



Monitoring and Reporting Course Progress Policy & Procedure

Purpose:

Sunshine Coast International College (SCIC) safeguards the integrity of Australia's migration laws by supporting overseas students to complete their course within the required duration and to fulfil their student visa requirements for course progress.

This policy addresses the requirements of Standard 8 of the *National Code of Practice for Providers of Education and Training to Overseas Students 2018* (the National Code 2018).

Policy:

To address requirements of Standard 8 of *National Code of Practice 2018*, SCIC:

- Monitors overseas students' progress for each course which the student is enrolled.
- Ensures the student's expected duration of study specified on their CoE does not exceed the course duration as registered on CRICOS.
- Has a policy and procedure in place to **identify, notify and assist** an overseas student at risk of not meeting course progress requirements, where there is evidence from the overseas students completed assessment tasks, participation in tuition activities or other indicators of academic progress that the student may not achieve satisfactory course progress.
- Has an intervention strategy in place to assist students at risk of not meeting course requirements in sufficient time for students to achieve satisfactory course progress.

This policy outlines requirements for the following:

- a) Responsibilities
- b) Informing students of course progress requirements.
- c) Measuring and recording course progress
- d) Requirements for achieving satisfactory course progress.
- e) Identifying students at risk of unsatisfactory course progress.
- f) Determining the point at which students have failed to meet satisfactory course progress.
- g) Process for assessing and recording course progress.
- h) Intervention strategy to assist overseas students at risk of not meeting course progress.
- i) Reporting unsatisfactory course progress including student right to appeal.
- j) Conditional Successful Appeals.
- k) Allowable extensions of course duration.

Procedure:

a) Responsibilities

- The PEO is responsible for overall design and implementation of SCIC's Course progress monitoring and reporting processes.
- The Academic Manager is responsible for course progress intervention processes for student identified as being in danger of not meeting course progress requirements.
- Student Services is responsible for issuing course progress notifications to students.
- ELICOS teachers are responsible for recording student assessment results and reporting to Student Services students identified as being in danger of not meeting course progress requirements



b) Informing students of course progress requirements

SCIC clearly outlines and informs overseas students before commencement of their obligations to achieve satisfactory course progress in each course level and study period through:

- Course information from the College's website.
- The Student Handbook.
- The terms and conditions agreed to by the student in the Offer Letter & Student Written Agreement.

Further information about satisfactory course progress requirements is also provided to students as part of the Orientation program on their first day at the College.

c) Requirements for achieving satisfactory course progress.

The following are the requirements to achieve satisfactory course progress:

- For ELICOS courses, a 'study period' is defined as the 12-week cycle of each level of the General English course or the 12 weeks duration of ELICOS courses other than General English.
- To achieve satisfactory course progress in a study period, an ELICOS student must:
 - General English (CRICOS Course Code: 078701D): Achieve a score of at least 70% in at least five out of 12 weekly assessments tasks. Assessment tasks include:
 - Weekly unit test in weeks 1,2,4,5,7,8,10 and 11
 - Progress tests in weeks 3,6,9 and 12
 - Cambridge CAE Examination Preparation (CRICOS Course Code: 0101272): achieve at least 70% in two CAE mock examinations
 - EAP (CRICOS Course Code: 104575G): Achieve a score of at least 70% in at least five out of 12 weekly assessments tasks
 - IELTS Target 6 & 7 (CRICOS Course Code: 078702C): Achieve a score of at least 70% in at least five out of 12 weekly assessments tasks.

d) Identifying students at risk of unsatisfactory course progress

- An ELICOS student is considered to be at risk of unsatisfactory course progress when:
 - General English (CRICOS Course Code: 078701D) Achieve a score of less than 70% in four or five weekly assessments in any GE course level
 - Cambridge CAE Examination Preparation (CRICOS Course Code: 0101272): achieve less than 70% in one or two CAE mock examinations.
 - EAP (CRICOS Course Code: 104575G): Achieve less than 60% in four or five weekly assessments in any EAP course level
 - IELTS Target 6 & 7 (CRICOS Course Code: 078702C) achieve less than 70% in four or five weekly examinations.

e) Points at which the student has failed to meet satisfactory course progress.

