

P10 - Course Progress and Intervention Strategy for International Students [National Code 2018, Standard 8]

1.0 Purpose

- 1.1 The purpose of this policy and procedure is to ensure that international students maintain satisfactory course progress to complete their studies within the expected duration and, where they show any signs of being at risk of not achieving the satisfactory course progress, students are supported and encouraged to get their studies back on track and meet performance requirements.
- 1.2 In addition to students receiving informal support provided by Trainers and Assessors, the course progress of students is subject to monitoring processes. Baxter Institute 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.
- 1.3 By monitoring and supporting a student to enable him/her to keep up with the course schedule/timetable, Baxter Institute is assisting the student to comply with National Code 2018, Standard 9 (see Policy P09 – “Completion within the expected duration of study”) whilst being compliant with the National Code 2018, Standard 8.
- 1.4 Baxter Institute 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).
- 1.5 This policy is made available to staff and students on Baxter Institute website and staff portal.

2.0 Responsibility

- 2.1 The Head of VET Studies is responsible for the implementation of this procedure and for ensuring that staff and students are aware of its application and that staff implement its requirements.
- 2.2 The Training Manager/ Operations Manager executes the operational and procedural aspects of this policy. All Student Support staff must read and understand the policy.
- 2.3 This policy is made available to staff and students on Baxter Institute’s website and staff portal.

3.0 Definitions

- 3.1 ‘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 a term as defined and implemented in the training plan.
- 3.2 ‘Term’ is a discrete period of time measures in weeks (10 weeks). There are 4 terms throughout the year.
- 3.3 Course progress requirements’ are met on the successful completion of units and/or pre-requisite units where the assessments are scheduled in each term and identified in the training plan. These requirements are used to benchmark against a student’s progress.
- 3.4 ‘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.
- 3.5 Being “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.

- 3.6 Intervention strategies will be negotiated with the students who are considered “at risk”. Students will be interviewed, supported and will have a course intervention strategy implemented which may include, but is not limited to academic skills support, additional English support, additional tutoring, and placement in a more appropriate class to get them back on the right track to succeed and achieve satisfactory progress requirements.
- 3.7 Satisfactory progress means that students have successfully completed the competencies in 50% or more of the course requirements being scheduled for the term and have not been identified as being “at risk”.
- 3.8 ‘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, progress or competency.

3.9 **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

4.0 **Requirements/Process**

- 4.1 The course progress of each student is monitored, recorded and assessed for all units of the course for which the student is enrolled to ensure the course will be completed within the expected duration.
- 4.2 Baxter Institute assesses each student’s progress at the end-point of each term. The process for assessing course progress involves the review of completed assessments as identified in the term.
- 4.3 For the purpose of giving support and identify students at risk, students are monitored for the units in the middle of the term.
- 4.4 Where Baxter Institute has assessed the student as being “at risk”, it will inform the student and implement an intervention strategy. All causes, academic and/or non-academic, such as personal issues that lead to unsatisfactory progress, will be discussed and reviewed.
- 4.5 Students who are identified as being “at risk” in the middle of the term with regards to their course progress requirements are sent reminder email about the risk of failing to complete course progress requirements in at least 50% or more of their course as shown in the training plan. Progress support offered at this time is considered an informal intervention.
- 4.6 The formal intervention strategy implemented after the term ends is considered a formal intervention. A formal written warning letter will be issued to those students who have not successfully completed the assessments in 50% or more of the course progress requirements being studied for that term.
- 4.7 Those students who are “at risk”, whether through the formal or informal intervention, will be interviewed, supported and placed on a course intervention strategy.

