VPS10 COURSE PROGRESS AND INTERVENTION STRATEGY FOR INTERNATIONAL STUDENTS POLICY AND PROCEDURE

Abbreviations:

ATMC (The Company)	Australian Technical and Management College
CEO	Chief Executive Officer
CoE	Confirmation of Enrolment
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students
DHA	Department of Home Affairs
ELICOS	English Language Intensive Courses for Overseas Students
LMS	Learning Management System
PRISMS	Provider Registration and International Student Management System
VET	Vocational Education and Training

Policy

1 Purpose

1.1 The purpose of this Policy and Procedure is to ensure that international students maintain satisfactory course progress to complete their studies and ensures that international students are in a position to complete their course within their expected course duration; to foster good practice; and to mitigate academic risk.

2 Scope

This Policy and Procedure applies to all ATMC Staff and students.

3 Principles

3.1 Processes and practices are designed to identify, as early as possible, students who are not actively participating, including through class attendance, in their course and are at risk of failing units and consequently at risk of not progressing satisfactorily through their course.

3.2 Support is offered by Trainers and Assessors where they have identified students are not submitting work and are at risk of falling behind in their work.

3.3 In addition to students receiving informal support provided by Trainers and Assessors, the course progress of students is subject to monitoring processes.

    3.3.1 ATMC will instigate intervention procedures when a student is at risk of not progressing satisfactorily or not completing their course and the requirements within expected duration.

    3.3.2 Intervention strategies are developed taking account of the multiple factors that can impede active course participation, and contribute to academic risk;

3.3.3   Intervention strategies are calibrated to the circumstances and needs of individual students, and are deployed reasonably and sensitively;

3.4   By monitoring and supporting a student to enable him/her to keep up with the course schedule/timetable, ATMC is assisting the student to comply with National Code 2018.

3.5   ATMC implements course progress monitoring for all vocational courses, except for ELICOS courses which will be monitored against attendance requirements (in accordance with the National Code 2018, Standard 8).

4   Responsibilities

4.1   Chief Executive Officer (CEO)

The Chief Executive Officer is responsible for:

4.1.1   Confirming to the relevant administrative staff member, that a student's enrolment is to be cancelled and that the student is to be reported via PRISMS as "unsatisfactory course progress".

4.1.2   Overseeing and monitoring student progress and success, making recommendations to the Academic Board to inform admissions criteria and approaches to course design, teaching, supervision, learning and academic support where required.

4.2   The VET Manager

The VET Manager is responsible for:

4.2.1   The implementation of this Policy and Procedure.

4.2.2   Ensuring that staff and students are aware of its application and that staff implement its requirements.

4.3   Staff

Staffs are responsible for:

4.3.1   Acting in accordance with this Policy and Procedure; and

4.3.2   Seeking advice as to their responsibilities or the appropriate courses of action as required.

5   Policy Statements

5.1   Academic Quality, Equity and Academic Risk

5.1.1   ATMC is committed to providing a high-quality learning experience for all students to facilitate their achievement of required learning objectives and to support them in achieving academic success.

5.1.2   The curriculum, modes of delivery, support services and facilities are designed in the context of these commitments.

5.1.3   Active participation in units and courses, including attending classes and actively participating in class activities is a key factor in contributing to success and in mitigating course progression risk. Consequently, ATMC encourages and supports active

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participation by all students and has in place equitable, reasonable, and sensitive processes and practices to do these things.

5.2 Risk Factors, Monitoring, and Interventions

5.2.1 Relatedly, ATMC is proactive in managing course progression risk and has a range of support strategies available for identifying students who are at risk of failing units and not progressing satisfactorily through their course.

5.2.2 Many factors may contribute to a student becoming at risk of experiencing difficulties. Students in the following categories may be at a higher risk of experiencing difficulties:

5.2.2.1 Students who are employed;

5.2.2.2 Students with young children;

5.2.2.3 Students with caring responsibilities;

5.2.2.4 Students with health difficulties;

5.2.2.5 Students experiencing financial difficulties;

5.2.2.6 Students from culturally and linguistically diverse backgrounds;

5.2.2.7 Students experiencing a personal crisis;

5.2.2.8 Students from traditionally under-represented groups in higher education such as Aboriginal and Torres Strait Islander peoples;

5.2.2.9 Students with a disability; and

5.2.2.10 Students from low socio-economic backgrounds.

5.2.3 While these categories identify risk factors, not all students in these categories will be at course progression risk; students who are progressing satisfactorily in their studies are not considered at risk, irrespective of the risk factors above.

5.2.4 ATMC has in place an effective system for monitoring in class participation and course progression. Evidence obtained through this system is one of the triggers for interventions and provision of support.

5.3 Review

5.3.1 ATMC's processes and practices relevant to managing student course progression, and interventions are regularly reviewed to ascertain if there are systemic issues that ATMC must address in order to mitigate course progression risk.

