Navitas English Monitoring, Recording and Assessment of Course Progress Policy and Procedure

Navitas Pty Ltd
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Document

Document Name	Monitoring, Recording and Assessment of Course Progress Policy and Procedure
Brief Description	This Policy outlines how Navitas English ELICOS students are monitored and assessed on course progress and how this is recorded and reported
Responsibility	Director, Centre Operations (or equivalent)
Initial Issue Date	05/03/2006

Version Control

Issue Date:	Summary of Changes	Review Date
05/03/2006	First issue Previous IP 8.2 ETP Certification is now IP 8.3.	
01/07/2007	Logo update	01/07/2009
10/03/2010	DES Audit Rectification Item of Std 10.2	10/03/2011
1/07/2010	DES Audit Rectification Item of Std 10.4, 10.5	1/07/2012
11/02/2011	Amendment of Information	30/07/11
10/03/2011	Addition of ETP in Definition section; Change on number in name of document to 06.01	10/03/2013
20/09/2011	Amendment of Information	20/09/2013
27/02/2014	Revised and reissued	27/02/2016
29/11/17	Revised in alignment with 2018 ELICOS Standards	29/11/19
23/06/19	Revised to bring about further alignment with ELICOS Standards 2018	23/06/21
21/05/2021	Revised to account for return to singular General English course	21/05/2023
7/2/2022	Revised to include Academic English 4	7/2/2024
30/11/2023	Revised to extend General English and IELTS Preparation period for reporting from 20 weeks to 25 weeks	30/11/2025

1. Purpose and Scope

As per the requirements of the *ELICOS Standards 2018, Standard P4 – Assessment of ELICOS Students* this document provides guidelines for:

a) Formative and summative assessment for all Navitas English courses:

   (i)   General English

   (ii)   IELTS Preparation

   (iii)   Cambridge Preparation

   (iv)   Academic English 1, 2, 3 and 4

   This document will be updated should any additional courses be introduced at Navitas English through a CRICOS registration process or in the event that an existing course is withdrawn.

b) Clear identification of assessment outcomes as they relate to course progress.

c) Demonstrating that our assessment is valid, reliable, fair, flexible and clearly referenced to criteria c) (i) and c) (ii) of Standard P4.1.

d) Clear and regular reporting on assessment outcomes and progress through Navitas English courses to the student and their parent or guardian, where the student is under the age of 18.

e) Demonstrating that Navitas English provides certificates to each student upon completion (or partial completion) of study and of which include all necessary detail to comply with Standard P4.2.

f) Detailing Navitas English's processes for the continual improvement of student assessment by:

   (i)   Making adjustments based on collection and analysis of feedback from students and other stakeholders as appropriate.

   (ii)   Monitoring appropriateness of assessment for student groups.

   (iii)   Regularly evaluating course outcomes achieved.

2. Formative and summative assessment for Navitas English courses

Navitas English is committed to promoting and ensuring the highest standards of integrity through teaching, learning, monitoring, assessment and academic feedback. Navitas English recognizes the importance of monitoring student progress and being proactive in supporting students to achieve their learning goals.

Course learning outcomes are structured to be achievable and to provide students with scope to develop their language skills and strategies. Assessment of course learning outcomes is an integral part of the teaching and learning cycle, providing a mechanism for students and teachers to measure, review and enhance language development.

In determining relevant and appropriate learning outcomes, Navitas English draws from the following sources:

- the Common European Framework of Reference for Languages – the international standard for describing language ability

- the Global Scale of English – a global standard for scoring English language proficiency

- professionally produced commercial courseware from publishers such as Cambridge University Press and Assessment and Pearson Education

- consultation with students – through surveys, interviews and focus group discussions
- review of literature in industry specific publications – such as English Australia and International Education Association of Australia
- review of current pedagogical practices and approaches through academic publications such as TESOL Quarterly
- review of industry standards as per the National Code, ELICOS Standards 2018 and TEQSA accreditation guidelines

Formative Assessment

Formative assessment consists of informal assessment tasks given to students during the course. It is one of the most important aspects of Navitas English teaching and learning and provides students and teachers with the opportunity to measure, reflect and take action on key learning outcomes.

