

Course Progress Policy and Procedure

1. Policy

- 1.1 This policy and procedure apply to international students undertaking a Vocational Education & Training (VET) course at The Centre of Excellence.
- 1.2 The purpose of this policy and procedure is to ensure that international student course progress is monitored, reviewed, and intervention action is taken when a student is in danger of not achieving satisfactory course progress or completing their course within the scheduled timeframe.
- 1.3 Students who are “at risk” or “at high risk” of not meeting satisfactory course progress requirements are identified through the procedures in this document, provided the opportunity to discuss underlying issues, counselled and placed on an intervention strategy.
- 1.4 All causes of unsatisfactory progress or being “at risk” or “at high risk” are considered including academic causes and personal/ welfare issues.
- 1.5 The course progress of each student is monitored during and at the end of each study period.
- 1.6 Where The Centre of Excellence has assessed the student as not meeting satisfactory course progress over two consecutive study periods, The Centre of Excellence will inform the student in writing of its intention to report the student and that he or she is able to access The Centre of Excellence complaints and appeals process within 20 working days of being notified of a College decision.
- 1.7 Student who are reported to the Department of Education (DoE)/ Department of Home Affairs (DHA) for failing to achieve satisfactory course progress requirements may have their enrolment and student visa cancelled.
- 1.8 This policy and procedure are implemented in accordance with the requirements of the National Code of Practice 2018 standards 8 and 9.
- 1.9 The CEO is responsible for the implementation of this procedure.

Definitions

- 1.10 A study period for Vocational Education and Training (VET) courses is defined as one semester (24 study weeks) – two terms.
- 1.11 Being “at risk” of not achieving satisfactory course progress occurs when a student:
 - is assessed as having failed/ deemed Not Yet Competent in two of units of competence either during or at the end of a study period
 - is unable to successfully complete a course within the scheduled duration
 - is assessed as unsatisfactory in one assessment in a pre-requisite unit
 - is assessed as Not Yet Competent (NYC) in a pre-requisite unit
 - is identified by a trainer as at risk or at high risk of not achieving satisfactory course progress

Being ‘at high risk’ of not achieving satisfactory course progress occurs when a student:

- is assessed as having failed/ deemed NYC in 50% or more of the units in one study period and failed/ deemed NYC in two or more units in the following study period.
- unable to successfully complete a course within the scheduled duration
- is identified by a trainer as being at high risk of not achieving satisfactory course progress

Satisfactory and unsatisfactory course progress

- 1.12 Being assessed as “unsatisfactory” for a completed assessment task means the student has failed to demonstrate satisfactory performance/ competence during the assessment task. i.e. the student has failed the assessment task.
- (Student performance is only deemed unsatisfactory for an assessment task after they have failed to demonstrate satisfactory performance/ competence in 3 permitted assessment attempts).
- 1.13 Being assessed as “satisfactory” for a completed assessment task means the student has demonstrated satisfactory performance/ competence during the assessment task. i.e. the student has passed the assessment task.
- 1.14 Being assessed as Not Yet Competent for a completed unit means the student has failed to demonstrate satisfactory performance/ competence during one or more of the assessments for the unit of competence. i.e. the student has failed one or more of the assessment tasks.
- 1.15 Being assessed as Competent for a completed unit means the student has demonstrated satisfactory performance/ competence during all the assessment tasks for the unit of competence. i.e. the student has passed the assessment unit.
- 1.16 Unsatisfactory course progress is defined as failing/ deemed Not Yet Competent in 50% or more of the units of competency in two successive study periods for the course in which a student is enrolled. This is the point at which the student is reported to the Department of Home Affairs DHA for failing to achieve satisfactory course progress.
- 1.17 Satisfactory course progress means that a student has not met the criteria for being identified as having unsatisfactory course progress.
- 1.18 Students who are identified as meeting the criteria for unsatisfactory course progress in two consecutive study periods are reported to the Department of Home Affairs (DHA). This may negatively impact their enrolment at The Centre of Excellence and their student visa.
- 1.19 Prior approval for an absence or submitting a medical certificate from a registered medical practitioner does not remove the “at risk” or “at high risk” status as prolonged absences for any reason place a student at risk of failing to achieve satisfactory course progress.

