Overseas Students Visa Requirement Policy & Procedure

Purpose

The purpose of this policy is to ensure that Polytechnic Victoria has a structured process in place to track the performance of each Overseas student throughout their course. This procedure describes how Polytechnic Victoria will:

- Systematically monitor, record and assess the course progression of each student for each unit of the course they are enrolled in;
- Be proactive in notifying, supporting and counselling students who are at risk of failing to meet course progression requirements.

For students, this procedure also describes the circumstances in which Polytechnic Victoria will report students who do not meet course progress requirements via PRISMS.

This procedure ensures Polytechnic Victoria's compliance with Standard 8 of the National Code and monitors the progress of each Overseas student to meet the VET Quality Framework requirements of ensuring that the learner inculcates sufficient skills and knowledge to meet the relevant training package requirements

Scope

This policy applies to all staff & third parties of Polytechnic Victoria who is responsible for recording, monitoring and reporting the academic progress of Overseas students. The administration manager is responsible for implementing this procedure and for ensuring that staff and students are aware of its implications and implement its requirements.

Policy

Registered providers systematically monitor students' course progress. Registered providers are proactive in notifying and counselling students who are at risk of failing to meet their course progress requirements. Registered providers report students, under section 19 of the ESOS Act, who have breached the course progress requirements.

This policy/procedure supports 'Standard 8 – Overseas Students Visa Requirements of the 'National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018'

Definitions

At Risk:	An 'At Risk' student is a student who for any reason, is considered as not, or potentially not, meeting course progression requirements. For instance when a student fails a pre-requisite unit of competency or does not achieve satisfactory results or competence in 25% or more units in a term
Course:	Program of study for the attainment of a testamur or certificate.
Course Progression Progress:	The measure of advancement through academic merit or skill based competencies towards the completion of a course as per unit/module guidelines.
Compassionate or compelling	Compassionate or compelling circumstances are Generally those beyond the control of the student and they have an impact on the student's capacity and/or ability to progress through a course. These could include: • serious illness or injury, where a medical certificate states that the student was unable to attend classes • bereavement of close family members such as parents or grandparents (where possible a death certificate should be provided) • major political upheaval or natural disaster in the home country requiring their emergency travel and this has impacted their studies • a traumatic experience which could include but is not limited to: ○ involvement in or witnessing of an accident or ○ a crime committed against the student or ○ the student has been a witness to a crime and this has impacted the student (these cases should be supported by police or psychologists' reports)
Date of Result	The date when the final result for a unit of competency is recorded
Expected duration	For the purposes of Standard 8, the expected duration of a course is the duration of the course as registered on The Australian Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS). The expected duration for overseas students should not differ from the expected duration of the course mentioned on CRICOS register. The course duration includes approved holiday periods.
DHA	Department of Home Affairs

Intervention Management Tool:	A method, tool or process that allows the following processes: • Recording of submission of assessment tasks and the grade awarded, • Identifies if the student is above or below the designated 'At Risk' level, • Recording of communication with student.
Intervention Strategy:	Any documented action targeted at addressing the needs of an 'at risk' student.
Satisfactory Progress:	Successfully completing or demonstrating competency in at least 50% of the course requirements in a given Term
Unsatisfactory Progress:	Unsatisfactory progress is defined as not successfully completing or demonstrating competency in at least 50% of the course requirements in that Term.
Term/ Study Period:	Please see attached Annexure 2 for Term schedule
Student	An Overseas student who holds a Student Visa, and is an 'overseas Student' as defined by the ESOS Act.

Satisfactory course progress

Successfully completing or demonstrating competency in more than 50% of the course requirements in a given term is considered to be satisfactory course progress. The duration of each course term varies based on the length of the course. For specific details, please refer to Annexure 2 at the end of this policy. For example, courses with shorter durations will have correspondingly shorter terms, allowing for systematic monitoring of course progress at regular intervals.

Polytechnic Victoria will, however, monitor the workload of students to ensure they complete the course within the duration specified in their CoE.

Course Progression Monitoring

Polytechnic Victoria monitors, records and assesses the course progress of each student for the course in which the student is currently enrolled in accordance to the Department of Education and Training-Department of Home Affairs course progress policy. Polytechnic Victoria assesses each student's progress during and at the end of each term.

Polytechnic Victoria expects the students to actively participate in class activities by attending classes regularly, undertaking all assessments and demonstrating a high level of practical skills where required. Prior to the commencement of a course and during Orientation, Polytechnic Victoria provides each student with a Training Plan incorporating the units for each term and information on core units, which

are to be completed compulsorily to achieve the qualification. Instructions are provided to the students explaining the importance of adhering to the training plan and the consequences of falling behind in course progress. At the orientation stage the student is also provided with information on the support services available to achieve satisfactory course progress.

