

Guide to Best Practice in

Monitoring Student Progress

in ELICOS

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Introduction

English Australia regularly prepares **Guides to Best Practice in ELICOS** (Best Practice Guides), collating information provided by member institutions, who represent the full spectrum of provider types, purposes and locations in Australia, and incorporating current TESOL research.

Within its overall strategic plan of providing leadership in raising educational, professional and ethical standards within English Australia member colleges, English Australia provides Best Practice Guides in order to achieve five main goals:

- a) to ensure that English Australia member colleges are encouraged to reflect on how they deliver quality programs and service to international students;
- b) to support English Australia member colleges in the development of their policies, practices and procedures;
- c) to provide a benchmarking tool for member colleges;
- d) to reassure all English Australia member colleges that they are part of a community of best practice; and
- e) to instill confidence in all stakeholders who have dealings with English Australia member colleges.

English Australia takes compliance with the National Code of Practice for Registered Authorities and Providers of Education and Training to Overseas Students (National Code 2007) and the ELICOS National Standards as minimum standards.

It is best practice for organisations providing educational programs to ensure that their students are making progress to achieving their goals. English language teaching professionals know that language learning is a complex process and that success depends on a combination of factors including the student's goals, time available for study, student motivation to learn and preferred learning style as well as course content and outcomes, methodology for instruction (including assessment) and support. This means that identifying and monitoring student progress and achievement can also be a complex process, often requiring flexibility and creativity in approach.

This Guide to Best Practice represents a range of practices compiled from survey responses from more than 30 English Australia member colleges of different types and sizes and is shaped by a Reference Group representing almost 20 member organisations. It is underpinned by recent local and international research in the area. It has been designed to assist members to gain a better understanding of what is meant by 'monitoring student progress': to exemplify best practice in the area of monitoring the progress and achievement of students enrolled with them; and to provide a range of options for practice. It is a guide to practice rather than a checklist.

The Guide covers the following areas:

- an outline of contexts for learning in ELICOS, including the National Code;
- key features of best practice in monitoring progress of students;
- methods of monitoring and reporting on progress;
- staff training; and
- keeping everyone informed.

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The Guide outlines ways of supporting students who are not making progress and indicates some types of student who may benefit from early intervention, then finishes with some case studies of practice in different English Australia member colleges.

English Australia acknowledges the support of the [Office of the Overseas Student Ombudsman](#) in ensuring the National Code is referenced and interpreted appropriately.

Sue Blundell
Executive Director
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Monitoring learning in ELICOS

Learner goals in ELICOS

The key question for any ELICOS provider must be 'What is it our students want from their course of study?'. The next question is then 'What is the most effective way we (and they) can find out if they are achieving this?'

The elements of learning a language as a means of communication are complex and intertwined, however we know that they include (as a minimum):

- discourse structure;
- vocabulary and grammar;
- 'macroskills' of speaking, writing, reading and listening;
- strategies for learning.

Through analyses of student need and contextual factors together with specialist curriculum knowledge, institutions have developed a wide range of ELICOS programs and courses incorporating these elements to meet a diverse range of student needs. Some programs have been developed for students who wish to study English for a specific purpose (ESP) such as study at a school, vocational college or university; communicate effectively in business contexts using English as a common language. These programs/courses generally have clearly defined outcomes in terms of skills and knowledge related to English language and study, and are often expressed as 'can-do' statements of **competency**, eg 'Can understand a lecture', 'Can participate in a business meeting', 'Can research further study options'. Other programs or courses, designed to develop learners' general **proficiency**, express outcomes in levels such as 'Elementary', 'Intermediate' or 'Advanced'.

Non-language gains

For some students, developments in 'non-language' areas such as confidence, motivation, cultural understanding and development of learning skills through learning English are just as important, if not more so, than increases in language competency or proficiency. Many students come to learn English in Australia to meet people from other countries and to do something different from their normal routine, and are looking to achieve this in the context of learning something new. These students may have little interest in formal assessment however their goals for their learning experience are valid and it is best pedagogical practice for teachers to ensure that such goals are being met, as well as goals relating to language development.