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by the academic teams to improve their teaching and by students to improve their learning.

Formative assessment tasks can take the form of class activities, homework or practice tests and are designed to:

a) Help students identify their strengths and weaknesses and target areas that need work.

b) Give students practice at assessment tasks that will be used for summative assessment.

c) Provide students with the opportunity to check their understanding of key learning outcomes.

d) Inform the teacher about student uptake of key learning outcomes.

e) Help faculty recognize where students are struggling and address problems immediately.

f) Allow teachers and students to adjust or negotiate the teaching and learning program in response to student need.

Summative Assessment

Summative assessment consists of formal assessment tasks that are course reflective. They measure the level of students' uptake of key learning outcomes and are high-stakes.

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.

Summative assessment tasks can take the form of end of 5-week cycle tests, presentations, assignments, or in-class exams.

For courses with rolling enrolments, for example General English, summative assessments can be provided by weekly progress checks, which provide a formal measure of students' uptake of key learning outcomes with these progress checks tightly mapped to "Can Do" statements. The summative assessments are mostly provided within the commercially produced student textbooks from Cambridge University Press and Assessment and Pearson Education, which form the syllabus, and so the assessment is aligned to the CEFR.

Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

3. General English

General English course overview

General English – CRICOS Code: 0101937	
Levels:	**Study duration to progress to next level:**
Elementary (CEFR A2)	10 -15 weeks (maximum 25 weeks)
Pre-Intermediate (CEFR A2/B1)	10 -15 weeks (maximum 25 weeks)
Intermediate (CEFR B1)	10 -15 weeks (maximum 25 weeks)
Upper-Intermediate (CEFR B1/B2)	10 -15 weeks (maximum 25 weeks)
Advanced (CEFR B2/C1)	10 -15 weeks (maximum 25 weeks)

Requirements to achieve satisfactory course progress

The General English course has weekly intakes of new students whereby day one assessments place them into a level that represents their current English language proficiency and allowing them to learn and progress within that level. Some students may require more weeks than other students in the same level depending on for example, their day one assessment results, their learning abilities, their attendance, and efforts in class. This then in turn determines that students usually take between 10-15 weeks to progress to the next level. Some students may have justifiable reasons to progress slower for which they receive academic counselling as described in this policy.

Students are required to demonstrate communicative competence in 3 of the 4 macro skills (speaking, listening, reading and writing) sufficient for progression to the next highest level after 15 weeks of study at a particular level, both in assessments and participation in interactive classroom activities.

For example, after spending 15 weeks in Elementary (CEFR A2) a student is expected to demonstrate communicative competence at Pre-Intermediate level (CEFR A2/B1) in at least 3 of the following: speaking, listening, reading and writing.

Students who are not able to demonstrate progress on this basis may continue to study in the same level within the first 15-week period and then have a maximum of 10 more weeks to demonstrate communicative competence at the next highest level.

Failure to achieve satisfactory course progress

A student who is unable to demonstrate communicative competence in 3 of the 4 macro skills sufficient for progression to the next highest level after 25 weeks in the same level of General English is considered to have failed to achieve satisfactory course progress. Students are regularly counselled if not progressing when assessed and are provided guidance. They will not be reported for non-compliance if they are able to provide compelling or extenuating circumstances.

Learner outcomes for General English are guided by the CEFR level descriptors and made publicly available here

4. IELTS Preparation

IELTS Preparation course overview

IELTS Preparation – CRICOS Code: 093053F	
Levels:	**Study duration to progress to next level:**
Upper-Intermediate (CEFR B2)	10 – 15 weeks (maximum 25 weeks)*
Advanced (CEFR C1)	10 – 15 weeks (maximum 25 weeks)*

IELTS Preparation (Evening) – CRICOS Code: 084191D	
Levels:	**Study duration to progress to next level:**
Upper-Intermediate (CEFR B2)	10 – 15 weeks (maximum 25 weeks)*
Advanced (CEFR C1)	10 – 15 weeks (maximum 25 weeks)*

*Student may enrol for 27 weeks to include 2 weeks of holiday/course break

Requirements to achieve satisfactory course progress

In practice IELTS tests, students are required to demonstrate an improvement equivalent to half an IELTS band in at least 3 of the 4 skills sections after 15 weeks.