Each student at Polytechnic Victoria is allocated a Student Support Officer (SSO) who will be responsible for monitoring the course progress and wellbeing of the student throughout the enrolment. Polytechnic Victoria also provides appropriate levels of support for all students to enable them to achieve their full potential through regular feedback from trainers and assistance from the SSO. This support includes both personal and academic assistance. Students are responsible for staying informed about the support options available to them and should utilize these resources as needed.

Polytechnic Victoria will assess each student's progress during and at the end of each term. Course progress monitoring is done on a monthly basis. Students whose commencement does not align with the start dates will have their progress assessed for the remaining duration of the term , for example: student begins in week 5 of a 10-week term shall have their course progress monitored for units of competence in the remaining 5 weeks of the compulsory term.

Course requirements have been defined for each term so that Polytechnic Victoria can identify the students who are at risk of not meeting satisfactory course progress requirements. If a student is identified as at risk of not making satisfactory academic progress, the intervention strategy as outlined below will be implemented.

At a minimum, the intervention strategy shall be activated where the student has failed or is deemed not yet competent in more than 50% of the units attempted in any term. Polytechnic Victoria has listed the circumstances where the early interventions will be triggered.

Where Polytechnic Victoria has assessed the student as not achieving satisfactory course progress even after the early intervention strategy, in a second consecutive term, Polytechnic Victoria shall notify the student in writing of its intention to report the student for not achieving satisfactory course progress.

The written notice will inform the student that he or she is able to access Polytechnic Victoria's Complaints and Appeals process and that the student has 20 working days in which to do so.

A student may appeal on the following grounds:

- Polytechnic Victoria's failure to record or calculate a student's result accurately,
- Compassionate or compelling circumstances, or
- Polytechnic Victoria has not implemented its intervention strategy and other policies according to its documented policies and procedures that have been made available to the student.

Note: If the student accesses Polytechnic Victoria's internal complaints and appeals process, suspension or cancellation of the student's enrolment cannot take effect until the internal process is completed.

Where the student's appeal is successful, the outcomes may vary according to the findings of the appeals process. Possible scenarios of outcomes are:

i. If the appeal shows that there was an error in calculation, and the student actually made satisfactory course progress, Polytechnic Victoria does not report the student, and if required provides intervention to the student to help them complete the qualification in time.

ii. If the appeals process shows that the student has not made satisfactory progress, but there are compassionate or compelling reasons for the lack of progress, ongoing support is provided to the student through Polytechnic Victoria's intervention strategy and the Institute does not report the student.

Polytechnic Victoria notifies the Department of Home Affairs through PRISMS as soon as practicable of the student not achieving satisfactory course progress where:

i. The student has chosen not to access the complaints and appeals processes within the 20 working day period,

ii. The student withdraws from the appeals process, or

iii. The process is completed and results in a decision supporting Polytechnic Victoria (i.e. the student's appeal was unsuccessful).

iv. Though, Polytechnic Victoria subscribes to the Department of Home Affairs approved Standard 8 of the National Code 2018, 'Monitor Course progress', it is strongly recommended that students maintain attendance of all scheduled classes, as all vocational courses are competency based and are evaluated on formative assessments such as class activities, observation, practice, demonstration, oral or written

Questioning to build and check the skills required, underpinning knowledge and attitude. Summative/final assessments are conducted, to deem them "Competent" or "Not Yet Competent" in each "Unit of Competency" as per Unit of Competency requirements

<u>Steps followed to monitor and ensure satisfactory course progress</u>

Polytechnic Victoria has an intervention strategy for any student who is not making satisfactory course progress. It is made available to staff and students and it specifies:

i. Procedures for contacting and counselling students;
ii. Strategies to assist identified students to achieve satisfactory course progress; and
iii. The process by which the intervention strategy is activated.

Procedure to contact

Communication to the students identified as not making satisfactory course progress would be by the following means:

- The respective SSO (Student Support Officer) informs the student about the early intervention strategy devised, by phone or e- mails sent by Polytechnic Victoria
- Throughout the intervention the student is constantly informed of the consequences arising from not being able to achieve satisfactory course progress by the SSO
- When a decision has been taken to report a student, the institute informs the student in writing of the intention to report to Department Of Home Affairs and also advises them of their right to appeal this intention and explains the procedure for appeal.

