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La Trobe College  
Australia

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# Course Progression Policy and Procedure

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# Course Progression Policy

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# Course Progression Policy

## 1. Overview

The purpose of this policy is to ensure La Trobe College Australia students are managed responsibly and in accordance with the requirements of the ESOS Act 2000 and specifically Standard 8 in the National Code 2018 and condition 8202 of the student's visa.

The Department of Home Affairs has 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 Navigate 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.
DET	The Department of Education and Training. The Australian Federal Government's administrative division for policy and program development on education, science, training and administration of the ESOS legislation.
DHA	The Department of Home Affairs. 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 College Australia. For international students, this also ensues in reporting to Department of Education and the Immigration Department for non-compliance with student visa condition 8202.

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FSDP	Foundation Studies and Diploma Programs
National Code 2018	The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018. Nationally consistent standards and procedures for providers who deliver international educational services.
Navigate	The student information system used by La Trobe College Australia.
Overseas Student	Defined as a student who is not an Australian or New Zealand citizen or holder of a permanent residency visa.
PAL Mentor	Peer Assisted Learning Mentor - Alumni students who provide advice and study skills to support student learning.
PRISMS	Provider Registration and International Student Management System. A database developed jointly by the Education and Immigration departments 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 two weeks of formal assessment for diploma and foundation students.  La Trobe College Australia runs three formal trimesters annually.
Variation	A form used to inform La Trobe College Australia that an overseas student's enrolment has been extended for a period which may affect their CoE.

## 3. Course Progression

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

### 3.1 Early Intervention Strategy

La Trobe College Australia'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 in their studies

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- Identification of students requiring support in content areas.

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 forwarded to the relevant Coordinator as a Student at Risk form. The Coordinator or Student Services Officer will also make a note on the Navigate database

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 but are not limited to:

- Measurement of student progress in routine tasks and/or in formative and summative assessments.
- Scrutiny of attendance reports.
- Recording of comments in the Foundation Studies individual reports and referring to these regularly.
- Notes on lack of assignment submission and/or absence from/non submission of, class tests;
- Being alert to note student welfare concerns.

Where a teacher becomes aware at any time a student is struggling, the teacher will initially liaise with the relevant Academic Coordinator/Academic Manager. The causes will be explored, and intervention, mandatory or support strategies implemented. These may include but are not limited to:

- Assistance from support services such as Learning Support;
- Extra/remedial work set by the teacher
- Meeting/s with the student counsellor;
- Attendance at Learning Support workshops;
- Improved attendance and timely submission of assignments;
- Additional English language learner support classes
- Meetings with the Student Learning Advisor and PAL Mentors

## **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 Academic Director/Academic Manager and Academic Coordinators.

Academic Progress is assessed on the basis of a student's performance in a trimester of study (FSDP) but also takes into account the student's overall performance in the course in which they are 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 their Academic Standing is changed to 'At Risk' in Navigate, and an intervention plan is prepared. Students are required to meet specific criteria as agreed to in a Student

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Progress Assistance Contract (SPAC), in order to make satisfactory academic progress in their subsequent study period.

Students who have an Academic Standing 'At Risk' will have self registration blocked and 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 are not limited to:

- Academic Learning support classes or workshops;
- Regular meetings with the Student Learning Advisor and PAL Mentors
- 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.,. The Academic at Risk register is updated and notes may be made on Navigate.

## **3.2.2 ELICOS Monitoring (Melbourne Campus only)**

Academic Progress in ELICOS courses is assessed on the basis of a student's performance in a 5 or 10-week 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.

Students who achieve a minimum of 60% overall but do not achieve the mark required in the final examination may be considered for a re-sit of the exam, provided they have achieved a minimum of 58% or above in the final examination.

## **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 'At risk' academic standing 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. If the student continues to show unsatisfactory course progress they will be excluded from the

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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.

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 Coordinator. A decision will be advised in writing to the student by college email. If the Academic Coordinator 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 (Melbourne Campus only)**

**Students who fail:** After studying 15 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 5 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 Academic Director/Director of Studies/Campus Director, advising of La Trobe College Australia's intention to exclude the student, will be emailed to the address advised on Navigate For overseas students, this may also ensue in La Trobe College Australia reporting to the Australian Government via PRISMS the student's non-compliance with their student visa condition 8202.

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.latrobecollegeaustralia.edu.au/policies-and-procedures](http://www.latrobecollegeaustralia.edu.au/policies-and-procedures)

La Trobe College Australia 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 20<sup>th</sup> working day, La Trobe College Australia will proceed with the exclusion. For overseas students, La Trobe College Australia will notify the Australian Government through PRISMS that the student has not achieved satisfactory course progress. This action will also alert the Immigration Department. 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.