- An ELICOS student failed to achieve satisfactory course progress when:
 - General English (CRICOS Course Code: 078701D): the student has achieved a score of less than 70% in seven or more weekly assessments in any GE course level.
 - Cambridge CAE Examination Preparation (CRICOS Course Code: 0101272): the student has achieved less than 70% in three consecutive CAE mock examinations (weeks 4, 8 and 11).
 - EAP (CRICOS Course Code: 078704A): the student has achieved less than 60% in five or more weekly assessments in any EAP course level.
 - IELTS Target 6 & 7 (CRICOS Course Code: 078702C) the student achieves less than 70% in five or more weekly examinations.

f) Process for recording course progress

A student's course progress is measured using their performance in scheduled assessments.

Scheduled assessment consists of the following:

- General English: eight weekly unit assessments (weeks 1,2,4,5,7,8,10 and c11) and four progress tests (weeks 3,6,9 and 12) during any 12-week level/ cycle
- EAP: Weekly assessments
- Cambridge C1 Advanced: scheduled CAE mock examinations (weeks 3,6,9 and 12)
- IELTS Target 6 & 7: 8 weekly 'skill + language' tests (weeks 1,2,4,5,7,8,10 and c11) and four full tests (weeks 3,6,9 and 12).
- The following system is used to measure assessment achievement:
 - a score of 70% or higher = Achieved (A)
 - a score of below 70% - Not Achieved (NA)
 - not present for the assessment (NP)
- Teachers record results in individual Student Academic Records stored on the college's SharePoint

g) Intervention Strategy to identify and offer support to those students at risk of not meeting course progress requirements.

SCIC's intervention strategy is designed to **identify, notify, and assist** students at risk of not meeting course progress requirements in sufficient time to achieve satisfactory course progress.

The aim of intervention is not to be punitive but a positive identification of underlying reasons and solutions to overcome student lack of course progress.

Identify:

- On the day of recording assessment results in student academic records on the college's SharePoint, teachers notify Student Services via email of Students who have demonstrated for the first time:
 - Four NA, NP or any combination of five NA and NP
 - Five NA, NP or any combination of five NA and NP
 - Six NA, NP or any combination of six NA and NP

Notify:

- Student Services notifies students via email who are identified as being at risk of unsatisfactory course progress at the following points:

First Warning Letter - Course Progress:

- the student has demonstrated for the first time four NA, NP or any combination of five NA and NP
- The notification instructs the student to seek assistance from SCIC by contacting Student Services to arrange for an appointment to address the course progress/ attendance issues.

- *Final Warning Letter - Course Progress:*

- the student has demonstrated for the first time five NA, NP or any combination of five NA and NP
- The notification instructs the student to seek assistance from SCIC by contacting Student Services to arrange for an appointment to address the course progress/ attendance issues.

Assist:

- The *Intervention Support Plan* (in the form of a hard copy document) is completed in writing and in joint agreement by both parties, the student, and Academic Manager.
- Intervention meetings are generally managed by the Academic Manager and normally consist of the following:
- Identifying the reason underlying poor course progress including but not limited to:
 - Why students have received unsatisfactory outcomes in their assessments and what support may be offered.
 - Identification of compelling or compassionate circumstances (refer to Appendix 1 Compassionate or Compelling Circumstances considerations).
 - Illness
 - Issues with adjusting to Australian life
 - Part time work in Australia is impacting on the student's attendance and course progress.
 - Any other reason including social issues
 - Possible support actions include but are not limited to:
 - Arranging individual sessions with the class teacher for the student to catch up on missed work at an additional cost to the student
 - Assigning additional study for the student to undertake, to study missed class-work and incomplete assessments
 - Identify required support services as per issues raised
 - Referring students to external counselling services.

Monitoring students:

- Students will be monitored by the classroom teacher throughout the agreed terms of the Intervention Plan which includes scheduled meetings as controls.
- Teachers may report progress developments to the Academic Manager when necessary.
- The Academic Manager and teacher will undertake positive action and support for the at-risk student to assist with satisfactory course progress targets.
- If the student still does not achieve satisfactory course progress through intervention, the student will be reported on PRISMS for unsatisfactory course progress.

h) Reporting unsatisfactory course progress including student right to appeal.