The National Code

All providers of education and training to overseas students are required to comply with a **National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students** (the National Code, 2007) that outlines standards for the conduct of registered providers who offer courses to citizens of countries outside Australia who wish to study here on a student visa. The objectives of the National Code include establishing and safeguarding Australia's international reputation as a provider of high quality education and training and protecting the interests of students from overseas. The government is also concerned that Australia is a destination for bona fide students who will apply themselves to their studies and will not abuse their visas ie work rather than study.

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Standard 10 of the National Code outlines specifications for monitoring course [sic] progress. In order to comply with Standard 10 registered providers must:

- systematically monitor students' course progress
- be proactive in notifying and supporting students who are at risk of failing to meet course progress requirements
- report students, under Section 19 of the ESOS Act, who have breached the course progress requirements.

National Code definitions

Unlike vocational education and training (VET) or higher education courses which may be a year or more in duration, an ELICOS **course** tends to vary in length depending on the type. It is relatively easy to define a course such as English for Business, English for Academic Purposes (EAP) or exam preparation courses such as IELTS or Cambridge First Certificate English: these tend to have a fixed length.

General English, however, may not be a course per se with a clear beginning and end point, but rather an ongoing experience where students gain proficiency or competency according to how long they have the time (or funds) to study for. The course can then be defined as the length of time the student is enrolled at the college.

A **unit** is generally defined by ELICOS providers as a block of five weeks, with many courses being 10 weeks' duration ie two 'units'. Within those units students are expected to demonstrate some kind of progress, as defined by the provider or by the students themselves.

Because Standard 10 was designed for VET and higher education courses that have clear **pass/fail** standards, it can be challenging for ELICOS providers to demonstrate their compliance. However if providers consider the intent of the Standard, and monitor their students for their integrity of purpose in studying in Australia, compliance may not be so difficult.

Key features of best practice

"Effectiveness is related to the training and teamwork of the assessing team, the clarity of the milestones to student progression, continuous student monitoring and feedback and team building within the student groups." College J

The following organisational conditions have been identified as key to achieving best practice in monitoring student progress and achievement, regardless of the program, student goals or the size of the organisation.

1. There is an identified position responsible for **management** of student assessment, to cover development and implementation of assessment processes and tools, standardisation of assessment decisions, tracking and reporting student outcomes and supporting those who are not making progress, as well as staff induction and ongoing training, in compliance with federal and state/territory requirements;
2. Clearly defined **systems** are in place that are

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- *effective* – they achieve the overall goals of monitoring, tracking and reporting progress and achievement for all students and supporting those who are not making progress;
 - *efficient* - they enable those involved in educational delivery and monitoring of students to do what is required within the available resources;
 - *transparent* - all concerned (agents, students, parents, teachers, managers) know what is expected and how that can be achieved); and
 - *equitable* - they are fair and do not disadvantage anyone.
- Within these systems there is a certain amount of *flexibility* to respond to unpredicted circumstances, a recognition that not everyone has the same needs.
3. **Educational delivery practices** are sound and appropriate for the student group. The systems, processes and tools the institutions use have been selected or designed by people with expertise in curriculum development, assessment in particular, and a detailed knowledge of the context of delivery. Teachers also have the skills and knowledge to enable them to monitor student progress carefully and support failing students.
 4. There are high levels of effective **communication** of accurate information between teachers/assessors, students, managers, government agencies, agents and other stakeholders. Students are aware at all times of how they are progressing: 'failing' or not making progress does not come as a shock. Information is presented in ways that are accessible to those who need it.
 5. The organisation provides sufficient **resources** to enable sound curriculum development; support effective teaching and assessment, provide sufficient counselling and support; and facilitate effective record-keeping and reporting. Staff have enough *time* to monitor progress effectively, implement intervention strategies and to record and report outcomes as required.
 6. There is an overall **positive culture of co-operation** between all involved with the delivery of ELICOS programs in an institution to ensure that students are informed, monitored and supported in their progress through their courses. This is achieved largely through strong educational leadership and support and effective communication.