Students who are not able to demonstrate progress on this basis may continue to study in the same level beyond the first 10-week period and then have a maximum of 10 more weeks to demonstrate the required improvement.

Failure to achieve satisfactory course progress

A student who is unable to demonstrate an improvement equivalent to half an IELTS band in at least 3 of the 4 skills sections after 25 weeks in the same level of IELTS Preparation is considered to have failed to achieve satisfactory course progress.

Learner outcomes for IELTS Preparation are guided by the CEFR level descriptors and made publicly available [here](#)

5. Cambridge Preparation

Cambridge Preparation course overview

B1 Preliminary (formerly known as PET) – CRICOS Code: 030816M	
Levels:	**Study duration to progress to next level:**
Intermediate (CEFR B1+)	10-12 weeks (maximum 20-24 weeks)

B2 First (formerly known as FCE) – CRICOS Code: 030815M	

Levels:	Study duration to progress to next level:
Upper Intermediate (CEFR B2)	10-12 weeks (maximum 20-24 weeks)

C1 Advanced (formerly known as CAE) – CRICOS Code: 030817K	
Levels:	Study duration to progress to next level:
Advanced (CEFR C1)	10-12 weeks (maximum 20-24 weeks)

C2 Proficiency (formerly known as CPE) – CRICOS Code: 030818J	
Levels:	Study duration to progress to next level:
Post Advanced (CEFR C2)	10-12 weeks (maximum 20-24 weeks)

Requirements to achieve satisfactory course progress

Students are required to pass at least 3 of the 4 skills sections in the final mock Cambridge test at the end of each course in order to progress to a Navitas English program at the next level.

Students who do not achieve satisfactory course progress on the basis of the above are allowed one full retake of each level of Cambridge preparation.

Failure to achieve satisfactory course progress

A student who is unable to pass at least 3 of the 4 skills sections in the final mock Cambridge test at the end of their second attempt to pass a particular level is considered to have failed to achieve satisfactory course progress.

Learner outcomes for Cambridge Preparation are guided by the CEFR level descriptors and made publicly available here

6. Academic English

Academic English course overview

Academic English 1– CRICOS Code: 077031A	
Levels:	Study duration to progress to next level:
CEFR B1	10 weeks (maximum 20 weeks)

Academic English 2 – CRICOS Code: 077032M	
Levels:	Study duration to progress to next level:
CEFR B1+	10 weeks (maximum 20 weeks)

Academic English 3 – CRICOS Code: 109382J	
Levels:	Study duration to progress to next level:

| CEFR B2 | 10 weeks (maximum 20 weeks) |

Academic English 4 – CRICOS Code: 109383H	
Levels:	**Study duration to progress to next level:**
CEFR B2+ / C1	10 weeks (maximum 20 weeks)

Assessment

Please refer to *Assessment Validation, Standardisation and Moderation Policy for Academic English Courses*.

Requirements to achieve satisfactory course progress

Academic English 1 & 2

Students are required to achieve:

- a minimum of 50% on all written coursework assignments and the Seminar assessment
- a minimum of 50% for the combined total of the Unit A and Unit B examinations for Reading, Writing, Listening and Speaking
- a minimum of 50% in the Participation assessment

Academic English 3

Students are required to achieve:

- an overall total of at least 60%
- a minimum of 55% on all written coursework assignments
- a minimum of 55% for the combined total of spoken coursework assessments
- a minimum of 55% for the combined total of the Unit A and Unit B examinations for Reading and Listening
- a minimum of 55% in the Participation and e-Portfolio assessments

Academic English 4

Students are required to achieve:

- an overall total of at least 60%
- a minimum of 55% on all written coursework assignments
- a minimum of 55% in the integrated examination
- a minimum of 55% for the combined total of spoken coursework assessments
- a minimum of 55% for the Unit B examinations for Reading and Listening
- a minimum of 55% in the Participation and e-Portfolio assessments

Students who do not pass a course on the basis of the above have the opportunity to take either half, or all of the same level of Academic English again and are permitted one full retake.

