



Course Progress Policy and Procedure

Purpose

SELC implements the DHA Course Progress Policy and Procedures for CRICOS Providers of VET Courses registered on CRICOS. Requirements for attendance monitoring are not required for ESOS purposes but have been factored into determining satisfactory progress requirement at SELC. *At a minimum, the intervention strategy must be activated where the student has failed or has been deemed not yet competent in 50 per cent or more of the units attempted in any study period. A provider may choose to activate an intervention strategy at any point before the end of the study period provided this is outlined in its course progress policy and/or intervention strategy. (National Code of 2018).* Therefore, the SELC Course Progress Policy & Procedure outlines the conditions and intervention strategy for any vocational education & training student, who is at risk of not meeting satisfactory course progress requirements.

Requirements for Course Progress Policy & Procedure

1. SELC's Course Progress Policy & Procedure complies and notifies with the Secretary of the Department of Education, through PRISMS. If the student does not achieve satisfactory progress after the appeals process (if actioned) is finalised, the Secretary of the Department of Education is notified and upholds the provider's decision to report.
2. SELC monitors, records and assesses the course progress of every vocational student, for the vocational course in which they are enrolled.
3. SELC marks attendance for all students from week one of each study period.
4. A study period is defined as 10 weeks/1 term (not including holidays) for Early Childhood Education and Fitness Courses, and 9 weeks/1 term (not including holidays) for Business Courses.
5. Students will be informed of the course progress requirements and process at orientation, prior to commencement of studies.
6. Unsatisfactory progress is defined, as not successfully completing or demonstrating competency in at least 50% of course requirements for each individual course, which includes submission of assessments, attendance in class and the required amount of e-learning for each study period.
7. SELC has intervention strategies in place for any student who is not making satisfactory course progress, which is available to all staff and students that defines:
 - Procedures for contacting and counseling students
 - Strategies to assist identified students to achieve satisfactory course progress
 - Process to activate the intervention strategy
8. SELC's intervention strategy, which the student is asked to sign, includes provisions for:
 - Advising students on the suitability of the course in which they are enrolled
 - Assisting students by advising them of opportunities for reassessment, for tasks in units of competence or modules where they have failed
 - Advising students that unsatisfactory course progress in two consecutive study periods for a course, could lead to the student being reported on PRISMS to DHA

and cancellation of student visa, depending upon the outcome of the appeal process.

- Each student will be asked to sign the agreed upon intervention strategy.
9. SELC will implement early intervention strategies and a formal intervention pathway, with the aim to support students to meet the requirements of course progress.
 10. If a student is identified as not making satisfactory course progress in a second consecutive study period, SELC will notify the student (via email) of SELC's intention to report the student to DHA, through PRISMS for unsatisfactory progress.
 11. The SELC written notice of intention to report, provides the student with an opportunity to access SELC's appeals process and under Standard 8, the student has 20 days in which to do so. Students may appeal on the following grounds:
 - SELC's failure to record or calculate a student's results accurately
 - Compassionate or compelling circumstances, with viable evidence and in accordance with the ESOS Act
 - SELC has not implemented the intervention strategy and other related SELC policies, according to SELC policies and procedures made available to students
 12. Where an at-risk student appeals, the outcome will vary depending upon the grounds of appeal, that may include but are not limited to:
 - Error in SELC calculation and evidence proves the student actually made satisfactory progress, the results will be amended and recorded in the database. SELC will not report the student on PRISMS and there is no requirement for further intervention
 - Compassionate or compelling reasons with evidence demonstrate that this caused unsatisfactory progress, SELC will provide ongoing support to the student, through the intervention strategy and SELC will not report the student on PRISMS at that time.
 13. Where a student has chosen not to access the appeals process within the 20 working day period, SELC will notify the Secretary of the DET, through PRISMS as soon as practicable, after the timeframe of the student not achieving satisfactory course progress, as per reporting requirements.
 14. Where a student withdraws from the process, SELC will notify authorities through PRISMS, as soon as practicable of the student not achieving satisfactory course progress, as per reporting requirements.
 15. If SELC staff identifies an at-risk student before the end of the study period, intervention will be initiated as early as practicable. DHA will consider all the information available and if they decide to consider cancellation, DHA will send a Notice of Intention to Consider Cancellation (NOICC), prior to a decision being made to cancel the students visa. Students will be given an opportunity to respond to the NOICC and explain their situation. The student does not need to attend a DHA office.

