

Course Progress

Monitoring and Intervention Policy

Scope

This policy applies to all staff and students of Kaplan International Languages National Provider schools (hereby referred to as “the School” or “schools”), as follows:

- Kaplan International English (Australia) Pty Ltd (ABN 31 003 631 043) is trading as *Kaplan International Languages*.
 - Melbourne – Docklands Dr
 - Sydney - Goulburn St
 - Adelaide – Grenfell St
 - Perth - Hay St
 - Brisbane – Ann St

Purpose

This policy is in place to ensure that staff and students are aware of their responsibilities concerning course progress and completion within expected course duration. The School monitors students' course progress to identify, intervene and offer appropriate academic support to those at risk of not meeting satisfactory course progress in their respected study period.

Policy Statement

This policy defines the requirements for students to achieve satisfactory academic progression in their course of study and the subsequent processes for those failing to meet such requirements.

The School offers a range of services to support students through their studies, so they are able to complete their course within the expected duration.

In order to ensure satisfactory student course progress, the School records and monitors course progress for each course for which the student is enrolled. Course progress is

assessed throughout the enrolment or study period, whichever is the shorter. For the purposes of this policy, a study period is the course duration as outlined in the student's Confirmation of Enrolment (CoE).

In order for a student to be making satisfactory course progress, a student is required to take KITE (online adaptive testing) or other forms of summative test every 5 weeks in any enrolment or study period. The minimum requirements can be met by achieving one or more of the following:

- attaining scores higher than the previous KITE results
- attaining a minimum of 65% or more in summative assessments in English for Academic Purposes courses
- attaining a minimum of 70% in daily formative assessment over a ten (10) week period according to the judgment of the teachers.

Successful completion of the above requirements is always conferred at the discretion of the Director of Studies and/or the Regional Director of Academic.

All students are monitored with a study plan initiated for individual students at risk of unsatisfactory course progress.

Students are reported to the Department of Education and the Department of Home Affairs via PRISMS if they have not demonstrated satisfactory course progress over two successive ten (10) weeks study periods.

The action and intervention plan for students failing to meet minimum progression standards is followed in accordance with the stages listed below. Procedural matters for each stage are described in the *Academic Progress Procedures*.

Stage 1: Identification and informing of Students At-Risk (Undertaken by the teacher)

Stage 2: Intervention (Undertaken by the Director of Studies)

Stage 3: Reporting students for failure to meet satisfactory progression (notification to report stage – end of two consecutive ten (10) weeks study periods of being at risk and intervention)

Stage 4: Student reported via PRISMs (once stage 3 has been completed)

Definitions

Study period – for the purpose of this policy, a study period is defined as the course duration, as outlined in the student's Confirmation of Enrolment (CoE).

K+Learning Clubs – includes K+ Learning clubs are teacher-led clubs where students can practice language skills.

K+ Online - is part of our online learning portal where students can track their grades, search the grammar catalogue and receive instant feedback on online activities, games and quizzes

KITE – stands for Kaplan International Tools for English and is a cloud-based, adaptive English language assessment system to determine students' level, skills needed to improve and track individual progress over the students' enrolment or the study period.

CLASS – Student Management System used by Kaplan International Languages.

Salesforce/LaserFiche Content management system where students' documents are stored.

Guiding Procedures

Overview – Course Progress Monitoring

These guiding procedures relate to the School's *Course Progress Monitoring and Intervention Policy*.

Identifying, managing and reporting students who fail to achieve satisfactory academic progress occurs at the end of two (2) consecutive 10 weeks study periods.

The School keeps academic progress records for each course for all students who are enrolled in courses delivered by the School. These records show in a progressive manner the course progress for each student in each level of the course in which the student is enrolled. Individual course progress details for each student are maintained on the KITE student database.

Process for assessing and monitoring satisfactory course progress

The School has procedures in place to help students meet their course progress requirements. These are as follows:

Assessment Tasks:

- Summative Assessment tasks are ongoing throughout the course of study. Students receive ongoing feedback about their course progress through these

assessment tasks and through formative assessment in class.

- In the first instance, it is the responsibility of individual teachers to monitor the on-going progress of students within their classes and to intervene in a timely and appropriate manner where they feel that the student is at risk of not making satisfactory course progress in the normal course of their contractual and professional responsibilities as a teacher. These interventions are to be documented via the Student Progress Report, notes in CLASS, email records.
- Teachers can provide opportunities for students to undertake further assessment tasks, attend “K-plus” sessions, submit extra homework tasks and provide extra opportunities to show improved performance in classroom environment if they have not completed assessments successfully within the study period. Such opportunities are provided as Stage 1 intervention strategies.

Recording of Results:

- CLASS is used to record the results/course progress of students which is generated for each 5 weeks of their study. The teachers who are responsible for delivering the course in each study period are provided with access to CLASS for recording student progress results at the commencement of each study period by the Director of Studies.
- The teachers are responsible for updating the assessment results in CLASS for each summative assessment completed. If a student does not attend the assessment, that should be indicated in CLASS as an absent session. At the end of each 5 week period, all results for that period are finalised after review by the Director of Studies, or their nominee, to ensure that all students have a result that can be entered and recorded in CLASS. According to these results also, the teachers must make a clear academic decision on who to promote to the next English language level, and who may have to continue in the current level.
- Course progress records will be kept in CLASS and KITE.

Identification/Monitoring of Students who are at risk with regards to course progress

- During the study period, teachers are responsible for giving students feedback about their course progress, and for implementing any appropriate Stage 1 intervention strategies. They should also refer any students that they have identified as being at risk of not meeting course progress requirements to the Director of Studies for counselling as per Intervention Strategy (Stage 2 – see below).