Note that some Navitas English direct entry partners have their own additional requirements. For further details refer to the list of Direct Entry agreements on the Navitas English website.

Failure to achieve satisfactory course progress

Students are considered to have failed an Academic English course if they are unable to pass according to the criteria detailed above.

Learner outcomes for Academic English are made publicly available can be found here

7. Informing students of the requirements to achieve satisfactory course progress before they commence their course

New students commencing a course at Navitas English are provided information regarding the requirements for achieving satisfactory course progress and attendance in Day 1 Orientation and in the Student Handbook which is emailed to each student shortly before their first day of ther first course. The student handbooks are also available on the Navitas English website.

8. Monitoring and recording students' academic progress during their course

The progress of each student is monitored and recorded for each course in which they are enrolled.

Monitoring of course progress is carried out in the following ways:

   a) Diagnostic testing of students during the first week of the course

   b) Regular formal and informal student assessment. Assessments vary according to the type of course being taken (e.g. practice IELTS skills sections for IELTS Preparation, practice Cambridge skills sections for Cambridge preparation)

   c) On-going teacher observation of students as they undertake learning activities in class

   d) Scheduled formative assessment on student progress towards course objectives

   e) Scheduled summative assessment

Assessment results are recorded by teachers in results spreadsheets prepared by Senior Teachers for each new course and stored on centre networks.

9. Identifying students at risk of not meeting satisfactory course progress or who have failed to make satisfactory course progress

Senior Teachers are responsible for monitoring students' assessment results on an ongoing basis, by checking results spread sheets and receiving regular feedback about students' participation in learning activities from teachers. By doing so they identify students who are at risk of not meeting satisfactory course progress in the following ways according to the type of course:

General English

Not demonstrating communicative competence in 3 of the 4 macro skills sufficient for progression to the next highest level after 15 weeks studying in a level. Navitas English's SMS (eBecas) records the number of weeks at each level for General English students so academic teams know which students have studied 15 weeks at the same level.

IELTS Preparation

Not demonstrating an improvement equivalent to half an IELTS band in at least 3 of the 4 skills sections after 15 weeks.

Cambridge Preparation

Not passing at least 3 of the 4 skills sections in the final mock Cambridge test at the end of a course.

Academic English

Not fulfilling the criteria to pass a level of Academic English according to the criteria outlined in this document on the first attempt.

Senior Teachers identify students who have failed to achieve satisfactory course progress according to the criteria set out in this document in sections 3-6 (refer to the *Failure to achieve satisfactory course progress* section for each type of course).

10. Notifying students identified as being at risk of not meeting satisfactory course progress and implementing intervention strategies to assist with meeting requirements

Students who are identified by the Teacher as being at risk of not achieving satisfactory course progress attend a counselling meeting with a Senior Teacher to:

- Review the reasons why the student has not so far achieved satisfactory course progress.

- Provide academic counselling and implement an intervention strategy to assist the students to achieve satisfactory course progress, which includes the arrangement of weekly meetings with their teacher to review progress.

- Receive a Warning for Unsatisfactory Course Progress Letter if upon being counselled, there is no justifiable reason for the student not to have progressed (also sent by email).

- Remind the students about the requirements for achieving satisfactory course progress, and the consequence of not doing so within the maximum study period for the course (as outlined in sections 3-6 in this document).