The following content is contextualised in these key features.

Defining the terms

Monitoring progress and achievement

Directors of Studies identify and understand the needs and goals of their students; recommend an appropriate course to help the student achieve those goals; and help teachers monitor the students as they engage in that course of study. Organisations delivering English language courses take steps to ensure their students are making progress towards achieving their stated goals, whether they wish to become more confident in communicating in English, increase their overall English proficiency or develop English language and study skills and knowledge for a specific reason. Teachers are continuously using their professional knowledge and judgement to make decisions about the progress of the students in their class.

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Pass/Fail in ELICOS

It can be relatively straightforward for teachers to monitor students' progress when there are explicitly stated outcomes. However measuring gains in overall proficiency, often over a short period of time, can pose problems of methodology and logistics, and a 'pass/fail' decision may not only be difficult to make, but may in fact be inappropriate.

Definitions of satisfactory progress

Key to the process of monitoring progress is defining what constitutes satisfactory progress in the absence of 'pass/fail' as appropriate terminology or concepts, ie 'what it is that our students want from their course of study and how we know they can do it'. This can be in terms of non-language outcomes as well as language/study outcomes and does not necessarily mean that all courses must have clearly defined performance outcomes. Whatever is decided, students need to know how they can know that they are on track.

Improved language skills can be a requirement for achieving satisfactory course progress, but 'participation' in class, ie completion of assignments, tests and other activities can also be an indicator of progress and achievement. Courses where achievement has implications for actions following the course generally have clear outcomes that are appropriate to the future context.

Colleges may:

- outline participation and/or proficiency or competency requirements based on course content; and/or
- negotiate goals with students as individuals or group in terms of what THEY accept as satisfactory progress.

Colleges may have a range of options and may **weight** different aspects to indicate their relevance to ongoing and summative achievement.

Attendance as an indication of progress

Clearly, the notion of attendance as a sole and satisfactory indicator of progress does not fit within a best practice framework. Attendance can indicate a level of participation and colleges report that poor attendance can be an indicator of someone who may not make good progress, but attendance in class alone cannot be useful evidence that students are 'making progress'. Colleges demonstrating best practice have indicators of progress and achievement related to knowledge and skills, or to 'non-language' areas such as motivation, confidence and cultural knowledge.

Assessing student progress and achievement

Once the terms of progress and achievement have been decided and articulated, the means of assessing these can be selected. The term 'assessment' covers many approaches and a college following best practice will select the approach(es) appropriate to the learning context, the purpose of the assessment and to their students' goals and learning styles. Processes and tools designed to assess student progress throughout the course can be quite different from those carried out at the end of a course of study to assess overall achievement. Many of our students prefer formal

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assessment to more informal means of monitoring: they may not otherwise accept they are not making progress and thus see the need for intervention strategies.

Collecting evidence of progress

Colleges can assess progress towards achieving these in **one or more** of a number of ways, as appropriate to student goals and the learning context:

- teacher observations of classroom interactions and students' attitudes and participation strategies;
- teacher observations of informal performance in class (on-going);
- audio/video recordings of students' spoken communication;
- homework comprising written tasks extending work introduced in class;
- formal assignments, completed in and/or out of class, related to course content and presented in written or spoken form;
- regular (weekly, five-weekly) tests of general proficiency (ie unrelated to specific content of course);
- tests of achievement (ie assessing what has been covered in the course);
- regular progress interviews to gauge student perceptions of progress;
- reflective/learning journals, diaries, blogs or wikis;
- project work (group or individual).

