

Monitoring Course Progress - All Students

POLICY PURPOSE

The Institute is committed to maintaining the highest standards in student academic performance, integrity of its courses and academic standard.

The Australian Quality Training Framework Standard 2.4 requires learners to receive training, assessment and support services that meet their individual needs. This requirement includes the assessing of learner's needs and ensuring the learner knows how to access the services they will require to successfully complete their training and assessment. The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007, Part D - Standard 10 requires registered providers to systematically monitor students' progress and to be proactive in notifying and counselling students who are at risk of failing to meet their course progress requirements and Standard 9 requires student monitoring to ensure course completion within the duration specified in the CoE. Under Section 19 of the ESOS Act 2000 the registered provider is required to report students who breach the course progress requirements. The provider must also issue a new CoE when the student's expected duration of study needs to be extended

Learners' needs are to be systematically assessed and are to have access to relevant learning support including assistance with language, literacy and numeracy.

This policy and procedures applies to all Institute students, except that reporting to DIAC only applies to Overseas Students.

The Institute Manager and Program Managers/Coordinators are responsible for the implementation of the intervention strategies.

DEFINITIONS

AQTF	Australian Quality Training Framework (Essential Standards) with information also sourced from the User Guide.
CoE	Confirmation of Enrolment. A document registered with DEEWR and DIAC to confirm a student's acceptance into a course for a specified duration
Course progress	Advancement within a course towards its completion
DEEWR	Department of Employment Education and Workplace Relations
DIAC	Department of Immigration and Citizenship
ESOS Act	Education Services for Overseas Students Act 2000
National Code 2007	Nationally consistent standards and procedures for educational providers delivering services to international students
PRISMS	Provider Registration and International Student management System – a database used by DEEWR and DIAC.
Unit	A specified component of study within a course
Satisfactory Course progress	Determined by the satisfactory completion of Units of Competence within a specified timeframe. Satisfactory completion means the academic outcome is "Competent" for VET

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	(Vocational Education and Training) programs aligned to the AQF (Australian Qualifications Framework).
At risk of failing to meet course progress requirements	<p>Where a student</p> <ul style="list-style-type: none"> • fails to achieve competency in at least 50% of the Units of Competency assessed in a study period (ie a Term = 2x5 week blocks or 10 weeks), or • does not meet mandatory directions as specified by a designated Institute staff member through a documented and agreed Intervention Strategy Action Plan, or • will not complete a course within the expected duration of study as specified on the CoE, course outline or in accordance with the timeframes specified within a Training Plan without a valid reason.
Failure to meet Satisfactory Course Progress - Mandatory reporting and/or enrolment cancellation	<p>Where a student fails to meet satisfactory course progress (ie fails to achieve competency in at least 50% of the Units of Competency required to be assessed) in a period equal to two consecutive Terms (eg 2 x 10 week blocks), this could lead to the student's enrolment being cancelled, subject to the outcome of any appeals. For overseas students, the Institute is required to report the student to DIAC for failing to meet satisfactory course progress. This could result in visa cancellation, (Ref. ESOS Act 2000 Section 19).</p> <p>A student undertaking their course through an Australian Apprenticeship (including Traineeship) program is at risk of having their apprenticeship/traineeship cancelled due to failing to meet satisfactory course progress.</p>

INFORMATION SUPPLIED TO STUDENTS

1. This policy and procedure is made available on the Institute website, and on the Student Portal where applicable, and brought to students' attention via the Student Handbook and in pre-enrolment information.
2. Students are initially informed about the requirements for achieving satisfactory course progress during their Orientation, and also in the student handbook and course guidelines which all students receive at the beginning of their course.
3. Students are informed at induction/orientation and in class by trainers about the importance of meeting assignment due dates, penalties for late submission and assessment re-sits where these apply, and the requirement to reach 'competency' in each core and elective unit in their enrolled qualification.
4. The Assessment Grades and Resit Policy informs students about the process for re-assessments

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5. Information provided on the website gives clear information in regard to the requirement for satisfactory course progress and notification to DIAC and DEEWR via PRISMS.
6. Students in class-room based courses who are attending work experience/placement are to have their attendance log signed by their workplace supervisor as specified in the log book.
7. Students undertaking work-based courses will have their learning and competency progress and outcomes reported via Third Party Reports provided by their supervisor/employer.
8. Students can request a copy of their progress report, or where applicable have access to their results and attendance records via the Student Portal.

REQUIREMENTS OF MEETING ACADEMIC PROGRESS

THE Institute considers that there are two main factors that will have a positive impact on a student's academic performance. These are:

- a) attendance and active participation in learning and assessment activities,
- b) demonstration of competence.