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

## 4. Supporting Procedures

Steps	Notes
<b>1. Early intervention</b>	a) Students not progressing as expected are identified by any of the following indications: <ul style="list-style-type: none"> <li>• Lack of attendance</li> <li>• Poor test/assignment results or absence from a test</li> <li>• Student welfare issues</li> <li>• Low performance on or significant difficulty with class tasks.</li> </ul> b) Interview by one of: Teacher, Academic Coordinator Academic Director, Student Learning Advisor or Student Services team is followed by the following recommendations: <ul style="list-style-type: none"> <li>• Seek help from support services, such as academic skills or maths support</li> <li>• Speak with the Student Learning Advisor</li> <li>• Speak with Student Counselor</li> <li>• Attend Learning Support workshops</li> <li>• Attend classes and submit assignments</li> <li>• Undertake extra/remedial work as set by the teacher</li> <li>• Undertake independent learning activities in the ILC or English language support classes. (ELICOS students)</li> </ul>
<b>2. Unsatisfactory Course Progress</b>	a) Criteria: <ul style="list-style-type: none"> <li>• Failing 50% or more subjects in a trimester</li> <li>• Failing a subject/English level twice</li> <li>• .</li> </ul> b) FSDP: Add 'At Risk' to Academic Standing in Navigate, block self registration c) FSDP: Academic Director/Academic Coordinator/ Student Learning Advisor interviews student d)
<b>3. Intervention and Support</b>	a) Identify causes of unsatisfactory course progress b) Identify support strategies: <ul style="list-style-type: none"> <li>• Academic or language support classes or workshops;</li> <li>• Counselling or other professional support services;</li> <li>• Reduction in course load (FSDP only); or</li> <li>• Any other strategy specific to the needs of a student.</li> </ul> c) Complete and sign Student Progress Assistance Contract, or Student at Risk Form, which includes an Action Plan. d) .Unblock self registration
<b>4. Review of Course Progress</b>	a) If student passes, no further action.