Progress can be identified through self-, peer- or teacher-assessment of performance.

The method(s) used to assess progress are outlined in the syllabus and the assessment tools and tracking methods are available to those involved in assessment. Students, teachers, managers and agents are all aware of what is required before the course begins as well as throughout the course, and records are kept of this progress.

Colleges may require students to participate in class, or not to disrupt classes and prevent other students from enjoying their course and/or achieving their goals.

Direct entry programs

Colleges delivering programs where successful completion of the course leads to direct entry to further study (DEPs) take considerable measures to ensure their assessment practices are valid and reliable. Moderation or standardisation is essential to help ensure reliable assessment outcomes. Criterion-referenced assessment, where students are assessed against stated objectives rather than graded in comparison to the progress of their peers (norm-referencing) is more appropriate for these programs.

Best practice in assessment of outcomes of these courses includes the following:

- assessment methods and tasks are developed or selected by those with expertise in task design and experience with the client group;
- tasks assess what they set out to assess (ie a test of reading skills does not involve large amounts of writing)
- tasks are trialled and adapted before being implemented;

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- people involved in assessment take part in regular (at least annual) standardisation, where teachers talk about their decisions as to student performance;
- people involved in performance assessment have access to a bank of 'benchmark' performances that indicate the lowest level acceptable in Pass/Fail or grades of performance. This is particularly important if there is a high number of casual or part-time staff who may not be able to participate in formal meetings;
- assessment processes and tasks are regularly evaluated with input from teachers and students and the outcomes of that evaluation are used to improve current practices;
- students have clear understanding of how and why they are being assessed in relation to course goals and/or outcomes;
- staff receive regular professional development in all aspects of assessment.

Tracking progress and achievement

Once the indicators of student progress and achievement have been identified and the students are assessed, providers need to keep track of those outcomes and ensure that records are kept for reporting to students, parents and/or agents, or to government agencies.

One or more of the following can be used to record and track progress and achievement:

- anecdotal records & logs;
- checklists of formal assessment to be undertaken;
- skills and language checklists;
- student portfolios comprising samples of student work that demonstrate progress (see 'Collecting evidence' above).

Records can be either on paper or Word documents or collected in student management software (database). Records can be kept for classes or for individuals and can be kept with class files or registers, or filed in individual student folders or portfolios.

For security and practicability, paper records can be scanned and stored electronically once they are complete.

All assessment-related information is kept confidential and secure and only staff; students, their nominated representatives; or government agencies have access to that information. Students are informed of this on registration.

Databases

Although databases where student reports can be generated by a click of a mouse can be very effective in tracking student progress and achievement there is still a dearth of good, affordable systems that enable providers to comply with regulatory requirements. Commercially produced student management software is effective for managing student registration, enrolment and attendance but is not designed to monitor student progress. In this context many providers use programs such as Excel to capture data.

A good database:

- can be tailored to the practices of the college;

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- requires data to be entered only once;
- can 'talk to' other databases, ie data can be exported easily into other programs;
- is cost effective;
- generates reports that are clear to students, parents and/or agents;
- generates reports that can demonstrate compliance with regulatory requirements such as the National Code;
- is accessible to all those who need it
- is easy to use.

Reporting on progress and achievement

Ensuring students have information

As a first step, to ensure compliance with Standard 2.2 of the National Code¹, colleges should require students to provide evidence of their current level of proficiency so that an appropriate ELICOS course can be recommended to help them achieve their study goals, and ensure that students are aware that they will be assessed on arrival to confirm this level.² The evidence can be outcomes of a college-prepared test, a commercially-available placement test or a standardised proficiency exam such as IELTS, TOEFL etc. If they are entering a beginner level ELICOS course, students need only provide evidence that they are literate in their first language.³

Colleges inform students how their progress will be monitored, before the student registers for a course. Best practice holds that students are always aware of their progress towards achievement of individual or course goals and this can be achieved formally or informally, through interviews, emails, forms or letters.