1. Attendance and active participation in learning and assessment activities

Class group lessons, workbook tasks, projects and on-the-job learning, including simulations and work experience, are designed to provide significant learning opportunities. THE Institute's experience shows that students who regularly attend, complete learning tasks and actively participate in their learning activities produce positive performance outcomes in their assessments.

Attendance does not only mean being present in a face-to-face class for the duration of time from start to finish, but also means attendance at self-directed learning activities, tutorial groups, online interactive classrooms, field trips, work placements, keeping appointments with the workplace trainer and other situations which requires a physical presence by the student.

Active participation in learning involves the student's demonstrated commitment to the learning tasks and activities. Examples of this could include: the degree of preparation a student gives to a presentation or to the making of an object; the extent of research into a topic; the completion of workbook tasks, the willingness to engage in group discussions and team activities.

Active participation in assessment may be indicated by the student's efforts in gathering appropriate evidence or by preparing for, submitting and/or presenting for an assessment on time and in the required format.

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2. Demonstration of competence

Competence is determined under the guidelines indicated in the relevant Training Package. Students are required to show they have gained the required skills and knowledge through the satisfactory completion of assessment tasks which have been mapped and validated against competency elements and performance criteria. All requirements of the assessment must be satisfactorily achieved.

Formative Assessments are used to demonstrate the ongoing development of skills and knowledge. Where these count towards a final competency outcome, students must be formally advised of this prior to the assessment.

Summative Assessments are used to assess the student's ability to holistically utilise their knowledge and skills to demonstrate their capability and competence and may incorporate one or more assessment strategies.

STRATEGIES TO ENCOURAGE AND MONITOR STUDENT PROGRESS

THE Institute has adopted early intervention strategies to encourage and monitor student progress, and may implement these at any point. Such strategies include, but are not limited to:

- orientation sessions for all students
- pre-course skills assessment and individual learning needs analysis
- providing information to students about how their progress will be determined and monitored
- monitoring of attendance and participation in learning activities
- log books and attendance records confirming participation in workplace programs
- student access to their results on request
- regular term or block results provided to students
- trainer reports indicating poor participation or concerns about student progress
- formative and summative assessment results and feedback to students
- analysing each student's course progress at the end of each course module/block
- monitoring the progress of each student's competency results systematically through data reports
- providing regular feedback to students regarding their progress
- giving students the opportunity to discuss concerns and improvement strategies with an appropriate staff member to achieve satisfactory course progress

Monitoring attendance and participation – classroom and structured courses

Monitoring of attendance and active participation in learning activities and work-placements is undertaken to encourage student engagement with important learning activities. Trainers and Workplace Coordinators are required to report to the Program Coordinator/Manager, students whose absence is greater than 30% from structured class activities/workshops or structured workplace experience.

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The process for **monitoring attendance** in structured classroom and courses is as follows:

1. Trainers are required to complete and sign an attendance roll for all classes and also required enter attendance into the electronic attendance log. Students are required to log all work placement attendances in their log books and these must be signed by their workplace supervisors.
2. Attendance rolls and logs are reviewed weekly by the Program Coordinator Manager, and work placement logs are reviewed according to a schedule determined by the Program Coordinator Manager. Trainers/Workplace Coordinators highlight absences greater than 30% for the period being reviewed and add comments in regard to any known reasons for absences.
3. Administration staff
 - a. prepare an attendance report from attendance rolls, logs and/or the electronic attendance logs to identify students who fall below 70% attendance for block periods (eg 2-weekly).
 - b. review the attendance report to identify students below 70% but who have provided satisfactory written notification regarding the absence (eg medical certificate, approved leave, suspension etc). Appropriate notes are made against the attendance report.
4. Program Coordinator Managers
 - a. check the attendance reports to identify students who are already on an Intervention Strategy Action Plan to ensure their attendance is meeting any Action Plan requirements.
 - b. Meet with students whose attendance has fallen below 70% over the report period and implement an Intervention Strategy to negate risks for the student not meeting satisfactory course progress due to low attendance.

At any time where a student's **general active participation** is considered to be less than adequate and is likely to result in the student not achieving satisfactory progress, discussion between the Trainer and/or Program Coordinator Manager with the student is to be initiated, and an Intervention Strategy implemented if considered appropriate.

Monitoring regular and active participation – Workplace Training

Where students are engaged in work-based training, Contact Records or Log Books are maintained to demonstrate attendance.