- 4.8 If the student is identified as not making satisfactory course progress in a second consecutive term, Baxter Institute must notify the student in writing of its intention to report him/her to the Secretary of the Department of Education for unsatisfactory progress via PRISMS. In the written notice, the student must be informed that he or she can access Baxter Institute's complaints and appeals process under Standard 10 of the National Code 2018 and that the student has 20 working days plus 2 working days for postage handling to do so (Policy P08-Complaints and Appeals).
- 4.9 Students who have unsatisfactory academic progress will be reported to the Department of Home Affairs and may risk having their student visa cancelled. Department of Home Affairs will consider all the information available and if they decide to consider cancellation, Department of Home Affairs 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 Department of Home Affairs office.
- 4.10 Students who, after intervention and/or due to compelling reason, decide to move to another field of study within Baxter Institute, will not be reported to the Department of Home Affairs for unsatisfactory course progress.
- 4.11 Where the student has chosen not to access the complaints and appeals process or withdraws from the process or the process is completed with the outcome supporting Baxter Institute (i.e. the student's appeal was unsuccessful), the Secretary of the Department of Education must be notified as soon as practicable of the student not achieving satisfactory course progress through PRISMS. 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 Baxter Institute's intervention strategy, and the student will not be reported.
- 4.12 The methods section in Policy P09 – Completion within the Expected Duration of Study define the procedures for monitoring the progress of students, taking intervention action and reporting students who have breached the course progress requirements. The policy identifies both the student's academic progress and their ability to complete their course within the expected duration (Policy P09).

Procedure

- 4.13 Progress monitoring is completed within two weeks of the end of term. The Student Support Officers will review the academic progress of all students and identify those students who are "at risk". Specific monitoring periods may vary for students enrolled progressively. However, they will be monitored within two weeks of the end of their term. These students may be identified in the subsequent monitoring period.
- 4.14 Progression data is taken from the Student Management System, which track student attendance and unit results.

Implementing Formal Intervention Strategy

- 4.15 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.
- 4.16 After receiving the warning letter, the student must attend the mediation intervention strategy meeting within five working days plus 2 working days for the postage handling.
- 4.17 A copy of the warning letter and all other relevant documents will be placed in student file and recorded in the Student Management System (VETtrak).
- 4.18 The course supporting interview and intervention meetings will be initiated by the Training Manager/Operations Manager, however appropriate personnel such as student support officers/trainers or counsellors may be called in to assist.

- 4.19 At the course supporting interview academic and non-academic issues are to be explored, solutions sought, and intervention strategies negotiated which will be put in place where appropriate. Students are to agree to and sign the intervention strategy, which may include (but not limited to):
- Register for one on one learning support
 - Register for an additional timetable/classes
 - Register for LLN support classes
 - Reasonable adjustments to assessment
 - English support classes
 - Computer skills support session
 - Bi-lingual support session
 - Re-assessment (utilising remaining attempts)
 - Trainer's assistance in finding models/clients
 - Referral to external services
- 4.20 Details of the intervention strategy proposed by Baxter Institute 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).
- 4.21 Students will be required to accept the agreed intervention strategy proposed by Baxter Institute to continue to remain enrolled in the course.
- 4.22 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. 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.
- 4.23 Where the student has chosen not to access the complaints and appeals process within the 20 working days plus 2 working days for postage handling, or the student withdraws from the process, or the process is completed and results in a decision supporting Baxter Institute (i.e. the student's appeal was unsuccessful), Baxter Institute must notify the Secretary of the Department of Education through PRISMS as soon as practicable of the student not achieving satisfactory course progress.
- 4.24 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 Baxter Institute's intervention strategy and Baxter Institute will not report the student. If the student's appeal is unsuccessful and the student is deemed to have failed to meet satisfactory course progress, Baxter Institute will report the student via PRISMS.
- 4.25 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. In the written notice, Baxter Institute 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 Baxter Institute's complaints and appeals processes within 20 working days plus 2 working days for postage handling (see Policy P8 – Complaints and Appeals).
- 4.26 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.
- 4.27 Baxter Institute maintains the student's enrolment and the student is expected to attend classes as usual during the complaint and appeal process.
- 4.28 All of the notification to report of student progress are recorded in the Student Management System (VETtrak).

Implementing Informal Intervention Strategy

- 4.29 To increase the chances of students completing the course within the expected duration, students identified to be "at risk" in the mid-term progress monitoring will receive a support email recommending them to attend a course supporting interview. This reminder email is not a warning letter but rather it is Baxter Institute's academic support rendered to students. These students will not be reported to the Secretary of the Department of Education through PRISMS for not achieving satisfactory progress.

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