Procedure

2. Monitoring course progress

- 2.1 Trainers/ assessors monitor student participation in class, completion of in class/ homework activities, and formative assessment results to ascertain levels of skill development, knowledge, understanding and course progress. Trainers regularly provide feedback and discuss course progress with students on an individual basis.
- Students are required to complete independent study activities each week. The outcome of these tasks will be completed tasks and ultimately an improvement/ development of knowledge and skills. Trainers will review student's work and make judgements on the intended development of knowledge and skills by monitoring/ assessing student's ability to answer questions and complete theoretical and practical tasks relevant to the independent study activities.
- This is a standard requirement of trainer practice e.g. if a student is to read a chapter in a book and undertake 10 questions, the expected learning outcome is to demonstrate the expected knowledge in the 10 answers. Trainers question students to ascertain a) completion and b) anticipated acquisition of intended knowledge and/ or skills.
- Verbal feedback and/ or support and/ or warnings will be provided to students if the expected learning outcomes are not achieved.
- 2.2 Trainers/ assessors provide written feedback to students about their summative assessment tasks within two weeks of submission of tasks

- 2.3 During weeks in which summative assessment results are returned to students, trainers are set aside for discussing course progress. Each student will have a meeting with their Trainer to discuss individual course progress.
- 2.4 Trainers will identify students who are “at risk” or “at high risk” of failing to achieve satisfactory course progress when providing assessment feedback. Intervention strategies will be negotiated and initiated at this meeting where required. Trainers will liaise with the Academic Coordinator and other relevant staff about all students identified as “at risk” or “at high risk” of failing to achieve satisfactory course progress and intervention strategies. Trainers complete the Course progress monitoring form and submit it to the Academic Coordinator the same day they identify the student as being at risk or at high risk of failing to achieve satisfactory course progress.
- 2.5 Summative assessment results are recorded in the Student Management System (SMS). Each week the Academic Coordinator will review the course progress of all students in the SMS and identify students who are “at risk” or “at high risk” of failing to achieve satisfactory course progress. This is undertaken during term time and holidays.
- 2.6 Students who are identified as ‘at risk’ or “at high risk’ are invited to attend an intervention meeting with their trainer and/ or the Academic Coordinator. This may be arranged in class (as per clauses 2.2 and 2.3 of this document) by the trainer or at a later date. Letters are sent to all students identified as ‘at risk’ or ‘at high risk’ of failing to achieve satisfactory course progress.
- 2.7 The Academic Coordinator is responsible for the development, communication and retention of all records associated with the implementation and actioning of this policy and procedure in relation to maintaining and updating student records and files.
- 2.8 Trainers/ assessors are responsible for communicating with students during class time on course progress, recording course progress and ensuring all records of assessment submissions and course progress are maintained and processed in accordance with this policy and procedure.

3. Intervention

- 3.1 Intervention meetings take place as soon as possible and no more than 10 working days from students being identified as ‘at risk’.
- 3.2 The purpose of the intervention meeting is to identify the underlying reasons for the unsatisfactory course progress and negotiate, agree, document and initiate an intervention strategy.
- 3.3 Depending on the underlying reasons affecting the student’s course progress either academic and/ or personal welfare support services will be offered.
- 3.4 Where appropriate, staff may discuss and advise students on the suitability of the course in which they are enrolled. This will occur when the student has indicated reasons for the course progress that relate to the course not addressing their current learning needs. In such cases, students may be transferred to other suitable courses within The Centre of Excellence or advised of their options external to The Centre of Excellence.
- 3.5 For students with academic issues an intervention strategy is negotiated by the trainer and student at the intervention meeting. This is provided to the student in writing and signed.

Where students identify that the underlying reasons for unsatisfactory course progress are personal/ welfare issues the Student support officer and/ or the external welfare counsellor will arrange a subsequent meeting with the student where an intervention strategy will be negotiated, agreed and implemented. This is provided to the student in writing and signed.
- 3.6 For students with personal/ welfare issues the Student support officer and/ or external welfare counsellor will advise the Academic Coordinator of the implications of the issue. The issue will remain confidential. The internal external welfare officer will maintain documentation of the underlying issue.
- 3.7 If the student has personal issues that do not require counselling support services the Student Support officer will provide support to the student. e.g. provide accommodation advice, career progress advice, advice on how to find a job, accessing health care, and issues around the practicalities of living and studying in Melbourne.

