review of the appropriateness of the course for the student
 - iv. recommendation to transfer to another course or level (if available or appropriate)

6.2 Progression Improvement Plan

Students identified as At-Risk stages 1 and 2 complete a Progression Improvement Plan (PIP) in consultation with a UQ College Learning Advisor. This document includes the following information:

1. identification of the main factors contributing to the student being at risk
2. explanation of the practical steps to be taken to improve outcomes
3. detail of the support sought and the steps for ongoing support

Students with PIPs are responsible for writing and updating their document and should bring it to LA appointments. They must also provide this to their teachers at the start of each session so that teachers are made aware and can provide further support.

A copy of the PIP is saved in the SMS.

6.3 At-Risk Intervention Process

At-Risk Stage 1

1. The student is initially notified by the Academic Manager via email that they have been identified as At-Risk. The email provides further details and contains information on the supports available and includes reference to this policy.
2. The At-Risk status of the student is recorded within the SMS.

3. The student is booked for a one-to-one appointment with a UQ College Learning Advisor. In this meeting, students complete a PIP, and their initial needs are assessed. Advice is provided, and a record of this meeting recorded in the SMS. Further appointments may be recommended.

At-Risk Stage 2

1. The student is informed that they continue to be identified as At-Risk and are failing to meet course progress requirements.
2. The At-Risk status of the student is updated within the SMS.
3. The student is booked for a series of three mandatory one-to-one appointments with a UQ College Learning Advisor. A record of each meeting is recorded in the SMS.
 - If a student fails to attend an appointment without a valid reason, the AM is notified and reminds the student of these requirements. A further appointment is made.
 - a) Students who fail to attend the mandatory appointments move to At-Risk Stage 3.

At-Risk Stage 3

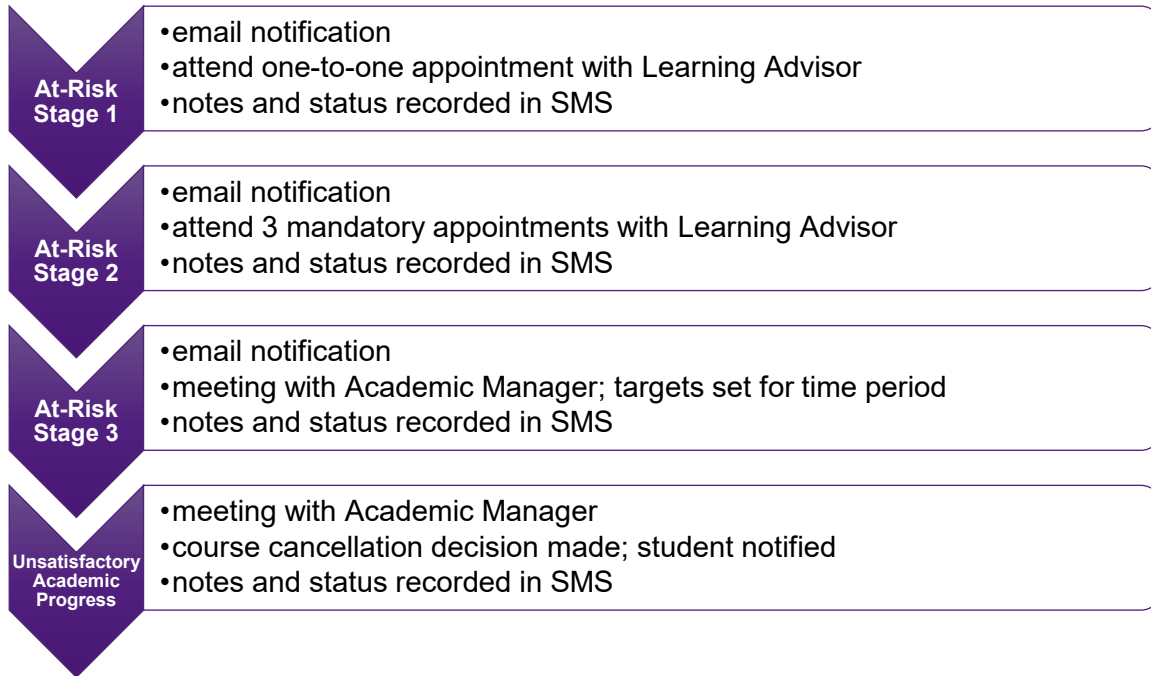
1. The student is informed that they continue to be identified as At-Risk and are failing to meet course progress requirements.
2. The At-Risk status of the student is updated within the SMS.
3. The student is booked in to meet with the relevant Academic Manager. During this meeting:
 - a) The student's current intervention strategies are re-assessed and, if considered appropriate, adapted.
 - b) Minimum performance targets for a set time (i.e. 5 weeks) are stipulated.
 - c) The implications of continued failure to make academic progress are outlined.
4. The outcome of this meeting is recorded within the SMS.

