

POLICY STATEMENT (International Student ONLY)

The Academy of International Education (Australia) (“TAIE”) is committed to maintaining the highest standards in student academic performance, integrity of its courses and academic standard.

The Standards for Registered Training Organisations 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 2018 Standard 8 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.

The expected duration of study specified in the overseas student’s CoE must not exceed the CRICOS registered duration.

The registered provider must monitor the progress of each overseas student to ensure the overseas student is in a position to complete the course within the expected duration specified on the overseas student’s CoE.

TAIE is required to report students who breach the course progress requirements. TAIE 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 TAIE students, although reporting to DIAC only applies to International Students.

TAIE’s Principal Executive Officer, Director of Studies, Training Manager and Administration are responsible for the implementation of the intervention strategies.

PURPOSE

The purpose of this policy is to ensure that TAIE monitors the course duration and course progress of each international student to ensure that at all times students are in a position to complete the course within the expected duration as specified on the student's CoE and CRICOS.

SCOPE

This procedure covers all international students enrolled at TAIE.

RESPONSIBILITIES

The Director of Studies along with Trainer/Assessors are responsible for monitoring attendance and course progress of the students and assisting in implementing intervention strategies.

Director of Studies is responsible for implementing intervention strategies.

The Principal Executive Officer is responsible for ensuring all variations are reported via PRISMS and/or issuing a new CoE for international students.

DEFINITIONS

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

DIBP Department of Immigration and Border Protection

ESOS Act Education Services for International Students Act 2000

National Code 2018 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 DIBP

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 (Vocational Education and Training) programs aligned to the AQF (Australian Qualifications Framework).

At risk of failing to meet course progress requirements

- Where a student fails to achieve competency in at least 50% of the Units of Competency assessed in a study period (i.e. a Term = 10 weeks), or
- does not meet mandatory directions as specified by a designated TAIE staff member through a documented and agreed Student Course Progress Intervention Strategy 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

Where a student fails to meet satisfactory course progress (i.e. 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 (e.g. 2 x 10 week blocks), this could lead to the student's enrolment being cancelled, subject to the outcome of any appeals. For international students, TAIE is required to report the student to DIBP for failing to meet satisfactory course progress. This could result in visa cancellation, (Ref. ESOS Act 2000 Section 19).

PROCEDURE

INFORMATION SUPPLIED TO STUDENTS

- This policy and procedure is made available on TAIE campus, and brought to students' attention via the International Student Handbook and pre-enrolment information.
- Students are initially informed about the requirements for achieving satisfactory course progress and attendance in the International Student Handbook and then reiterated in the orientation process
- Students are informed at induction/orientation and in class by their Trainer/Assessor about the importance of meeting the attendance requirement, assignment due dates, and assessment re-sits where these apply, and the requirement to reach "competency" in each core and elective unit in their enrolled qualification.
- The Training and Assessment Policy and Procedure informs students about the process for re-assessments
- For international student, information provided gives clear information in regard to the requirement for satisfactory attendance and course progress and notification to DIBP via PRISMS.
- Students who are attending holistic cookery experience are to have their attendance log signed by their workplace supervisor as specified in the log book.
- Students can request a copy of their progress report, or where applicable have access to their results and attendance records from the Administration Officer.

REQUIREMENTS OF MEETING ACADEMIC PROGRESS

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

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

1. Active participation in learning and assessment activities

Group work, workbook tasks, projects and on-the-job learning, including simulations and work experience, are designed to provide significant learning opportunities. TAIE'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, holistic cookery experiences, keeping appointments with the Holistic Cookery Experience Coordinator 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.

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.

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.

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.

STRATEGIES TO ENCOURAGE AND MONITOR STUDENT PROGRESS

TAIE has adopted early intervention strategies to encourage and monitor student progress and attendance. Such strategies include, but are not limited to:

- orientation sessions for all students
- pre-course skills assessment and individual learning needs analysis (LL&N Assessment)
- providing information to students about how their progress will be determined and monitored
- participation in learning activities
- log books and attendance records confirming participation in workplace programs
- student access to their results on request
- regular results provided to students
- Trainer/Assessor reports indicating poor participation or concerns about student progress
- summative and formative assessment results and feedback to students
- analysing each student's course progress at the end of each course 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 regular and active participation – Holistic Cookery Experience

Where students are engaged in Holistic Cookery Experience, Log Books and attendance sheets are maintained to demonstrate attendance.

Holistic Cookery Experience Coordinators/assessors are required to:

- a) identify absence from participation which fall below 80% for the study period relevant to the delivery of modules/competency standards
- 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

Procedure for monitoring, recording and reporting course progress

Monitoring, recording and reporting course progress is undertaken to prevent and provide support to students so they are not at risk of failing or satisfactorily complete their courses.