Workplace trainers/assessors are required to:

- a. identify absence from participation which fall below 30% for the study period relevant to the delivery of modules/competency standards

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- b. discuss attendance and participation issues with the student's workplace supervisor and implement an Intervention Strategy to reduce the risk of the student failing to meet satisfactory course progress

INTERVENTION STRATEGIES

Intervention strategies are aimed at providing support to students so they are not at risk of failing to satisfactorily complete their courses. The Intervention Strategy is documented and recorded on the student's file, both electronically (scanned and uploaded under the student management system) and hardcopy. These should be monitored by the Program Coordinator/Manager who has been appointed to support the student.

THE Institute has two categories of Intervention Strategies that are named and implemented as follows:

Interim Intervention Strategy: used at any time during the term where the student is identified at risk of not meeting satisfactory course progress.

Mandatory Intervention Strategy: this Intervention Strategy must be implemented when the student fails to achieve competency in at least 50% of the Units of Competency assessed within the agreed time frame (On Campus and structured workshops – where the student fails to achieve competency in at least 50% of the Units of Competency assessed in a single Term or 2 x 5-week blocks)

Strategies are individually determined to meet the need of the student, and could include, but are not limited to:

- a learning support program
- additional English language or numeracy support
- additional tutoring or learning activities
- advice regarding study habits (eg maintaining required class attendance)
- time management for submission of learning activities and assessments
- advising students on the suitability of the course in which they are enrolled
- placing students in alternative subjects within a course or a suitable alternative course
- advising of opportunities for the students to be reassessed for tasks in units or subjects they had previously failed
- advising alternative ways for students to demonstrate the necessary competency in areas in which they had not been previously able to demonstrate competency
- reduction or change in course load
- where the problem is identified as being a situation requiring professional counselling, the Institute refers the student to a professional counselling service if the student is happy to attend. THE Institute can also provide pamphlets and contact information for personal and counselling support services which the student may benefit from. Students are encouraged but are not forced to attend counselling. (THE Institute covers the cost of the first two counselling sessions.)

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Process for implementing the intervention strategy

1. The Program Coordinator/Manager (Trainer if work-based training) discusses an Interim intervention strategy, including an agreed Action Plan, with the student (and workplace supervisor). The student is contacted whether personally via the trainer or by phone and if these alternatives are not successful, the Program Coordinator/Manager (or delegate nominee) will send an e-mail to the student describing the attempts of contact and reasons why a meeting needs to be arranged.
2. The Action Plan is to include proposed ongoing monitoring and agreed benchmarks and dates for milestone achievements and turn-around to satisfactory performance. Options presented to the student will take account of previous attempts at the same course or units of competency, attendance, feedback from trainers and/or the Program Coordinator Manager, and information provided by the student in support of his or her continuation and challenges in the program. Participation in previous intervention strategies by the student will also be considered.
3. When agreed to the Action Plan is signed off by the student (and workplace supervisor if applicable).
4. Unless there is a need for further intervention, the Action Plan is implemented and monitored until its conclusion and the student is no longer at risk. The Program Coordinator/Manager monitors the implemented intervention strategies and/or action plans by checking the relevant Report for Monitoring Course Progress, which is provided by the Administration Department at least twice per term. This report provides information about the student progress based on the student assessment results as well as intervention strategies implemented, action due dates and any relevant comment added by the Program Coordinator/Manager (or delegate nominee) under the student checklist.
5. Where the Action Plan has been implemented but the student does not perform in accordance with the Action Plan, the student is referred to the Campus Manager (or State Manager), who will further document and inform the student that unsatisfactory progress which could result in terminating the student's enrolment.
6. Students may be allowed to complete their course duration with only partial qualification achievement or may choose to withdraw from the course.

Procedure for monitoring, recording and reporting course progress

1. The trainer/assessor documents academic progress through the recording of assessment outcomes. (Students are provided with the opportunity for two assessment re-sits prior to a final assessment 'not yet competent' outcome being recorded in the student management system).
2. Where a student's final assessment results for a Unit of Competence show 'not yet competent', the situation is viewed as a potential risk to course completion. (Final

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assessment results are the results recorded for a Unit of Competency after undergoing all assessments and any available assessment results.)