- 3.8 If the student has personal / welfare issues that require access to a counsellor The Centre of Excellence will arrange for the student to visit the external student support counsellor. Students who wish to access this service should contact the student support officer at the campus or e-mail studentsupport@coe.edu.au.
- 3.9 The external welfare counsellor will liaise with the Student support officer throughout the process.
- 3.10 The student (with either personal/ welfare or academic issues) will attend a review meeting every two weeks with the nominated staff in the intervention strategy document. The effectiveness of the intervention strategy is monitored and adjusted if necessary.
- 3.11 Each meeting, agreement, adjustment and communication during this process is documented and placed in the student's file.
- 3.12 A revised course schedule, study and/ or attendance arrangements, delivery and assessment arrangements may be negotiated with the student. (where appropriate).
- 3.13 Appropriate staff contribute to student intervention strategies.
- 3.14 The guidelines in the unit of competency are accessed along with specialist guidance/ information on allowable adjustment/ adjustments to assessment (where appropriate).
- 3.15 At the intervention meetings the commitment to and effectiveness of the intervention strategy are reviewed. Intervention strategies may include the following support:
- Arrange access to the external welfare counsellor where strategies and support mechanisms may be developed and implemented
 - Language, literacy and numeracy support
 - Study support,
 - Managing study load,
 - Helping students adjust to the learning and assessment system
 - Homework issues
 - Reviewing learner materials with the student
 - Liaising with trainers to arrange the provision of support e.g. extra tuition, materials, exercises, amendments to timetables
 - Arranging access to supplementary reference materials
 - Arranging for supplementary exercises to develop an understanding
 - Arranging access to computers
 - Arranging access to modified resources
 - Liaising with assessors to provide opportunities to re-attempt assessments this may be during term time or holiday periods
 - Providing guidance with organisation/ time management skills
 - Timetable amendments
 - Referral to external support services
- 3.16 There is no defined period of time for an intervention strategy.
- 3.17 If a student does not respond to 'at risk' or 'at high risk' warning letter/ s and attend an intervention meeting within 10 working days of dispatch, they will be notified the outcome of their non-communication/ non-attendance at the intervention meeting, in a Breach of Code of the conduct warning letter. This will inform the student that they have breached The Centre of Excellence Code of Conduct.

- 3.18 The Breach of the Code of Conduct warning letter reminds students of the importance of attending the intervention meeting, committing to the course, accessing the support services and the outcome of continued non-communication, attendance and commitment to their course. Phone calls and/ or e-mails to the student will also be placed at this point.
- 3.19 If a student does not respond to the Breach of Code of Conduct warning letter inviting them to attend the intervention meeting within 10 working days from dispatch, they will be notified of The Centre of Excellence's intention to cancel their enrolment and report them to the Department of Home Affairs. The student is notified in this Breach of Code of Conduct intention to report letter they have 20 working days from the date of the letter to access the appeals process if they think they have grounds for an appeal.
- 3.20 If no communication is received from the student after 20 working days from the date of the Breach of Code of Conduct intention to report letter and the student has not accessed the appeals process within this time, or the student's appeal is not upheld, or the student withdraws from the process The Centre of Excellence will cancel the student's enrolment and report them to the Department of Home Affairs.
- 3.21 Students who access the appeals process will have their enrolment maintained, must attend all scheduled classes and meet all course requirements during the appeals process.

4. Intervention – completion

- 4.1 The intervention strategy will last for as long as appropriate.
- 4.2 The student is required to commit to the agreed intervention strategy negotiated.
- 4.3 Students who do not commit and fail to abide by the terms of the intervention strategy or after intervention do not achieve pass/ be deemed NYC in assessments re-attempted are invited to a meeting with the Academic Coordinator.
- 4.4 At the meeting the reasons/ circumstances for the lack of progress are identified and the Academic Coordinator (with input from appropriate internal/ external stakeholders) will decide whether to implement another intervention strategy and inform the student of The Centre of Excellence's intention in writing.
- 4.5 All students regardless of whether on an intervention or not who fail to achieve satisfactory course progress over two consecutive study periods, are notified of The Centre of Excellence's intention to cancel their enrolment and report them to the DoE/ DHA.
- 4.6 The student is notified in The Centre of Excellence's intention to report letter that they have 20 working days from the date of the letter to access the appeals process if they think they have grounds for an appeal.
- 4.7 If a student does not access the appeals process within 20 working days from the date of the intention to report letter or the student's appeal is not upheld, or the student withdraws from the process The Centre of Excellence will cancel the student's enrolment and report them to the DoE/ DHA.
- 4.8 Students who access the appeals process will have their enrolment maintained, must attend all scheduled classes and meet all course requirements during the appeals process.