The process for monitoring, recording and reporting course progress in structured classroom and courses is as follows:

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 assessment results are the results recorded for a Unit of Competency after undergoing all assessments and any available assessment resits.)
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 Intervention Strategy Plans are developed and implemented to assist the student to get back on track with course progress.
4. The Training Manager or Holistic Cookery Experience Coordinator will oversee the procedure for implementing the Interim intervention strategy and keep a register of students in intervention strategy phase.
5. Periodically the Training Manager/Holistic Cookery Experience Coordinator 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) International students are asked to "show cause" as to why they should not be reported to DIBP through PRISMS. The letter also informs the student that he or she is able to access TAIE's Complaints & Appeals Policy and Procedure. The

student has 20 working days plus 3 postage days to lodge an appeal against the decision to report.

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/Assessor may complete the Interim Intervention Strategy form proposing an Intervention Strategies Plan and forward this to the Director of Studies.

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 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

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 Director of Studies who has been appointed to support the student.

TAIE uses Intervention Strategy Plans that are named and implemented as follows:

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

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 (e.g. 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, TAIE refers the student to a professional counselling service if the student is happy to attend. TAIE 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. (TAIE covers the cost of the first two counselling sessions.)

Process for implementing the intervention strategy

1. The Director of Studies (in conjunction with the Holistic Cookery Experience Coordinator if relevant) deploys an Interim intervention strategy, including an agreed Intervention Strategies Plan, with the student (and workplace supervisor). The student is contacted whether personally via the Trainer/Assessor or by phone and if these alternatives are not successful, the Director of Studies (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. (Include notes on SMS)
2. The Intervention Strategy Plans are 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 Trainer/Assessors and/or the Director of Studies, 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 Intervention Strategy Plans are signed off by the student (and workplace supervisor if applicable).
4. Unless there is a need for further intervention, the Student Attendance Intervention Plan or Student Academic Intervention Plan is implemented and monitored until its conclusion and the student is no longer at risk. The Director of Studies monitors the implemented intervention strategies and/or Intervention Strategies Plans by checking the relevant Report for Monitoring Course Progress, which is provided by the Administration Officer 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 Director of Studies (or delegate nominee) under the student checklist.
5. Where the Intervention Strategies Plan has been implemented but the student does not perform in accordance with the Intervention Strategies Plan, the student is referred to the Director of Studies, 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.

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, TAIE will 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 TAIE Manager).

2. Where the student has chosen not to access the complaints and appeals processes within the 20 working day commencing 3 days after the date of the outcome letter, withdraws from the process, or the process is completed and results in a decision to cancel the student's enrolment, TAIE will cancel the student's enrolment and will notify DIBP via PRISMS of the student not achieving satisfactory course progress.
3. If an appeal is lodged and upheld, the decision will be overturned and, if necessary, a further meeting between the student and Director of Studies 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, this will be done by the Administration Officer or delegate, and DIBP will be advised through PRISMS by Principal Executive Officer.
5. All affected staff will also be advised of the outcome of this process.
6. All documentation pertaining to a student's course monitoring, Intervention Strategy and Intervention Strategies Plans, enrolment cancellation and reporting is to be retained on the student's file and notes to be entered on the SMS.

COMPLETION WITHIN EXPECTED DURATION

Under National Code 2018, students are to be monitored for completion within expected duration. 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). TAIE's deferring, suspending or cancelling student enrolment policy and procedures applies in these circumstances.
- b) TAIE 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. TAIE's deferring, suspending or cancelling student enrolment policy and procedures applies in these circumstances.

Further, under the expected duration of 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, a Statement of Attainment.

When determining whether compassionate or compelling circumstances exist, providers should consider documentary evidence provided to support the claim, and should keep copies of these documents in the student's file.

The Director of Studies will:

- Extend the duration of the student's study if it is clear that the student will not complete the course within the expected duration, as specified on the student's CoE and CRICOS
- Record the variation and the reasons for it on the student's Administrative file
- Request the Principal Executive Officer to report the variation via PRISMS and/or issue a new CoE if the student can only account for the variation/s by extending their expected duration of study

On advice from the Director of Studies, the Principal Executive Officer will:

- Report the variation via PRISMS
- Issue a new CoE when a student can only account for the variation/s by extending their expected duration of study.
- File all documentation in relation to the variation on the student's Administrative file.

SUPPORTING DOCUMENTATION

TAIE documentation which supports the implementation of this Policy includes:

- Intervention Strategies Policy & Procedure
- Student Course Progress Intervention Strategy Plan

REVISION HISTORY

Revision	Date	Description of modifications
4.1	May 2012	
4.2	April 2013	Included History Table
4.3	October 2018	Updated National Code 2018 and DIAC to DIBP Added Document Details

Document Details

Document Name: Course Duration and Progress Policy & Procedure
 Department: Governance
 Approved: PEO
 Next Review Date: October 2019
 Policy Drivers: National Code 8 & ESOS act Section 19
 Circulation: All staff