5.3.2 Review decisions may be, but are not limited to, adjusting admission requirements; improving curriculum design and delivery; improving the monitoring of student academic achievement and progression; or re-calibrating student support services.

5.3.3 More broadly, ATMC will incorporate into its regular reviews feedback from students and staff; the inputs of external experts; the findings of external benchmarking; and the findings of internal and external quality audits.

5.3.4 Review findings drive planned improvements, which are implemented, reviewed, and improved once more, in an ongoing cycle of quality improvement.

5.4   Legislative and Regulatory Compliance

5.4.1   Monitoring course progression systems and processes will be compliant with education provider obligations under the National Code of Practice for Providers of Education and Training to Overseas Students 2018.

Procedure

6   Identifying Course Progression Risk

6.1   ATMC collects and monitors data, using the Student Management System, to identify students at risk of not making satisfactory progress in their course. This triggers interventions and provision of support, and, sometimes, exclusion from the course. Data collected for each student includes:

6.1.1   Number of completed units relative to course duration;

6.1.2   Proportion of units not passed in a given study period as a proportion of units attempted; and

6.1.3   Number of times a unit has been attempted but not passed.

6.2   A student is deemed at risk if:

6.2.1   They fail a unit twice;

6.2.2   They fail more than 50% of units attempted within a study period; or

6.3   Students deemed at risk are required to meet with the VET Manager to discuss their situation.

6.4   The VET Manager will explain the consequences of unsatisfactory course progression and will develop an intervention strategy.

7   Intervention Strategy

7.1   This intervention strategy will be formalised in writing, will include milestones which the student must meet, and will specify points at which adherence to, and the effectiveness of, the plan is reviewed.

7.2   This formalised intervention strategy is recognised as an 'implemented intervention strategy' for the purposes of an allowable extension of course duration for international students under Standard 8 of the National Code.

7.3   Intervention Strategies may include but are not limited to:

7.3.1   Having students attend regular learning support sessions that may assist student with time management, study skills, exam preparation and essay writing;

7.3.2   Study sessions with subject specialists;

7.3.3   One on one tutorial sessions with a paid instructor;

7.3.4   English language support;

7.3.5   Counselling that may assist with personal issues that may be affecting progress;

7.3.6   Reviewing appropriateness of unit or course selection;

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7.3.7   Reduction in study load; and

7.3.8   Reasonable adjustments, where the student is identified as having a disability.

7.4   Details of intervention strategy are recorded on the students file and in VETtrak.

7.5   Warning Letters

7.5.1   All students identified as being "at risk" (at the end of the term intervention) will be sent an appropriate warning letter by email and post, requiring them to attend a course supporting interview.

7.5.2   After receiving the warning letter, the student must attend the mediation intervention strategy meeting within five (5) working days plus two (2) working days for the postage handling.

7.5.3   A copy of the warning letter and all other relevant documents will be placed in student files and recorded in the student management system (VETtrak).

7.5.4   The course supporting interview and intervention meetings will be initiated by the VET Manager, however appropriate personnel such as student support officers/trainers or counsellors may be called in to assist.

7.5.5   At the course supporting interview academic and non-academic issues are explored, solutions sought and intervention strategies negotiated which will be put in place where appropriate.

7.5.6   Students are to agree to and sign the intervention strategy, which may include (but not limited to):
    7.5.6.1   Register for one on one learning support
    7.5.6.2   Register for an additional timetable/classes
    7.5.6.3   Register for LLN support classes
    7.5.6.4   Reasonable adjustments to assessment
    7.5.6.5   English support classes
    7.5.6.6   Computer skills support session
    7.5.6.7   Bi-lingual support session
    7.5.6.8   Re-assessment (utilising remaining attempts)
    7.5.6.9   Trainer's assistance in finding models/clients
    7.5.6.10   Referral to external services

7.5.7   Details of the intervention strategy proposed by ATMC will be recorded, and a signed copy of the intervention document will be given to the student and a copy will be placed in the student file and recorded in Student Management system (VETtrak).

7.5.8   Students will be required to accept the agreed intervention strategy proposed by ATMC to continue to remain enrolled in the course.

7.5.9   Students who have received the first warning letter (formal intervention), and failed to attend the intervention meeting or participate in an intervention program, are identified again to be at risk for subsequent end of term intervention and will be considered as failing to achieve competency in a second consecutive term.

7.5.10   The student will be issued a written notice of intention to report the student for unsatisfactory progress to the Department of Home Affairs, and be provided with information about the appeals process.

7.5.11 Where the student has chosen not to access the complaints and appeals process within the twenty (20) working days plus two (2) working days for postage handling, or the student withdraws from the process, or the process is completed and results in a decision supporting ATMC (i.e. the student's appeal was unsuccessful), ATMC must notify the Secretary of the Department of Education and Training through PRISMS as soon as practicable of the student not achieving satisfactory course progress.