5. Warning letters

- 5.1 Warning letters are posted/ emailed the same day they are generated.
- 5.2 Students will be sent a first course progress warning letter if they have been identified as 'at risk' of failing to achieve satisfactory course progress either during or at the end of a study period.
- 5.3 Students will be sent a second course progress warning letter if they have been identified as at high risk of failing to achieve satisfactory course progress either during or at the end of a study period.
- 5.4 Students who do not respond to the Course progress warning letters will be sent a 'Breach of Code of Conduct' warning letter.
- 5.5 The Course progress warning letters will also:

- remind students of the requirement to maintain satisfactory course progress,
- remind students of the impact of not maintaining satisfactory course progress on their enrolment at The Centre of Excellence and student visa
- request students to contact The Centre of Excellence and access support/ initiate intervention
- if students are already on an intervention strategy inform them of the increased risk of being reported to DoE/ DHA
- remind students of their right to appeal The Centre of Excellence's decisions,
- remind students of Unique Edge Education's requirements for reporting international students to DoE/ DHA

5.6 Students who fail to achieve satisfactory course progress over two consecutive study periods are sent "intention to report letters". The letters provide the following information:

- inform the student they have failed to achieve satisfactory course progress over two consecutive study periods
- outline the support The Centre of Excellence has provided and the outcomes of this support
- remind the student that under the requirements of the ESOS Act The Centre of Excellence is required to report international students for failing to achieve satisfactory course progress over two consecutive study periods
- remind students of their right to appeal The Centre of Excellence decisions and provide timelines for appealing and the process.
- provide information on options for what to do next and contact details

5.7 Course progress warning letters will be sent regardless if the student is undertaking and committed to a current intervention strategy.

6. Reporting international students for unsatisfactory course progress to DoE/ DHA

- 6.1 During each study period and within 5 working days of the end of a study period the Academic Coordinator reviews the course progress of all VET students. The Academic Coordinator identifies students who have failed/ assessed as NYC in 50% of the units of competency in their course for two consecutive study periods. i.e. failed to achieve satisfactory course progress.
- 6.2 If a student fails to achieve satisfactory course progress then the student has forwarded written notification within 5 days of identifying the student as meeting this criterion. The notification informs the student of The Centre of Excellence's intention to report the student to DoE/ DHA for failing to achieve satisfactory course progress. The Course progress- Intention to report letter is used.
- 6.3 The student is informed they have 20 working days from the date on the 'Intention to report' letter to appeal (includes internal and external appeals) the decision to The Centre of Excellence and asked if there are circumstances that are preventing the student from appealing e.g. sickness or ill-health).
- 6.4 If an internal or external appeal is not lodged or lodged but not upheld or the student withdraws from the internal or external appeal process then The Centre of Excellence will report the student to DoE/ DHA.
- 6.5 The Centre of Excellence reports the student within 10 working days of the completion of the processes/ periods identified in item 6.3.
- 6.6 If a student is reported to DoE/ DHA for unsatisfactory progress, a breach notice will be generated through PRISMS, sent to the student's current address held by The Centre of Excellence and a copy placed on the student's file.
- 6.7 The letter also advises students to contact DHA.
- 6.8 A copy of all communication is stored in the student file.
- 6.9 International student enrolments are cancelled in accordance with the Defer, suspend and cancel enrolment policy and procedure.



Documents to be employed when implementing this policy and procedure:

- Course progress monitoring record
- Intervention meeting records
- International student handbook
- Attendance record sheet
- Student support services policy and procedure
- International student orientation form
- Complaints and appeals external student support counsellor policy and form
- SMS
- Defer, suspend or cancel enrolment policy and procedure
- Completion within the scheduled duration policy and procedure
- Student file and academic records