Recording Student Academic performance

The student's academic performance shall be recorded using the 'Student Academic Performance Record Sheet or Course Progress' This spreadsheet will calculate the course progress % for the term based on the total number of units that are required to be assessed and the outcome of the assessed units.

All students shall be deemed 'Competent (C)' or 'Not Yet Competent (NYC)' for each unit within the qualification they are enrolled in based on the outcome of the unit. The assessment shall be conducted by qualified trainers / assessors using the RTO's assessment tools/methods and recording processes as required. Academic results are recorded on the My.pv portal once the trainer has finished assessing the unit

It is the responsibility of the admin manager along with MIS team to ensure the course progress report is published on monthly basis

Term 1				
Student Name	**Student No.**	Number of Units Assessed ***'Competent'***	Number of Units Assessed ***'Not Yet Competent'***	Course Progress (%)
John Simon	PVXXXXX	4	2	66.67%

The trainer along with the SSO is also responsible for identifying any students at risk of not achieving satisfactory course progress. Trainers will monitor the class participation of the student and academic progress of each student.

Recording student attendance

Polytechnic Victoria understands that satisfactory course progress cannot be achieved when a student does not attend and participate in classes adequately.

The trainer takes attendance in a class and marks on the attendance sheet and in the process is vigilant of students who have low attendance or those who have not attended classes for three consecutive days. When an observation has been made that the student is absent for three consecutive days, the trainer leaves a note for the SSO to contact the student. Once the student is contacted by the SSO early intervention has commenced. At this stage 8.1 warning letter is triggered via My.pvportal

Additionally, consolidated weekly attendance reports will be shared with SSO and trainers every week. Students who missed 3 classes consecutively in the previous week will be identified by the Admin Manager as potentially at risk of not meeting satisfactory course progress. SSO calls these students and tries to uncover and understand the reasons for the students' absence and will provide any required help or support to ensure the student stays on track going forward.

Student falling below 75% attendance

The attendance records are monitored by the SSOs for the students they are responsible for. Monitoring of attendance is done on a monthly basis. When it is identified that student is below 75% attendance for the previous month the SSO sends the warning letter 8.1 for lack of Course progress, attendance and informs the student that they could fall behind in their course progress. The student is also called by the SSO and is asked to come in for a meeting to discuss any issues that the student may be facing and provide support where required.

For examples of scenarios and different strategies to support students (help options) please read Annexure 1

<u>When is early intervention strategy initiated</u>

Polytechnic Victoria monitors the student's course progress from the initial stages of the enrolment. Polytechnic Victoria understands that each student is different and the support needed for each student to complete their
course successfully also varies. Although course progress is monitored in accordance to the Department of
Education and Training- Department of Home Affairs course progress policy, Polytechnic Victoria also monitors
attendance of the students. It is evident that the course progress of the student cannot be satisfactory when the

student does not attend classes and so student attendance is a strong indicator of how the student is progressing in the course they have enrolled in.

Early interventions are done in the following scenarios:

a) **Attendance** - Student who misses class for three consecutive days will be identified and will be called by the SSO and an early intervention for the student will be triggered

b) **Participation in class** - Polytechnic Victoria believes that student participation in various activities conducted in the class is essential and is also a good indicator of how the student is progressing in the course they are enrolled in. When a trainer identifies that although a student is attending classes but is not participating in the activities or is having difficulties in understanding what is taught in the class, the trainer intimates it to the corresponding SSO and intervention is triggered for the student.

c) **Not Competent Result-** Polytechnic Victoria monitors the course progress on a unit level. If a student fails in one of the assessment of a unit, the trainer and assessor will provide feedback to the student in relation to the assessment. If the trainer/assessor finds out that the result of the assessment is due to a reason that needs intervention, the matter will be reported to the SSO and early intervention will commence. At an instance when the student fails in the final outcome of the entire unit an early intervention is triggered.

Students of Polytechnic Victoria who are at risk are identified in the earlier stages of their study using the steps outlined above. In circumstances where the student is not identified in the early stages due to lack of indicators, the students' progress is assessed based on the policy every month and at the end of the term If a student is identified for the first time as not making satisfactory course progress, the intervention strategy is implemented.

Monitoring Student Academic Performance

The SSO in association with Administration Manager will monitor student academic performance and report any issues, as outlined below to the Operations Manager. This monitoring will occur once per month and will be supported by the SSOs who will also monitor the student's academic progress regularly and will be involved in the counselling and reporting process as outlined below.