Students on intervention strategies who have still not demonstrated satisfactory course progress after 5 more weeks attend a subsequent counselling meeting with a Senior Teacher to:

- Review the reasons why the student has not so far achieved satisfactory course progress.

- Review the intervention strategy and if necessary suggest alternative strategies to meet the student's needs for improving course progress.

11. Notifying students identified as not meeting satisfactory course progress of Navitas English's intention to report them to immigration and advising them of the complaints and appeals process

Students who are identified as having failed to achieve satisfactory course progress, as per the criteria outlined in in sections 3-6 in this document:

- Receive a Notification of Intent to Report letter advising of Navitas English's intent to report the student to the Department of Home Affairs through the Provider Registration and International Student Management System (PRISMS) for unsatisfactory course progress.

The sending of the Notification of Intent to Report letter to the student must be done as soon as practicable.

- Are invited to attend a counselling meeting with the Centre Manager & Director of Studies or a Senior Teacher whereby the student is informed of the reasons for Navitas English's intent to report them and reminded about Navitas English's Complaints and Appeals Policy and Procedure, and that they have 20 working days within which to lodge an internal appeal.

12. Implementing the appeals process

Students who have received a Notification of Intent to Report letter on the grounds of not achieving satisfactory course progress may appeal if they are able to demonstrate extenuating circumstances, including:

- Documented medical or allied health reasons which interfered with the student's ability to achieve satisfactory course progress.
- Compassionate reasons or exceptional circumstances beyond the student's control which interfered with the student's ability to achieve satisfactory course progress.

For further details regarding the internal and external appeals processes refer to Navitas English's *Policy and Procedure – Complaints and Appeals for International Students*.

13. Reporting students who have failed to meet satisfactory course progress

Navitas English will notify the Department of Home Affairs through the Provider Registration and International Student Management System (PRISMS) of a student not achieving satisfactory course progress if:

- The student does not access the complaints and appeals process within the allotted time period.
- The student accesses the complaints and appeals process and the result of the process supports Navitas English.

14. Responsibilities

Admissions are responsible for:

- Issuing enrolment documentation containing information about Navitas English's requirements for achieving satisfactory course progress.

Centre Managers & Directors of Studies are responsible for:

- Managing the monitoring of progress of international students at their centres, through their Senior Teachers.
- Supervising the implementation of the internal appeals processes.

Senior Teachers are responsible for:

- Creating results spreadsheets for recording assessment results for each class at their centre and recording how many weeks students have studied.
- Monitoring student progress on an ongoing basis.

- Identifying students at risk of not achieving satisfactory course progress.
- Identifying students who have not achieved satisfactory course progress, informing them of this, and implement intervention strategies.
- Advising students who have failed to achieve satisfactory course progress of the appeals processes (internal and external).

Teachers are responsible for:
- Monitoring the progress if their students and proactively reporting this to Senior Teachers.
- Recording assessment results in results spreadsheets prepared by Senior Teachers.
- Providing students identified as at risk of not achieving satisfactory course progress with support.

Student Services are responsible for:
- Issuing students identified as being at risk of not achieving satisfactory course progress with warning letters.
- Issuing students identified as having not achieved satisfactory course progress with Notification of Intent to Report letters.

Students at Navitas English are responsible for:
- Reviewing all course documentation.
- Attending and participating in all classes.
- Completing all homework assigned by the teacher.
- Submitting all assignments as per course requirements.
- Undertaking any intervention activities designated by the teacher or Senior Teachers.
- Pursuing enquiries on any aspect of the course they are unclear or unhappy about.
- Taking every opportunity to engage in the English language.

15. Related documents

- Policy and Procedure – Complaints and Appeals for International Students
- Policy and Procedure – Student Attendance
- Assessment Validation, Standardisation and Moderation Policy for Academic English Courses
- First Warning for Unsatisfactory Course Progress Letter

16. Review

This document is reviewed every 2 years by the relevant manager to ensure alignment to ESOS regulations and the strategic direction Navitas English's current and planned operations.

The next scheduled review of this document is listed in the Version Control section on Page 1.