SCIC complies with the requirements to report unsatisfactory course progress as follows:

- Where SCIC has assessed an overseas student as not meeting course progress requirements after sending warning letters and implementing an intervention strategy, the student is sent the written notice, *Intention to Report – Unsatisfactory Course Progress* via email which:
 - Notifies the overseas student that SCIC intends to report the overseas student for unsatisfactory course progress.
 - Informs the overseas student of the reasons for the intention to report.
 - Advises the student of their right to access the College's complaints and appeals process, in accordance with Standard 10 (Complaints and Appeals) within 20 working days of the date of the notification.
- SCIC will only report unsatisfactory course progress in PRISMS in accordance with section 19(2) of the ESOS Act if:
 - The internal and external complaints processes have been completed, and the decision or the recommendation supports SCIC, or
 - The overseas student has chosen not to access the internal complaints and appeals processes within the 20-working day period, or



- The overseas student has chosen not to access the external complaints and appeals process, or
- The overseas student withdraws from the internal or external appeals processes by notifying SCIC in writing.
- SCIC informs the student via email that they have been reported for unsatisfactory course progress by sending the *Notification of Reporting - Unsatisfactory Course Progress* notification.

i) Conditional Successful Appeals

SCIC may grant a student a successful outcome of the appeal made against an intention to report with the condition of maintaining satisfactory course progress in line with the agreed intervention support plan. Conditional successful appeals might be granted in the following conditions:

- It is possible for the student to keep up with the course progress within the remaining time of his/her enrolment, through attending extra class hours; and
- The student has genuine intention to keep up with the course progress and finish the course within expected duration.

If a student cannot satisfy the condition of maintaining satisfactory course progress in line with the intervention plan within a specified time, the student will be reported to the Department of Home Affairs without further warning letters.

j) Allowable extensions of course duration

SCIC will not extend the duration of the overseas student's enrolment if the overseas student is unable to complete the course within expected duration, unless:

- there are compassionate or compelling circumstances, as assessed by SCIC based on demonstrable evidence (refer to Appendix 1 Compassionate or Compelling Circumstances considerations).
- SCIC has implemented, or is in the process of implementing, an intervention strategy for the overseas student because the overseas student is at risk of not meeting course progress requirements, or
- an approved deferral or suspension of the overseas student enrolment has occurred under Standard 9 (deferring, suspending, or cancelling a student's enrolment) of the National Code 2018.

If SCIC extends the duration of the student's enrolment, SCIC advises the student to contact DHA to seek advice on any potential impacts to their visa, including the need to obtain a new visa.

Pro-forma and supporting documentation.

- Student Academic Record
- First warning letter - Course Progress
- Final Warning letter - Course Progress
- Intention to report - Unsatisfactory Course Progress
- Notification of Reporting - Unsatisfactory Course Progress
- Intervention Plan template
- Complaints & Appeals Policy & Procedure



Version Control:

Title	Monitoring and Reporting Course Progress Policy & Procedure			
Description	Describes processes used by SCIC to meet Standard 8 requirements – course progress			
Created By	Unknown			
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Version Number	Modified By	Modifications Made	Date Modified	Status
v1.0		Created		
v2.0	Unknown	Updated to reflect course documentation	Sept. 2017	
v3.0	Joe Lynch	Updated to clearly describe identify, notify and assist procedures	14.02.2024	
v4.0	Joe Lynch	Updated to identify test score benchmarks	22.04.2024	
v5.0	Joe Lynch	Updated to include information about compassionate/ compelling considerations	03.05.2024	
v5.1	Joe Lynch	Update minor typos	13.06.2024	
v5.2	Joe Lynch	Update to course progress warning letter issuance trigger points	16.12.2024	
V6.0	Joe Lynch	Include IELTS Target 6 & 7: point deemed at risk and not meeting course progress requirements	01.09.2025	
v7.0	Joe Lynch	Update point at which students have demonstrated unsatisfactory course progress	17.11.2025	Current



Appendix 1

Compassionate or Compelling Circumstances Considerations

SCIC considers whether compassionate or compelling circumstances exist in a limited number of circumstances relating to an overseas student's enrolment including:

- A request to transfer to another provider (National Code 2017, Standard 7)
- SCIC has determined that the students had not demonstrated satisfactory attendance or course progress and intends to report the student for breach of their student visa conditions (National Code 2017, Standard 8)
- A request to defer or suspend studies (National Code 2017, Standard 9).