Note that students with an enrolment period of 10 weeks or fewer will be monitored for being at risk of not meeting course progress at the mid- program formative/summative assessment in week 5.

- At the end of each study period, after the student results are entered into the database, a report is generated which identifies students who are achieving summative and formative assessment results below the pass percentage.

- The Director of Studies review these reports to identify students who may be at risk with regards to their course progress. These reports are ready for review by the second week of the next study period.
- Students who are identified as being at risk with regards to their course progress are informed by email/phone contact that they are to attend a Course Progress review with the Director of Studies. At this meeting, course progress counselling notes which identify the reasons for the lack of course progress, and any intervention strategies that are agreed to are clearly and thoroughly taken and recorded. The notes are recorded in CLASS, in the Notes section (Stage 2 Intervention).
- The Director of Studies advises those students who have not made satisfactory academic course progress during the study period and of any necessity to repeat that course requirements.
- Students who have not passed an assessment in a course for the second time may only repeat the course after attending a review session with the Director of Studies. At this review session, an intervention strategy for the course to address the reasons for the student being deemed having not met requirements for a second time would be identified.

Any counselling and intervention strategies identified and undertaken are recorded in Notes on CLASS. Hard copy versions of the review notes are kept in the student file and are uploaded onto Salesforce/LaserFiche.

Intervention strategies for students at risk of not making satisfactory course progress

The intervention strategy or strategies identified could include:

Stage 1 - Undertaken by the Teacher

- Attendance at nominated K-plus sessions.
- Resubmission of assessment task
- Alternative re-submission dates identified
- Further opportunities for practical demonstration of achievement identified
- Review of work groups for students if appropriate
- Referral to the Director of Studies or nominated staff member within the academic area

Stage 2 – Undertaken by Director of Studies

- the need to repeat courses
- the need to re-submit an assessment task
- further attendance at K-plus sessions
- advice regarding study skills
- a review of groups and teams that the student is working with could be undertaken
- agreement of a revised study plan
- placement in a course more appropriate to the student's abilities
- access to academic support classes, for example K-plus sessions
- referral to external personal guidance and/or counselling, (such as Employment

Intention to report a student for not making satisfactory course progress

A student will be defined as not making satisfactory course progress if:

- they have not responded as required to the intervention strategies identified for them in their review session for being at risk of not maintaining satisfactory course progress and/or
- they are deemed to have not passed 50% or more of the summative and formative assessments attempted in the following study period

In this situation, the student is informed by the School in writing of their intention to report the student for not achieving satisfactory course progress (*Intention to Report Letter-Course Progress*).

The written notice will inform the student that he/she will have twenty (20) working days to access the School's complaints and appeals process.

The School will notify the Department of Education and the Department of Home Affairs through PRISMS of the student not achieving satisfactory course progress where:

- the student does not access the complaints and appeals processes within the specified period or
- the student withdraws from the process or
- the complaints and appeals process is completed and results in a decision in favour of the School.

Staff Training

Internal, on the job training will be delivered to all staff to ensure they have an understanding of this procedure.

Responsibilities

Responsible for recording, monitoring, counselling and reporting on course progress:

- Teachers
- Director of Studies
- Student Services
- Admissions staff

The Academic Director will ensure that staff consistently comply with this procedure and all

applicable regulatory and legislative requirements.

Quality Assurance

The Regional Director of Academic will conduct an internal audit at least annually to confirm that:

- all staff consistently comply with this procedure and all applicable regulatory and legislative requirements including the ESOS Act; and
- the procedure complies with all applicable regulatory and legislative requirements including the ESOS Act.

Enquiries

Any enquiries about this policy, should be sent via email to StudentServicesAUS@kaplan.com or contact Student Support Services via Reception.

Complaints and Appeals

Students who are dissatisfied with the application of this policy by the School may refer to the School's "Grievances, Complaints and Appeals Policy". The Australian version is currently available at :<https://www.kaplan.edu.au/kaplan-international-languages/> or information regarding their options. This policy and the right to make complaints and seek appeals of decisions and actions under various processes does not affect the rights of the student to take action under the Australian Consumer Law if the Australian Consumer Law applies.

Relevant Legislation

- The Education Services for Overseas Students Act (ESOS Act)
- The National Code of Practice for Providers of Education and Training to Overseas Students 2018
- Education Services for Overseas Students Regulations 2019
- ELICOS Standards 2018
- Department of Home Affairs (DoHA) Student Visa Regulations

Related Policies and Documents

This policy should be used in conjunction with the following:

- Individual student reports
- Counselling notes including details of intervention strategies/records/email correspondence/contact logs, medical certificate
- Intention to report letter – course progress
- Terms and Conditions of Enrolment
- Grievances, Complaints and Appeals Policy
- Deferral, Suspension or Cancellation Policy
- Student Record Management Policy

Version Control and Accountable Officers

It is the joint responsibility of the Implementation Officer and Responsible Officers to ensure compliance with this policy.

Policy Category	Academic			
Responsible Officers	Regional Director of Academic			
Implementation Officer(s)	Director(s) of Studies			
Review Date	January 2023			
Approved by:				
Policy Committee				
Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
2.0	Kaplan Australia Quality, Regulations and Standards Team in collaboration with the KIL Academic Team.	Revised policy.	23.01.2020	30.01.2020
2.1	Quality, Regulations and Standards Team	Immaterial changes to locations and website under one provider	14.06.2022	14.06.2022
2.2	Quality, Regulations and Standards Team	Immaterial changes to one provider and weblink	21.10.2022	28.10.2022