Procedures for monitoring, identifying and contacting at-risk students

SELC adopts the following measures to monitor, identify and contact at-risk students:

1. Student attendance is manually recorded each day of class, and monitored for each class and recorded in the database, as well as a hard copy file. E-learning hours will also be monitored on a weekly basis.
2. Student assessment results are recorded, monitored and retained in the database, at the conclusion of delivery and assessment of each unit of competence, which is before the completion of the 10 week delivery/assessment period for Early Childhood and Fitness Courses and 9 weeks delivery/assessment period for Business Courses in the student database
3. The VET Coordinator - (per course) will identify at risk students who have been deemed NYC, in any unit of competence delivered in that study period and who have also not met attendance requirements for academic progress. SELC VET Coordinator will prepare warning letters as follows:
 4. - Early intervention letter, will be issued to students at the end of week 3, if they are already showing signs of not meeting course progress, particularly regarding attendance. This will give SELC another opportunity to explain the course requirements and offer support where needed
 - First warning letter, if it is the first time a student has been identified as not making satisfactory progress – at risk students meet with VET Coordinator – (course specific). The student has 10 working days to respond to the first warning letter and to seek an agreed upon intervention strategy
 - Second warning letter, if it is the second consecutive time a student has been identified as not making satisfactory progress – at risk students meet with VET Coordinator – (course specific). If the student has still not communicated with the college, a further 10 days will be given for the student to reply from the date of the second warning letter
 - Final warning letter, if the student does not make an effort to improve on their attendance and course progress they will be asked to meet with the VET Coordinator – (course specific) within 5 working days of the final warning letter for further intervention.
 - Intention to report letter, if the student has undergone intervention for two consecutive study periods and has still demonstrated unsatisfactory course progress, the student will be asked to meet with the VET Administration Manager. Students will be advised that they have 20 days to appeal against the decision made by the college.

Implementing Intervention Strategy with 'At Risk' Students

SELC adopts the following intervention strategy:

1. Students make an appointment with the VET Coordinator - (per course), to be provided with an opportunity to discuss reasons/possible evidence that accounts for unsatisfactory progress. Prior to the interview, VET coordinators will speak with the student's trainer to gather a holistic view of the student's work, including attendance, assessment results and class participation.
2. VET Coordinator - (per course), VET Administrative Manager or delegate will identify and record the reasons for unsatisfactory progress on the SELC Intervention form, which is signed by both SELC and student at the end of the interview
3. At each consultation, the VET Coordinator - (per course), VET Administration Manager or delegate will share the following information with the student as a baseline for discussion:
 - Assessment Feedback Form

- Student results, identifying units deemed competent and not yet competent during the 10 week delivery period for Early Childhood Education and Fitness Courses, and 9 weeks delivery period for Business Courses
 - Student attendance average where it is below 70%
 - Individual student consultation record, if this is an ongoing record including important points: issues and plans for action that came up during the previous consultations and to what extent the strategies have been met or not.
4. Mutually identify causes and strategies that may include but are not limited to:
 - Referring the student to English language support programs/classes in the relevant English language macro skill area(s), that has impeded the student ability to achieve successful academic progress (ie: listening skills; speaking skills; reading skills; writing skills). These courses are at the student's cost.
 - Providing the student with opportunities for reassessment as per the SELC student handbook, where the student has submitted an assessment but was not able to demonstrate competence. Fees will apply for the late submission of assessments, unless an extension has been granted by the student's trainer and/or assessor.
 - Where compassionate/compelling circumstances has impacted on successful academic progress, the student may be provided with a revised timetable with another class that has not covered the units of competence failed, to afford them the opportunity for full delivery and assessment opportunities. This may not be possible with all courses, due to course delivery, class numbers and availability
 - Students are required to complete their course within expected duration and if this is not possible, due to compassionate/compelling circumstances addressed by intervention requiring additional time. This will be recorded on PRISMS when the student applies for a Student Course Variation to complete the qualification.
 - Increasing the monitoring of student attendance, class participation and formative assessment, as well as summative assessment
 - Referring the student to a qualified counselor if there was a stressful personal situation difficult for the student to deal with and it impacted on their progress
 - Advising students of other more suitable courses where necessary
 5. International students undertaking paid employment during scheduled class time that is not integrated in their qualification as per training package rules as the reason for unsatisfactory progress is not compassionate/compelling circumstances and is to be regarded and treated as a breach of student visa conditions
 6. VET Coordinator - (per course), VET Administrative Manager or delegate, to reiterate the consequence of continued unsatisfactory progress within agreed timeframes
 7. Student discussion is recorded on Student Intervention form, to include details of agreed strategy with timelines/actions for intermediate and long term results
 8. SELC and the student will have signed copies of the Student Interview Form
 9. The trainer/assessor will monitor the effectiveness of the intervention strategy and arrange follow up interviews, if progress is minimal or non-existent
 10. Details of intervention to also be recorded on the database, for monitoring and recording purposes, to identify if the student has exceeded the intervention strategy opportunities