SCIC follows guidance about compassionate or compelling circumstances from the two government sources below:

- The Commonwealth Ombudsman's fact sheet, *Assessing Compassionate or Compelling Circumstances, June 2023* available at: https://www.ombudsman.gov.au/_data/assets/pdf_file/0030/298911/OSO-providers_Assessing-Compassionate-or-Compelling-Circumstances-A2297580.pdf
- The Commonwealth Department of Education's factsheets, Standard 7 to 9 available at: <https://www.education.gov.au/esos-framework/national-code-practice-providers-education-and-training-overseas-students-2018>

What is meant by compassionate or compelling?

- Neither term is defined in relevant legislation, therefore, SCIC considers the normal meanings of these two words as suggested by the Commonwealth Ombudsman:
 - **Compassionate circumstances:** *circumstances that produce a feeling of sympathy for the student's troubles.*
 - **Compelling circumstances:** *circumstances that are powerfully convincing.*
- SCIC also considers compassionate or compelling circumstances are generally those beyond the control of the student and which have an impact upon the overseas student's course attendance, course progress or wellbeing. These could include, but are not limited to:
 - Serious illness or injury
 - Bereavement of close family members such as parents or grandparents (where possible a death certificate should be provided).
 - Major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on the overseas student's studies; or
 - A traumatic experience, which could include:
 - Involvement in, or witnessing of a serious accident
 - Witnessing or being the victim of a serious crime, and this has impacted on the overseas student (these cases should be supported by police or psychologists' reports)
- When determining if compassionate or compelling circumstances exists, SCIC only requires the circumstances to be assessed as either compassionate or compelling.
- SCIC does not require a student to demonstrate their circumstances are both compassionate or compelling while also taking into consideration that some circumstances may naturally meet both definitions.



Supporting documentation:

- SCIC always needs to be in a position to substantiate a decision to accept a student's claim of compassionate or compelling circumstances. This means that SCIC needs to be able to provide evidence to support and justify the decision that it has made.
- SCIC follows the guidance of the Federal Department of Education (National Code Factsheets for Standards 7-9) with regard to the need for the student to present documentary evidence to support their claim of compassionate or compelling circumstances which states:
 - *When determining whether compassionate or compelling circumstances exist, registered providers should consider documentary evidence provided to support the claim, and*
 - *should keep copies of these documents in the overseas student's file.*
- SCIC will always request supporting documentation from a student who wishes to make a claim of compassionate or compelling circumstances.
- Generally, SCIC will not determine that compassionate or competing circumstances exist based solely on written statements presented by students (usually on the Student Appeal Form when citing compassionate or compelling circumstances as the reason for contesting a decision named by SCIC).

The nature of supporting evidence

- SCIC will always request a student to submit a claim of compassionate or compelling circumstances in writing. Generally, this written claim will be part of SCIC's Appeals processes and will use the Student Appeal Form to record in writing details of the student's claim to compassionate or compelling circumstances.
- SCIC will also accept other mechanisms to submit a claim of compassionate or compelling circumstances, for example, via email.
- SCIC will always request supporting evidence from a student to support their claim of compassionate or compelling circumstances.
- SCIC will not impose overly onerous requirements for the amount or type of evidence students must provide to support their claim, however, the evidence presented must clearly support the written compassionate or compelling claim made by the student.

Medical certificates

- Medical certificates are often presented by students who wish to make a compassionate or compelling circumstances claim.
- SCIC does not expect applying students to present medical evidence from specialists; SCIC is satisfied by medical evidence issued by General Practitioners.
- SCIC will always accept a medical practitioner's professional opinion provide in written medical evidence.
- SCIC reserves the right to verify a medical certificate presented by a student: This usually takes the form of making contact with the medical practitioner's practice/ location in writing.
- Medical evidence does not need to specify a specific medical condition; however, it must meet the following requirements:
 - To address unsatisfactory course progress: It must state that that the medical condition negatively affects the student's ability to meet academic progress requirements.
 - To address unsatisfactory attendance: It must specify the time period (for example, from date to date) for which the student was unable/ unfit to attend their studies.