

Course Progress monitoring and reporting for ELICOS providers



English Australia Webinar

27 August 2015

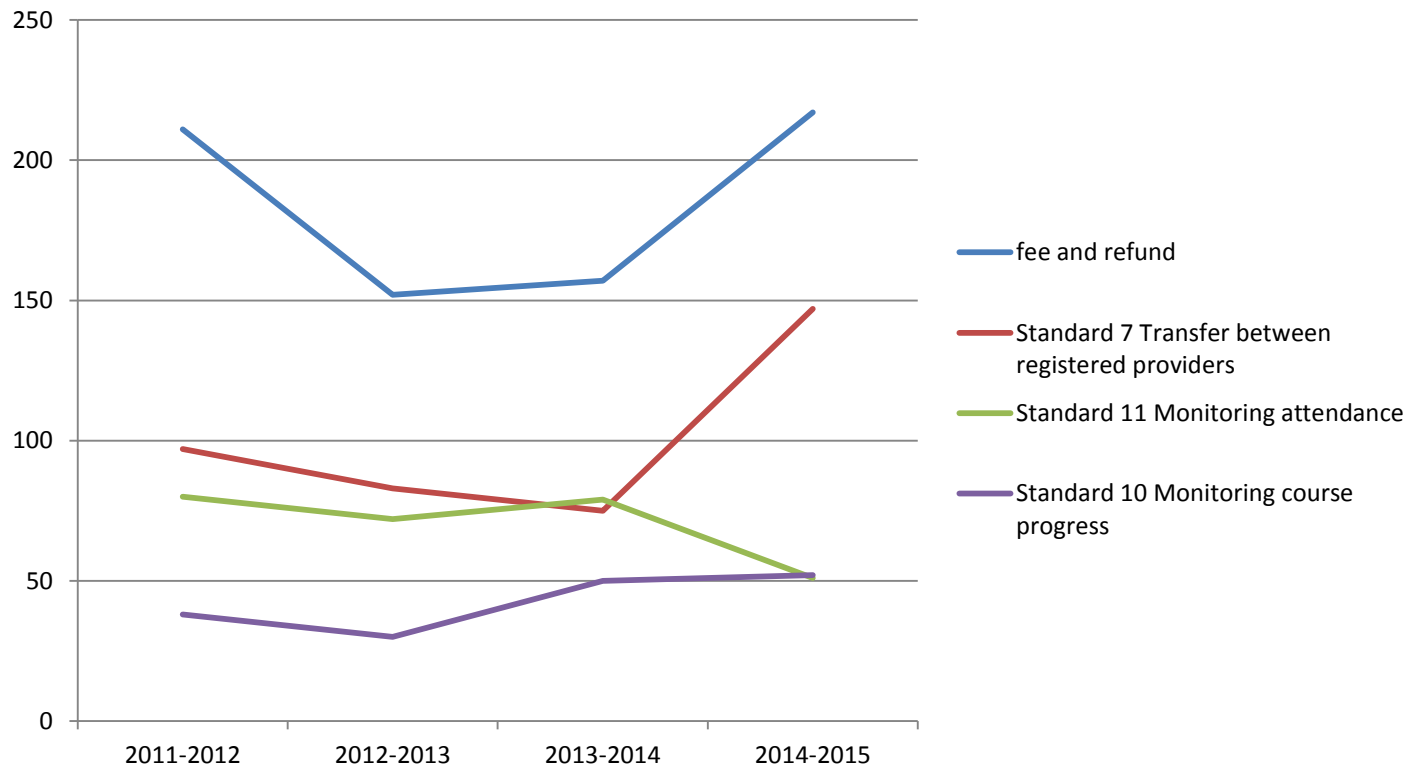




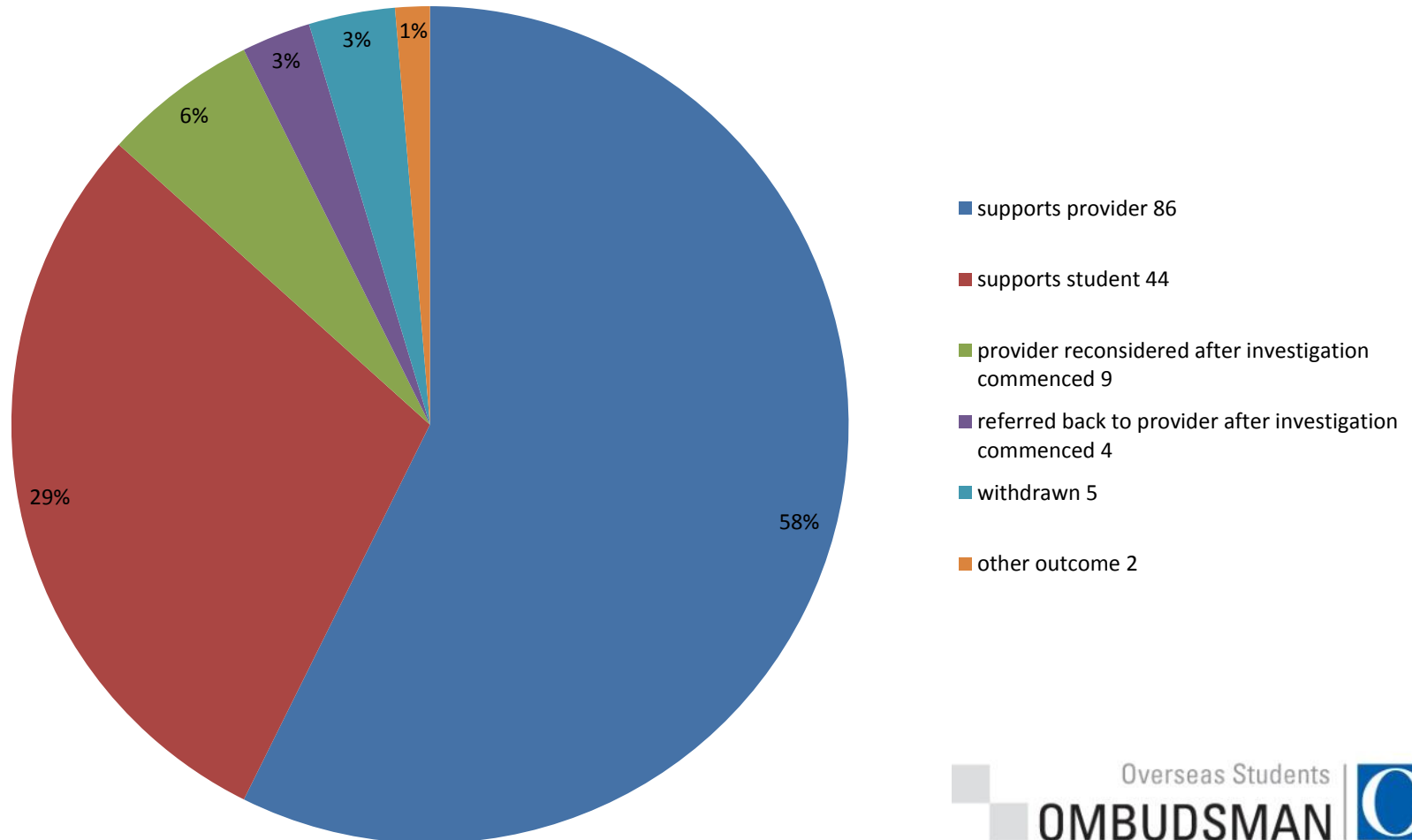
Overseas Students Ombudsman

- We investigate complaints and external appeals from intending, current and former overseas students about private education providers with reference to the ESOS Act and National Code
- We help education providers improve their internal complaints and appeals processes
- We report on trends and systemic issues we see through our complaints investigations

Top 4 complaint issues (average across all sectors)



Outcomes for Standard 10 course progress appeals (no ELICOS)





Top four complaint issues for ELICOS

- Standard 11 - Attendance external appeals
- Standard 3 - Refunds and fee disputes
- Standard 7 - Provider transfers
- Standard 4 - Education agents