Requirements for reporting students for unsatisfactory progress

SELC adopts the following reporting strategy requirements:

1. SELC will report a student for unsatisfactory progress, when the student has been identified as not making satisfactory progress in two consecutive study periods, and the student has not made a successful appeal against this assessment
2. SELC will not report a student for course progress in a non-compulsory study period, when considering whether there has been unsatisfactory progress in two consecutive study periods
3. SELC will not report a student if it is identified for a second, but not consecutive study period as not making satisfactory course progress
4. When SELC reports a student for unsatisfactory course progress, DHA will, in all but exceptional circumstances cancel the student visa. Secretary of the DET, will rely on SELC report of unsatisfactory course progress as the report cannot be made on PRISMS, until SELC has completed the complaints and appeal process. If the student is dissatisfied with SELC's provision of complaints and appeals process, the student may lodge a complaint with DHA
5. Under Section 19(2) of the ESOS Act 2000, SELC will report the student on PRISMS for unsatisfactory course progress as soon as practicable after the breach occurs, which will be no less than 5 days of finalising the decision to report.

Compassionate or compelling circumstances

SELC identifies compassionate and compelling circumstances, as generally those beyond the control of the student, that has a direct impact on the student's capacity and/or ability to progress through the course. These may include:

1. Serious illness or injury, where a medical certificate states the student was unable to attend classes (medical certificate to be provided) and continuing ill health, where appointments need to be made with specialists.
2. Bereavement of close family members, such as parents or grandparents (where possible a death certificate to be provided. All certificates in languages other than English must be translated and certified).
3. Major political upheaval or natural disaster in the student's home country, requiring emergency travel and this impacts on their studies
4. A traumatic experience which could include but not limited to:
 - Involvement in or witnessing a crime or accident
 - Crime committed against the student
 - Student witnessed a crime and this has impacted the student (police and/or psychologist reports to be provided)

SELC will use professional judgment to assess each case on its merits and consider documentary evidence provided to support the claim. Copies to be maintained on the student file

Erratic course progress as a potential indicator of non bona fide students

1. If SELC has evidence and reason to believe a student is not bona fide, SELC may cancel the student's enrolment under Standard 9
2. SELC will ensure that prior to enrolment, students are informed of the grounds on which course progress is considered and on which cancellation may occur as required under Standard 2
3. SELC will ensure that students are informed, that SELC identifies bona fide students on the basis of participation to include attendance, class participation and successful completion of formative and summative assessments

4. SELC will ensure that students are aware prior to enrolment, that failure to successfully undertake all aspects of point 3 above, may be regarded as grounds for cancellation of enrolment

Monitoring course progress for reporting purposes and for completion within expected duration

1. As per Standard 9, SELC has implemented documented policies and procedures, for monitoring the course progress of each student, to ensure that the student can complete the course within the expected duration as specified on the Confirmation of Enrolment (CoE)
2. SELC monitors course progress against course duration, as well as monitoring course progress for reporting purposes and can be identified in other related policies

Specifics for the *Certificate III in Early Childhood Education and Care* and the *Diploma of Early Childhood Education and Care*

- Each student's attendance will be marked each session (day and evening) and entered into the student database, as well as a hard copy. E-learning will be monitored weekly.
- Attendance will be monitored from week one of each study period (10 weeks).
- To meet the course requirements for Early Childhood Education and Care, students must attend a minimum of 50% of **each** individual unit (theory class).
- To meet course progress students must also hand assessments in by the due date, and any re-submissions must be handed in within 5 working days of the assessment being returned to the student, unless the student has provided evidence of compassionate and compelling reasons for a late submission and been given approval for extension. Students will only be able to re-submit an assessment twice and fees may apply.
- Students will be marked *not yet competent* (NYC) in a unit where their attendance is less than 50% and they have not received permission to make work up at another time or been given leave for compelling and compassionate reasons
- If a student has NOT attended class for at least 50% per unit, they will not be able to attend the practical component/assessment for that unit. This results in a fail given for that study period
- Mandatory work placement has a requirement of 100% attendance, which is non-negotiable.
- Students will have access to intervention and support strategies