3. Where a student does not satisfactorily complete required assessments for a Unit of Competency within required timeframes an Intervention Strategy is prepared by the trainer/assessor to identify potential risks to overall course completion. An Action Plan is developed and implemented to assist the student to get back on track with course progress.
4. The Program Coordinator/Manager or Workplace Trainer will oversee the procedure for implementing the Interim intervention strategy and keep a register of students in intervention strategy phase.
5. Periodically (at the end of each term) the Program Coordinator Manager/Workplace Trainer will review the progress of all students who have been under an Intervention Strategy during the period to ensure satisfactory completion or progress. (A further Intervention Strategy can be introduced where progress or performance has not improved.)
6. If a student reaches a point where 50% or more of a student's final assessment results for a Term (2 x 5-week blocks) show 'not yet competent', the student is considered to be At Risk of not meeting satisfactory course progress, and a Mandatory Intervention Strategy **must** be implemented if not already in place.
7. Where a student fails to meet satisfactory course progress after two consecutive Terms (4 x 5-week blocks) and a Mandatory Intervention Strategy has been implemented, the student is advised in writing of their failure to meet satisfactory progress.
 - a. Overseas students are asked to 'show cause' as to why they should not be reported to DIAC and DEEWR through PRISMS. The letter also informs the student that he or she is able to access the Institute's Academic Grievance Policy and Procedure. The student has 20 working days to lodge an appeal against the decision to report.
 - b. Domestic students on traineeships or apprenticeships will have their enrolment reviewed in conjunction with their employer and the AAC, which may result in their traineeship/apprenticeship being cancelled.

Students at Risk of failing to meet Satisfactory Course Progress

The trainer/assessor may identify students at risk at any time due to factors such as inadequate foundation skills in literacy or numeracy, or general poor participation.

Further to discussions with the student (and/or workplace supervisor), the trainer may complete the Interim Intervention Strategy form proposing an Action Plan and forward this to the Program Coordinator Manager (or State Manager for Trainees and Apprentices).

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Satisfactory course progress is based on satisfactory assessment results. In the event of any of the following situations, the appropriate Intervention Strategy should be implemented:

- failure to achieve competency in at least 50% of the Units of Competency assessed within the agreed time frame (On Campus and structured workshops – where the student fails to achieve competency in at least 50% of the Units of Competency assessed in a single Term or 2 x 5-week blocks) – Mandatory Intervention Strategy.
- failure to provide assessments by the due date without providing satisfactory reason - Interim Intervention Strategy.
- student does not adhere to mandatory directions or meet the specified outcomes which have been documented and agreed to within an Interim Intervention Strategy Action Plan - Interim Intervention Strategy or Mandatory Intervention Strategy, or
- student is at risk of not completing a course within the expected duration of study as specified on the CoE or the Training Contract, without a valid reason - Interim Intervention Strategy

Enrolment Cancellation and Appeal

1. Where a student initiates an appeal against his or her assessment outcomes or against the decision to cancel his/her enrolment, the Institute must maintain the student's enrolment while the complaints process is ongoing. The student may engage in a modified program during this time so as not to further impact on the student's risk of course cancellation (at the discretion of the Institute Manager).
2. Where the student has chosen not to access the complaints and appeals processes within the 20 working day period, withdraws from the process, or the process is completed and results in a decision to cancel the student's enrolment, the Institute will cancel student enrolment and in the case of overseas students will notify DIAC via PRISMS of the student not achieving satisfactory course progress.
3. If the appeal is upheld, the decision will be overturned and, if necessary, a further meeting between the student and the Institute Manager/State Manager will be held to determine further intervention and support strategies to assist the student to get their course progress back on track.
4. Where the result of this process requires a new Confirmation of Enrolment to be generated for an overseas student, this will be done by the Admissions Officer or delegate, and DIAC will be advised through PRISMS.
5. All affected staff will also be advised of the outcome of this process.

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6. All documentation pertaining to a student's course monitoring, Intervention Strategy and Action Plans, enrolment cancellation and reporting is to be retained on the student's file.

Completion within expected duration

Under Standard 9 of the National Code 2007, students are to be monitored for completion within expected duration. As per Standard 9.2, student's duration of study is allowed to be extended only in specific circumstances:

- a) Compassionate or compelling circumstances (e.g. illness where a medical certificate states that the student was unable to attend classes or where the registered provider was unable to offer a pre-requisite unit). Hales Institute's Deferral, suspension, cancellation and withdrawal of student's enrolment policy and procedures applies in these circumstances.
- b) The registered provider implementing its intervention strategy for students who were at risk of not meeting satisfactory course progress as documented within this procedure.
- c) An approved deferment or suspension of study has been granted under Standard 13. Hales Institute's Deferral, suspension, cancellation and withdrawal of student's enrolment policy and procedures applies in these circumstances.

Further, under Standard 9.5, except in the circumstances specified in 9.2, the expected duration of study specified in the student's CoE must not exceed the CRICOS registered course duration.

In the case where the student has not completed the course within the expected duration and does not meet the requirements above, they are entitled to receive, upon request, a Statement of Attainment.

Responsibility	Campus Managers
Policy Endorsed By	Continuous Improvement Committee
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