7.5.12 If the student's appeal is successful or there are compassionate or compelling reasons for the lack of progress, ongoing support must be provided to the student through ATMC's intervention strategy and ATMC will not report the student.

7.5.13 If the student's appeal is unsuccessful and the student is deemed to have failed to meet satisfactory course progress, ATMC will report the student via PRISMS.

7.5.14 Two consecutive terms are taken into account under this policy and procedure before a written notice of intention to report the student for unsatisfactory progress can be issued.

7.5.14.1 In the written notice, ATMC will notify the student in writing of the intention to report the student for not achieving satisfactory course progress and clearly state that the student has the right to access ATMC's complaints and appeals processes within twenty (20) working days plus two (2) working days for postage handling (refer to the Complaints and Appeals policy and procedure).

7.5.15 Where a student, completing an intervention strategy, requires more time to complete their qualification, a new Confirmation of Enrolment (CoE) is granted to the student and must be lodged on PRISMS by the Admission Department. The new CoE must indicate the revised completion date and the reasons for the revised date.

7.5.16 ATMC maintains the student's enrolment and the student is expected to attend classes as usual during the complaint and appeal process.

7.5.17 All of the notifications to report of student progress are kept in the student management system (VETtrak).

7.6 Implementing Informal Intervention Strategy

7.6.1 To increase the chances of students completing the course within the expected duration, students identified to be "at risk" in the mid-study period progress monitoring will receive a support email recommending them to attend a course supporting interview.

7.6.2 This reminder email is not a warning letter but rather it is ATMC's academic support rendered to students.

7.6.3 These students will not be reported to the Secretary of the Department of Education and Training through PRISMS for not achieving satisfactory progress.

8 Continuous Progress Monitoring and Intervention

8.1 Continuous Progress monitoring is completed within two (2) weeks of the end of each term.

8.1.1 The Student Support Officers will review the academic progress of all students and identify those students who are "at risk".

8.2 Specific monitoring periods may vary for students enrolled progressively.

8.2.1 However, they will be monitored within two (2) weeks of the end of their term.

8.2.2 These students may be identified in the subsequent monitoring period.

Definitions:

Consecutive unsatisfactory progress	Is defined as not meeting the course progress requirements or alternatively not successfully completing or demonstrating competency in at least 50% of the course progress requirements of that term as defined and implemented in the training plan.
Term	Is a discrete period of time measures in weeks (10 weeks). There are 4 terms throughout the year.
Course progress requirements	Are met on the successful completion of units and/or pre-requisite units where the assessments are scheduled in each study period and identified in the training plan. These requirements are used to benchmark against a student's progress..
The training plan	Specifies competencies to be achieved and when, where, how and the duration for which the unit is to be delivered. The duration, the course progress requirements for each term and the progress monitoring period are also clearly identified. A copy of the training plan is provided to students on orientation day.
At risk	of failing to achieve satisfactory course progress requirements occurs when a student does not meet the course progress requirements and: • Fails to achieve more than 50% of the expected course progress requirements of a specific qualification as defined in the training plan undertaken in any term; • Is in danger of being unable to complete a course within the expected duration of study as recorded on the PRISMS register after having their program reviewed by the Student Support Department. • Fails to achieve pre-requisite units.
Intervention strategies	Will be negotiated with the students who are considered "at risk". Students will be interviewed
Satisfactory progress	Means that students have successfully completed the competencies in 50% or more of the course requirements being scheduled for the term
Monitoring	Refers to an active checking of course progress
Recording	Means that there must be a documented record of the student's achievement within each unit
Assessing	Requires the provider to consider a student's demonstrated achievement

Result Types

Awaiting Placement	Units where training has commenced and are still in progress, where the student has finished all Training and Theory or Simulated Assessments and is waiting on a Practical Placement component to achieve competency.
For AVETMISS reporting purposes	This result is the same as Continuing. The Awaiting Placement result is to monitor progress internally.

Competent	The unit has been assessed, and the student satisfies all of the requirements for the unit of competency
Continuing	For units that have started and are still in progress, with the student still actively training (i.e. have activity start date in the past and activity end dates in the future)
Credit Transfer	Recognition that the unit of competency has already been successfully completed as part of another qualification or with another training organisation.
Not Yet Competent	Recorded for a student who has been assessed, but failed to achieve all of the elements specified for that unit of competency to the specified standard
RPL	Credit received by a student for a unit of competency through recognition of their informal learning

Legislation and Related Documents

- Deferral, Suspension, or Cancellation of Enrolment Policy and Procedure

- Education Services for Overseas Students Act 2000

- National Code of Practice 2018 – Standard 6 (6.1.7), 7 (7.2.2.1), 8 (8.9, 8.13, 8.15, 8.16.2) and 9 (9.3.3)

- Complaints and Appeals Policy and Procedure

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