6.4 Unsatisfactory Academic Progress

A student is considered to have made **unsatisfactory academic progress** when they do not demonstrate significant course progress in the specified period after the At-Risk Stage 3 intervention.

Where a student has been identified as having made **unsatisfactory academic progress**, a meeting will be held with the student and the AM as soon as practical. It is not mandatory that the student's enrolment will be cancelled, and special circumstances may be taken into consideration. It is expected that the relevant AM will exercise academic judgment, considering the student's overall performance in the course and any other relevant factors or special circumstances.

6.5 Intervention Process - Flowchart



6.6 Monitoring

Following each At-Risk intervention, there will be on-going monitoring by classroom teachers and the AM/ST in relation to:

- attitude
- performance on in-class tasks.
- performance on course assessments.
- attendance at any scheduled learning support session.
- implementation of agreed actions.

6.7 Re-enrolment of 'At-Risk' students

When an At-Risk student completes their course unsuccessfully, and wishes to re-enrol at the College, their academic progression assessment will continue as if the enrolment were continuous.

For example, if a BE student is enrolled for 10 weeks and does not pass BE10 on their first attempt, they are deemed to be At-Risk Stage 1. If they are permitted to re-enrol, they will be deemed At-Risk Stage 2 on enrolment and the interventions above will apply.

Re-enrolment of students deemed to have made unsatisfactory academic progress

When a student who is considered to have met the definition of **unsatisfactory academic progress** completes their enrolment either before or after they have been reported to DHA, and then applies to re-enrol at the College, the student should not be re-enrolled unless there is compelling evidence that that

student will be successful in the course. The relevant Academic Manager must be consulted on whether specific students should be permitted to re-enrol or not.

For BE, any student who fails BE twice (note that BE Advantage followed immediately by BE Extension is considered as one attempt) will automatically be considered to have made unsatisfactory progress and is not eligible to enrol in BE for a third time.

7. Recommendations for Cancellation of Enrolment

Where the relevant AM determines that a student's enrolment in a course should be cancelled, the AM will make a formal recommendation to the CEO, UQ College. This recommendation must clearly identify the preferred action to be taken.

Where the recommendation is supported by the CEO, the CEO will notify UQC Admissions Services of the decision to cancel the student's enrolment.

The student will be issued with notification of the intention to report them to DHA for unsatisfactory course progress. The student will be advised that they have 20 working days to submit an appeal using the College's Complaints and Appeals process. If the student is sponsored, the sponsor will also receive a copy of the correspondence. All correspondence is recorded in the SMS.

Where an application for appeal is not received within 20 working days, the CEO will advise UQC Admissions Services to report the student through PRISMS as required by the ESOS Act and National Code.

Where the student submits an appeal, the appeal is reviewed by the CEO. The CEO will issue written notification of the outcome of the appeal, including any reasons for an appeal being denied. If the appeal is denied the student is informed of their option to appeal to the Queensland Ombudsman (refer to the Reference List for contact details). The student is informed that they have 10 working days to make an appeal to the Queensland Ombudsman and that they are required to inform the College of their case number as proof of lodgement.

Where the student has not notified the College that they have lodged a further appeal with the Queensland Ombudsman, or the appeal to the Ombudsman was unsuccessful, the CEO will also advise UQC Admissions Services to report the student through PRISMS.

Notification will be issued to the student that they have 28 days within which to report to a DHA office. Correspondence is recorded in the College's SMS.

The College will maintain the student's enrolment until the appeals process has been concluded. It is always a requirement of a student visa that during the appeals process, the student maintain their enrolment and attend classes, unless they have written approval from UQC to be absent from classes.