Specifics for *Certificate III in Fitness* and *Certificate IV in Fitness*

- Each student's attendance will be marked each class (day and evening) and entered into the student database, as well as a hard copy. E-learning will be monitored weekly.
- Attendance will be monitored from week one of each study period (10 weeks).
- To meet the course requirements for Fitness, students must attend a minimum of 50% of **each** individual unit (theory class).
- To meet course progress students must also hand assessments in by the due date, and any re-submissions must be handed in within 5 working days of the assessment

being returned to the student, unless the student has provided evidence of compassionate and compelling reasons for a late submission and been given approval for extension.

- Students will be marked *not yet competent* (NYC) in a unit where their attendance is less than 50% and they have not received permission to make work up at another time or been given leave for compelling and compassionate reasons.
- If a student has NOT attended class for at least 50% per unit, they will not be able to attend the practical component/assessment for that unit. This results in a fail given for that study period.
- Students will have access to intervention and support strategies, including having access to week 10 for re-sit of practical components, if granted by the student's trainer or the Fitness VET coordinator.

Specifics for *Certificate III in Business Administration, Certificate IV in Leadership and Management, Certificate IV in Project Management, Diploma of Business, Diploma of Leadership and Management, Diploma of Project Management, Advanced Diploma of Leadership and Management and the Advanced Diploma of Program Management.*

- Each student's attendance will be marked each class (day and evening) and entered into the student database, as well as a hard copy. E-learning will be monitored weekly.
- Attendance will be monitored from week one of each study period (9 weeks).
- To meet the course requirements for Business, students must attend a minimum of 50% of each study period.
- To meet course progress students must also hand assessments in by the due date, and any re-submissions must be handed in within 5 working days of the assessment being returned to the student, unless the student has provided evidence of compassionate and compelling reasons for a late submission and been given approval for extension.
- Students will be marked *not yet competent* (NYC) in a unit where their attendance is less than 50% and they have not received permission to make work up at another time or been given leave for compelling and compassionate reasons.
- Students will have access to intervention and support strategies, including having access to week 10 for assessment support and re-submission, if granted by the student's trainer or the Business VET coordinator.

Responsibilities regarding course progress

VET Coordinator

- Follow-up attendance with trainers in week three (and onwards) of each study period
- Contact students that have been identified by trainers, as having an 'at risk' attendance level close to 50%
- Organise an intervention interview with students that have an attendance at 50% or lower

- Implement intervention strategy to support students to get back to an acceptable attendance level, to meet course progression level
- Offer suggestions to the student, for other areas of support for the completion of course progress
- Fill out required paperwork and submit information into student database
- Send out first and second warning letters to students that have attendance under 50% and when first warning letter has been ignored or intervention strategy is not working
- Follow up with a Final Warning Letter if previous warning letters are ignored and / or there is not improvement in the student's course progress and attendance.
- If a student would like to apply for leave that may affect their attendance or course progress, the VET coordinator must ask the student to email their request with supporting documentation as soon as possible. Each VET coordinator must gather information regarding the student (current attendance, class participation, assessment results) from the student's trainer, before making a decision regarding the leave. All emails and supporting evidence must be added to the student's file on the student database

Trainers

- Enter attendance into student database (and hard copy) daily with accuracy
- Print out e-learning attendance each week, and file them with each week's role. Highlight students that have not met the course requirements for e-learning
- Observe current attendance pattern and speak to any students verbally that may have attendance under 70%. Alert VET coordinator regarding attendance, where concerns have arisen
- Supply information to the VET coordinator where needed, regarding each student's current attendance pattern, class participation and assessment results, to help form decisions based on course progress
- Attend non-course progress meetings where required (with VET coordinator), to provide feedback to students regarding their course progress and attendance

Students

- Follow the requirements of their student visa, in relation to attendance and course progress
- Follow the policies and procedures of the college
- Advise their trainer and/or VET coordinator when an application for leave is to be made. Supply supporting documentation where appropriate. Meet with the VET Course coordinator

Administration Manager

- Send Letter of Intention to report to the student.
- Report student to DHA via PRISMS and cancel the student's CoE (after 20 working days, if the appeals process has not been actioned or if the appeals process outcome does not favour the student).