- ELICOS = 0 Standard 10 course progress external appeals



Issues Paper & Student Fact Sheet

- On 29 May 2015, the OSO published:
 - an issues paper on course progress and attendance
 - a fact sheet for students

www.oso.gov.au/publications-and-media/



Course Progress

- Best practice:
 - Having a course progress policy that clearly defines
 - satisfactory course progress
 - when the student is deemed to be ‘at risk of not meeting satisfactory course progress’
 - unsatisfactory course progress
 - The course progress policy includes an intervention strategy, designed to assist students to improve to satisfactory levels



Course Progress

- Best practice:
 - The intervention strategy is implemented as soon as the student is identified as being 'at risk' of failing to meet satisfactory course progress
 - Once the student is assessed as having failed to meet satisfactory course progress, the provider sends the notice of intention to report with internal appeal rights
 - If the student lodges an internal appeal and is unsuccessful, the provider advises external appeal rights and does not report until this process is complete



Course Progress

- Poor practice:
 - Provider's course progress policy does not define satisfactory and unsatisfactory course progress
 - Policy does not state the point at which the student will be deemed to have failed or applies a different standard
 - Failing to implement an intervention strategy at all; implementing one that is not meaningful; implementing it too late or; 'cancelling' it mid-way



Course Progress

- Poor practice:
 - Failing to report the student after they fail to meet course progress (after the intervention strategy has been implemented)
 - Sending the notice of intent to report to the wrong address
 - Failing to the give the student appeal rights before reporting the student
 - Reporting the student on different grounds in PRISMS



Reporting students for poor course progress

- We tell providers they can report when we decide:
 - the student has failed to meet satisfactory course progress and
 - the provider has complied with Std 10 & its course progress policy
- You can report on the same CoE more than once on different grounds e.g. course progress, attendance, non-payment fees
- The first report cancels the CoE but PRISMS will still let you report on that cancelled CoE on another ground as well



Case study A

- A small ELICOS provider with courses of 5 or 10 weeks' duration.
- At the start of the course students are given a 'teacher's expectations' document, outlining the expectations for participating in, making progress and achieving the course. This is used for the first lesson on 'successful study'.
- Teachers monitor and report on problems early so students can be counselled by Director of Studies.



Case study A

- Student progress is discussed during level meetings and strategies are suggested for students not making progress.
- Students have in-class interviews with their teacher every 4 weeks to discuss their progress.
- If the student is not making 'satisfactory progress' the teachers recommended a course of action and this is recorded in the student's record.
- The teacher also completes a short form outlining the required action for the student's reference.



Case study C

- A large ELICOS provider attached to a university offering Direct Entry Programs, preparation for the Cambridge EL assessment exams and some General English.
- The college conducts regular assessment tasks based on the course requirements.
- A critical time period is identified for each course where students must have achieved certain levels of competency.
- Assessment procedures and tasks are discussed with staff in the university's TESOL faculty.



Case study C

- Student progress is tracked on a database.
- Students are given extra support if required, although challenging with the need to move on to the next topic.
- Individual students are assigned a teacher as a ‘case manager’, to monitor their progress in response to the intervention.
- If students are having considerable trouble achieving satisfactory progress, if the student is not seen to be ‘applying themselves’, they meet with the Educational manager to draw up a one-page ‘learning contract’.



Case study C

- In the first section, the student's learning goals/objectives are identified and written down.
- In the second section, appropriate actions for students to take are identified (e.g. come to class, focusing during class).
- A suggested course of action in terms of academic study can also be outlined (e.g. academic writing practice in learning centre).
- These actions are non-negotiable once they have been discussed, agreed and written in the learning contract.



Case study C

- The learning contract is signed by the student and the manager.
- The class teacher is informed of the learning contract content and the educational manager/student support officer keep in touch with the teacher regarding student compliance with it.
- These contracts have proved to be very helpful for ensuring the student focuses on their studies.
- The college reports that learning contracts only work if there are clear goals and the contract is not used as a punishment.



Questions?

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