Providers use a range of methods to help ensure students have clear information about what the course requirements are and how the college will support them if they are not making progress. The information is available in written form so that students have an ongoing reference, as well as being presented in spoken form during induction, via either a mass orientation presentation or information given by individual class teachers with the opportunity to ask questions.

Providers also make sure that agents and any staff undertaking marketing activities understand the requirements so that prospective students are given correct information.

ELICOS providers offer general information for all students, regardless of course or visa type, before students enroll. This information includes;

- a requirement that students provide evidence of their current level of English language proficiency;
- the fact that they will be assessed on arrival to determine placement into the appropriate class;

¹ *'The registered provider must have documented procedures in place, and implement these procedures, to assess whether the student's qualifications, experience and English language proficiency are appropriate for the course for which enrolment is sought.'*

² *'The correct procedure is: language assessment – CoE – visa'.* ([National Code Explanatory Guide, Part D, Q & A](#)).

³ [National Code Explanatory Guide, Part D, Q & A](#)

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- a statement that students are expected to make progress during their studies;
- an outline of the methods by which progress and achievement will be assessed;
- an outline of how students could be given support if they are failing;
- notice that students on student visas will be reported to government if they do not make satisfactory progress, and that they may risk losing their student visas.

Providers may also offer advice on how to maximise the opportunity to study and to make progress. This could include outlining available support at the college eg counselling services, Independent Study Centre etc.

On registration:

- letter of offer outlining requirement for students to undertake proficiency assessment on enrolment at the college to confirm placement in the course they wish to undertake together with an indication that this may alter the length of time they need to reach their study goals;
- indication of how they can access information about their progress at any time.

Course-specific information

- how progress and achievement will be assessed;
- how students will be informed of their progress;
- action to be taken if the student is not making progress.

Ensuring staff have information

Thorough staff induction procedures are key to ensuring staff involved with monitoring and reporting on student progress are able to do their job effectively. Colleges also maintain clear up-to-date written processes and procedures that staff may refer to.

Staff training and development

In order to ensure staff, particularly teachers, are informed and able to monitor, record and assess progress of students and support students who are failing to make satisfactory progress, a program of professional development in the area of assessment and support is crucial. This means that staff are more likely to be engaged in the process and the outcomes are more likely to be successful.

Best practice in staff training ensures:

- all staff involved in the monitoring and assessment of student progress, including program managers and administrative staff, receive **induction** to the processes and procedures for this, including record-keeping and expected involvement in on-going professional development;
- staff understand the **context** they are operating in. For example all staff are required to have an understanding of the National Code, and staff working for a large provider may need to know about practices, procedures and requirements in sections or divisions of outside their own;
- experienced and willing **mentors** are provided for teachers new to a program;
- staff know where to get up-to-date **information** about what needs to happen and what they need to do;
- staff are **consulted** in the development of new practices and processes;
- **client feedback** is considered in any evaluation and development;
- regular **contact** between (preferably meetings of) teachers teaching the same type of course eg General English, exam preparation, EAP for moderation and standardisation;
- **professional development** targeting the needs of people working with student progress and achievement, especially teachers, counsellors, Directors of Studies or senior teachers.

Supporting students who are not making progress⁴

Providers intervene to support students who are not making desired or required progress. This intervention is timely and appropriate, depending on the student and their goal(s). The student may not be making progress for a number of reasons, which may be related to the language learning situation or for more personal reasons.

The student may have **personal issues** of varying degrees of severity that that may be affecting their participation in the course thus affecting their progress. Students may have low motivation or be homesick, experiencing relationship or accommodation difficulties, worried about financial issues or working long hours or even be involved in crime as a victim or perpetrator. Students may be addicted to alcohol, drugs or gambling. In the case of these more personal factors, the following strategies may assist:

- students keep a diary (hard copy or online) which is read and commented on by the teacher or counsellor;

⁴ The National Code requires ELICOS colleges to monitor all clients on student visas as to their progress and achievement regardless of their length of stay. Although many colleges monitor progress of their non-student visa holders, these students are often here for such a short time that it may not be possible to identify, implement and monitor appropriate intervention strategies before the completion of the student's course of study.