Glossary of Acronyms

AM	Academic Manager	The manager responsible for overseeing academic study in a course
BE	Bridging English	An ELICOS course of English study at UQC packaged with an offer from UQ for a place of study in a degree program
DHA	Department of Home Affairs	The Australian Government interior ministry with responsibilities for national security, law enforcement, emergency management, border control, immigration, refugees, citizenship, and multicultural affairs
ELICOS	English Language Intensive Courses for Overseas Students	Programs designed for students on a student visa such as those who require English language training before commencing formal studies in Australia
ESOS (Act)	Education Services for Overseas Students	Legislative requirements and standards for the quality assurance of education and training institutions offering courses to international students who are in Australia on a student visa
IE	Integrated English	An ELICOS course of English study at UQC including English for Academic Purposes, General English and/or Business English
IELTS	International English Language Testing System	An international standardised test of English language proficiency for non-native English language speakers managed by the British Council, IDP: IELTS Australia and Cambridge Assessment English
LA	Learning Advisor	A UQC staff member with responsibility for assisting students with improving their study habits and providing support as required
LMS	Learning Management System	The system in which students complete activities and grades are recorded. For most courses, this is Blackboard (learn.uq.edu.au)
PRISMS	Provider Registration and International Student Management System	A site that provides Australian education providers with the Confirmation-of-Enrolment (CoE) facilities required for compliance with the ESOS act
SMS	Student Management System	A database where records about students are stored
ST	Senior Teacher	A teacher with additional responsibilities for overseeing a course and assisting the Academic Manager
TOEFL	Test of English as a Foreign Language	A standardised test to measure the English language ability of non-native speakers wishing to enrol in English-speaking universities

Reference List

Contacts

Queensland Ombudsman

Description Complaints or grievances if all steps with the College have been exhausted and the student remains dissatisfied with the decision.

Contact Details Level 18, 53 Albert Street, Brisbane QLD 4000
+61 7 3005 7000
1800 068 908 (Toll free outside of Brisbane only)
Complaint form:
ombudsman.qld.gov.au/about-us/contact-us/enquiries-and-feedback

Academic Progress Requirements for English language students in BE & IE

Satisfactory Academic Progress	At-risk Stage 1	At-risk Stage 2	At-risk Stage 3	Unsatisfactory Academic Progress
Students meet the 'satisfactory' standards for each assessment .	Students get a grade of LA (limited achievement) during their end-of-session assessment ; or students fail to complete required assessment tasks.	<p>During the next 5-week session:</p> <p>The factors identified previously continue and no improvement is noticeable.</p> <p>Assessment results</p> <p>Class performance</p> <p>Independent study completion</p>	<p>Ongoing unsatisfactory assessment results:</p> <p>The factors identified previously continue and no improvement is noticeable.</p> <p>Assessment results</p> <p>Class performance</p> <p>Independent study completion</p>	<p>No progress after Stage 3 interventions</p> <p>The student has made no significant progress during the period set, and/or has not met the minimum targets specified.</p>
Students make progress through attending classes, participating in activities, and completing homework .	Students do not demonstrate the necessary language skills during classes ; or students do not participate appropriately in class; or students do not complete homework .			
Students complete expected independent study associated with their course of study to the required level.	Students do not complete the expected independent study associated with their enrolled course.			
<p>Support optional</p> <ul style="list-style-type: none"> ✓ Workshops ✓ Appointments ✓ Teacher consultations ✓ Other resources 	<p>Support required</p> <ul style="list-style-type: none"> ✓ Email with advice ✓ Attend 1:1 appointment with Learning Advisor ✓ Adjust study habits 	<p>Support required</p> <ul style="list-style-type: none"> ✓ Additional email with advice ✓ 3x mandatory appointments with Learning Advisor ✓ Further adjust study habits 	<p>Support required</p> <ul style="list-style-type: none"> ✓ Meeting with Academic Manager or Senior Teacher ✓ Minimum targets set for next period 	<p>Meeting with Manager</p> <p>Course cancellation</p> <p>Report to DHA</p>

Document History

Version	Summary of Changes	Author	Action Date
1.0	Approval of Unsatisfactory Academic Progress policy and procedure	Iain Mathieson	22 September 2016
1.1	Amendments to definitions of academic non-progression; updates to the process for managing of unsatisfactory student academic progress; update to the process for recommendations for cancellation of enrolment	Iain Mathieson	15 October 2018
1.2	Amendments to template	Lisa Davie	18 October 2018
2.0	Approval of Unsatisfactory Academic Progress policy and procedure	Julian Wilson	19 October 2018
2.1	Approval of amendments to definitions of 'at risk' students and academic non-progression; updates to the process for managing of unsatisfactory student academic progress.	Iain Mathieson and Julian Wilson	10 January 2020
3.1	Update to UQC branding and terminology	Iain Mathieson	29 December 2021
4.0	Policy and procedure rewrite to give clearer definitions to meet student needs	Paul Forster	5 August 2024