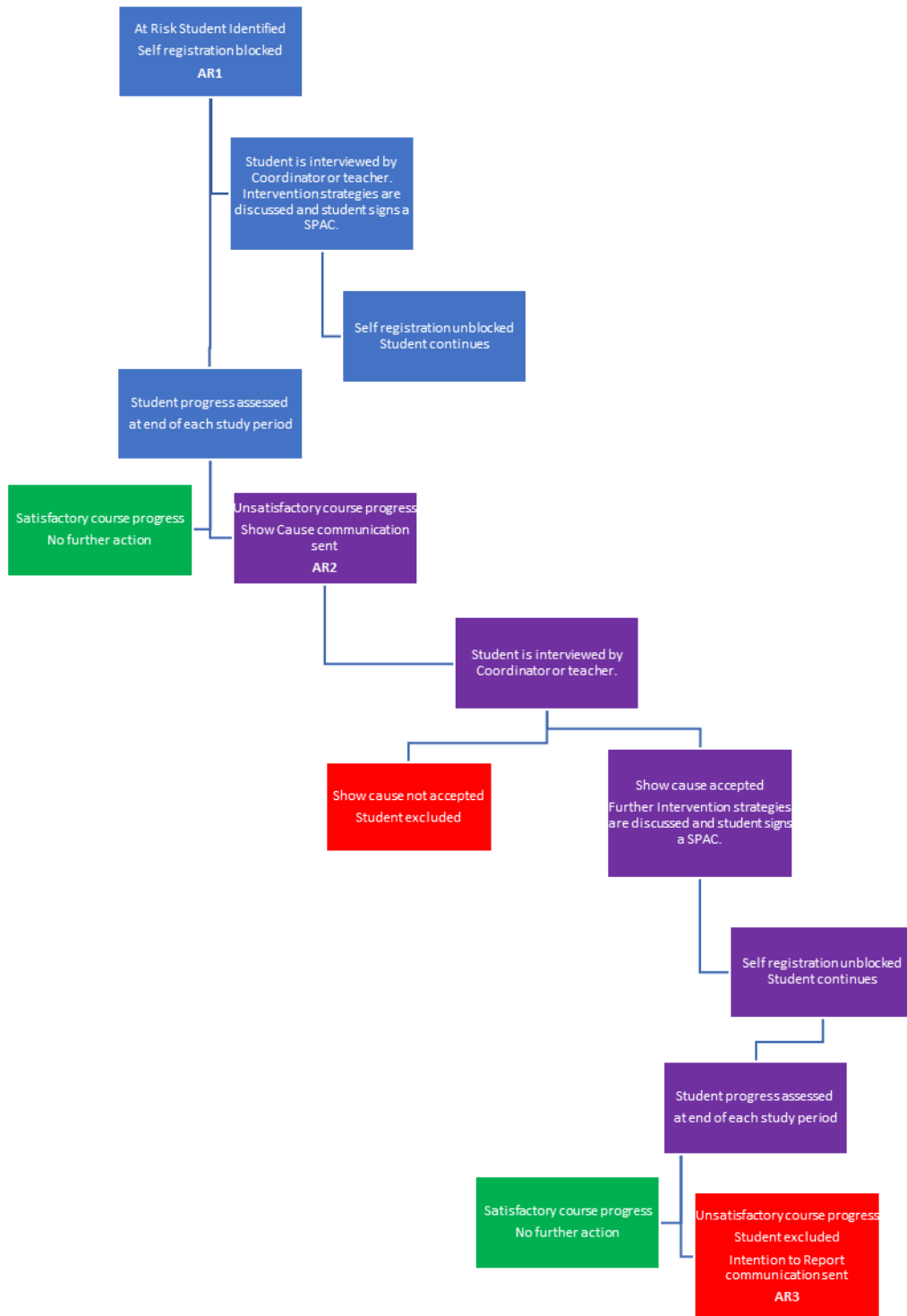
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	<p>b) If student does not pass, send 'show cause' communication and block self registration</p>
<b>5. Subsequent Unsatisfactory Course Progress</b>	<p>a) Send student "show cause" communication with deadline for response.</p> <p>b) Block self registration</p> <p>c) Student must provide documentary evidence attached to response.</p>
<b>6. Academic Review Committee or Director of Studies</b>	<p>a) Determine outcome.</p> <p>b) Advise student of outcome in writing.</p> <p>If student is permitted to continue, FSDP places student on 'At Risk' Academic Standing on Navigate. ELICOS places a note on Navigate. Student meets Director/Academic Coordinator to devise strategies for successful progression and signs Student Progress Assistance Contract.</p> <p>c) If student is not permitted to continue, advise student of La Trobe College Australia'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.</p>
<b>7. Appeals</b>	<p>a) Student submits appeal as per Student Grievance Policy and Procedure.</p> <p>b) Student and Academic Services Officer prepares for the Appeals hearing.</p> <p>c) If a student does not appeal by the 15<sup>th</sup> day, a reminder is sent. Support is provided by the Student Counsellor in lodging an appeal if the student faces difficulties in doing this.</p> <p>d) If the student is unsuccessful in their stage 3 appeal, they may follow the Student Grievance Policy and Procedure to appeal further.</p> <p>e) If student does not submit appeal within the 20 working days they are reported.</p>

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## 5. Show Cause Flowchart

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<b>Policy Title</b>	Course Progression Policy and Procedure	
<b>Policy Owners</b>	Academic Director (FSDP) Director of Studies (ELICOS)	
<b>Key Stakeholders</b>	Academic Staff Student and Academic Services Officers Students	
<b>Approval Body</b>	Joint Management Committee	<b>Agenda item 5 Approved on 7 September 2010</b>
	LTM Executive Committee	February 7 2013
	LTM Academic Board	July 30 2013
	LTM Executive Committee	March 30 2015
	LTM Executive Committee	October 12 2016
	LTM Academic Board	December 1 2017
	LTM Executive Committee	May 11 2018
	LTCA Executive Committee	October 31 2018
	LTCA Academic Board	November 20 2018
	LTCA Executive Committee	February 21 2019
	LTCA Academic Board	August 31 2022
<b>Relevant Legislation</b>		
<b>Related Policies</b>	Assessment Policy Review of Marks Policy Examinations Policy Student Grievance Policy Student Support Services Policy	
<b>Related Guidelines</b>		
<b>File information</b>	<b>TBC</b>	<b>Version number</b> V1.6
<b>Review Date:</b>	13 March 2015	
<b>Date Effective</b>	19 September 2013	<b>Next Review Date:</b> December 2024
<b>Amendment History</b>		
<b>Revision Date</b>	<b>Version</b>	<b>Summary of changes</b>
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.
1/3/18	1.4	3.3.2 ELICOS Progress Assessment – now stipulates that students who fail after studying 15 weeks at a 10 week level will be asked to show cause.
10/8/18	1.5	Updates according to National Code 2018 and College name change to LTCA.
12/02/19	1.6	Merged separate LTCA Melbourne and Sydney policies into one policy.
31 August 2022	1.7	Updates made to 'at risk' processes Updates made to the student management system currently in use Sentence structures refined.