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- direct help with social, work, financial or accommodation issues eg encouragement to participate in school social activities to foster engagement with other students, help with budgeting, intervention with difficult landlords or employers;
- referral to external support eg drug & alcohol counselling, Gamblers Anonymous;
- motivational interviews with the Director of Studies or Head of School to encourage student to strive to achieve.

Some colleges report that students seeing 'models', ie stories of others working hard and succeeding, can be inspirational to those with low motivation. Colleges can publish stories of 'achievement in the face of adversity' or 'achievement through hard work' in school magazines/websites or invite past students to tell those currently enrolled how they worked hard to achieve their goals.

If it is clear that the student needs extra input or more time to take **course content** on board, the following strategies may be helpful:

- the student is given extra homework in an identified area of weakness;
- a formal program of guided individual learning is negotiated with the student;
- individual lessons are provided out of class time;
- a program especially designed to provide extra support is provided, eg a four-week intensive course in writing for those who did not reach the required standard of written English in an EAP course;
- the student's goals are re-negotiated, eg less demanding goals are identified or the student may transfer to a lower level or different type of class, General English rather than EAP, for example.

The possibility of repeating the course can be flagged with the student at this stage.

If the reason for lack of progress is a combination of issues and requires a strong commitment from the student, a **student learning contract** that includes behavioural requirements eg attendance in class as well as participation in a program of study may be negotiated (see case study following for details).

Recording & following up on intervention strategies

Record keeping is crucial. Any intervention strategy selected and agreed is logged in the student's record together with any agreed time frame(s) for action. If a student learning contract is negotiated a copy of this is placed in the student's record. Relevant staff members (teachers, Directors of Studies etc) and agents or other relevant people connected with the student are informed of the action taken.

The student's response is monitored carefully and any set tasks or requirements are followed up and the outcomes reported. Further intervention may also be required.

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Reporting

Under the National Code 2007, registered providers must systematically monitor students' compliance with student visa conditions relating to attendance and course progress. Registered providers are required to report students under Section 19 of the ESOS Act who have breached the attendance and course progress requirements.

The college, as a registered provider, must decide if the student is not bona fide and has not responded to intervention. Once this decision has been made procedures for notifying students they are in breach, and reporting that students are not achieving satisfactorily, must be initiated.

Early intervention

Research shows that some students can be identified as possibly being at risk of not making satisfactory progress before they start their course and that colleges can benefit by taking steps to do this. Teachers can then observe these students more carefully, offering extra support as required.

Factors identified include:

- young males under the age of 18;
- people unskilled in and/or unused to looking after themselves when living away from home for the first time;
- students with 'jagged profiles' ie literacy skills considerably lower than oral skills;
- students with poor academic records;
- students with learning disabilities such as dyslexia or dispraxia, or who have conditions such as Aspergers syndrome;
- students undertaking study in Australia because of poor outcomes in their home country;
- students enrolled for long periods of time without a break from study;
- students given incorrect information by their agent;
- students with part-time jobs late at night.

Many of the intervention strategies mentioned above can be used to help focus students on helpful actions that can be taken.

Case studies

The following examples of best practice have been provided by English Australia member colleges.

College A is a small provider with most courses either five or ten weeks in duration. At the beginning of a course students are given a 'Teacher's Expectations' document, outlining requirements for successfully participating in, making progress and achieving the course, in simple English for 'Elementary/lower intermediate' and 'Intermediate and above' levels. The document is used as the basis for a lesson on 'successful study' in the first week of the course. Students then sign a document to say that they understand these requirements.

Teachers are encouraged to monitor and report on problem students early in a course so the student can be counselled by the Director of Studies, if necessary. Student progress is discussed during level meetings and strategies are suggested for students not making progress. Students discuss progress with their teacher in in-class interviews every four weeks. If the student is not making 'satisfactory progress' the teachers recommend a course of action and this is recorded in the student's record and a short form outlining the required action is completed for the student's reference.

College B is medium-sized and offers a range of courses including General English, exam preparation courses and Business English. It also offers courses that articulate directly to further study. It has a small core of teachers with post-graduate qualifications and a range of experience but also a large number of relatively inexperienced teachers.

The college carries out four-weekly progress tests based on course content for which students need to achieve a pass mark, then a proficiency test every 12 weeks for which students must achieve a certain score in order to move up to the next level.

The college involves college staff in the design of assessment tasks. Not all staff may have high levels of expertise but they understand the client group and required changes can be made quickly and easily. Working with more experienced peers also provides opportunities for new teachers to develop skills in assessment task design.

College C is a large provider attached to university, offering DEPs as well as preparation for Cambridge English Language Assessment exams and some General English. Regular assessment tasks based on the requirements of the course are given and 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 faculty of TESOL.

Student progress is tracked on a database and students given extra support if required (although this can be challenging because of the need to move on to 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 or if the student is not seen to be 'applying themselves', they meet with the Educational Manager to draw up a one-page **learning contract**. In the first section, the student's learning goals/objectives are identified and written down. In the second section, appropriate actions for students eg come to class, focus during classes are identified. A suggested course of action in terms of academic study eg specific activities or types of activity eg academic writing practice to undertake in independent learning centre can also be outlined. *These actions are non-negotiable once they have been discussed and agreed.* The document is signed by the student and the manager. The class teacher is informed of the content of the contract and the Educational Manager and/or Student Support Officer keep in touch with the

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teacher regarding compliance with the contract. 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 for the student and if the contract is **not used as a punishment**.

College D is part of a TAFE network. The ELICOS program is delivered via a competency-based syllabus framework that has been accredited on the Australian Quality Training Framework (AQTF). The college has a five-weekly timetable that outlines topics (themes) for study within the syllabus. There is a student workbook for each course and a weekly assessment task is identified from that workbook. The assessment is on-going and competency based eg students need to complete a phone call, write a letter, understand information in a pamphlet etc to demonstrate achievement. At the end of each five-week block the college implements a general proficiency assessment for those who missed the topic or did not achieve satisfactory outcomes in the in-class tasks.

College E is a large private provider whose programs articulate to a number of different vocational colleges and universities. If students wishing to study in a direct entry program are seen to be slightly under the level required, they are placed into a special direct entry course. This course is 10 weeks in duration but comprises 25 rather than 20 hours of face-to-face instruction, at no extra cost to the student. This course is not advertised and students can only enter if they are identified and recommended by college staff. The college has found this course to be extremely effective in helping slightly weaker students reach the level they need for university entry.

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- Central TAFE, Perth (now Education & Training International – Central Institute of Technology)
- Centre for English Language Teaching, The University of Western Australia
- Centre for English Teaching, The University of Sydney
- English Language & International Services, The University of New England (now University of New England English Language Centre)
- GEOS Melbourne College of English (no longer in business)
- Griffith English Language Institute, Queensland
- ICTE, University of Queensland
- La Trobe University International College, Melbourne (now Latrobe Melbourne)
- Langports English Language College, Gold Coast
- PIBT International English Centre, Edith Cowan University (*no longer English Australia member college*)
- RMIT English Worldwide (Melbourne)
- Russo English | Australia (now Sarina Russo Institute)
- Shafston International College, Brisbane
- Swan TAFE, Perth
- Sydney Institute of TAFE English Centre
- TAFE English Language Centre, North Sydney
- The Centre for Macquarie English, Macquarie University (now Macquarie University English Language Centre)
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