Student who has been identified by the trainer and assessor that they may be at risk of falling behind on course progress due to lack of participation in class

It is in the job role of a trainer and assessor that they should be vigilant at all times to identify students who might be at a risk of not achieving satisfactory course progress. The indicators of student who might be at risk could involve but not limited to

- Student not participating in class activities
- Change in students' behaviours in class and showing no interest in class

- Student proactively mentioning issues he or she is facing
- Student failing in one assessment of a unit

Student fails in a unit in a term

When a student fails a prerequisite unit it is considered as a high priority event that needs to be addressed. The SSO organizes a meeting with the student to discuss and understand the reason/s for failure along with the trainer. It is identified if the student needs to re do the assessment, resit the exam or the student needs to restudy the unit. Dates for the same are finalized by the SSO in coordination with the Administration Manager and this information is provided to the student. If it has been identified that the student requires any additional support such as addition training or LLN support, the SSO organises it for the student.

Each month the admin manager will review the academic progress of all students along with their attendance records and monitor the following points

Any student falls below 60% academic progress for a single term

Student's shall be sent a "8.1 Poor Academic Performance during first term" letter indicating that they have fallen below 60% academic performance for the term to date, and failure to achieve competency in further units

in the current term may result in failing to achieve academic progress for the term. Failing to achieve this academic progression in two consecutive terms will be deemed as breach of Visa requirements and be reported to Department Of Home Affairs. (See 8.1 Poor Academic Performance during first TERM)

When a student's projected academic progress falls below 50% for a single term

When a student's academic progress falls below 50% for a single term a '8.2 Poor Academic Performance letter' is triggered by My pv indicating the student has to contact the college and organise an appointment with the SSO to discuss their poor academic progress and strategies to ensure they stay above the 50% academic progress requirement for the following Term. *(8.2 Poor Academic Performance in 1 TERM.*)

If the student does not start showing positive response to the strategy in 2 weeks from the intervention, SSO will seek support from the operations Manager. Operations Manager has a meeting with the student in presence of the SSO to ensure student has understood the consequences of not adhering to the intervention strategy. In the process if the Operations Manager learns that the student has personal issues because of which he or she is unable to concentrate, he provides support or makes reasonable adjustments to allow student to catch up.

Please refer to the Course Progress flow chart for the complete process.

Any student who is below 75% academic progress in their current term after falling below 50% in their previous term

Students shall be sent an '8.3 Poor Academic Performance during second TERM' notifying they are at risk of breaching their requirement to maintain academic progression for each term they are enrolled. They are informed they have fallen below 75% academic progress in the current term after falling below the required academic progression in the previous term. They are informed that if they fall below the required academic progression in two consecutive terms they will be reported to Department Of Home Affairs

They are also informed that they are required to organise an appointment with the admin Manager to discuss their poor academic progress and strategies to ensure they stay above the 50% Academic requirement for the term. (See 8.3 Poor Academic Performance during second TERM)

The admin manager holds a meeting with the student in presence of the SSO to ensure the student has understood the consequences of not adhering to the intervention strategy. In the process if the Operations Manager learns that the student has personal issues because of which he or she is unable to concentrate, they provide support or make reasonable adjustments to allow student to catch up.

Please refer to the Course Progress flow chart for complete process

When a student's projected academic progress falls below 50% for 2 consecutive terms

My pv triggers '8.4 poor academic performance letter and 8.7 breach recorded letter indicating they are going to be reported to Department Of Home Affairs for unsatisfactory academic progress in their course of study. They are informed that this has occurred as they have failed to be deemed Competent in more than 50% of the units for two consecutive terms.

They are also informed of their ability to access the appeals and complaints process and have 20 working days to do so. (8.7 Breach recorded letter)

If the student accesses Polytechnic Victoria's internal complaints and appeals process, suspension or cancellation of the student's enrolment cannot take effect until the internal process is completed.

If the student does not go through any appeal or complaint process within 20 working days, the report shall be submitted via PRISMS. (ESOS 8.7)

Monitoring the Intervention process

Student who are under the intervention strategy are monitored on a regular basis. The SSO does a fortnightly intervention meeting (face to face or over the phone) with the identified student's. Following aspects are reviewed and discussed as part of the intervention meeting:

a) Attendance during the intervention phase

b) Academic involvement and
c) Course progress

This allows the SSO and trainer to have visibility of how the student is progressing during the intervention process. The SSO also shares a progress update with the Operations Manager on these students' performance every fortnight.
If it is noted that the student is not following the intervention strategy, a meeting is scheduled with the Operations Manager who speaks to the student and identifies the reasons for failure, at this point a tailored intervention strategy is designed to provide the student with all the required support ensuring satisfactory course progress During this meeting the Operations Manager clearly articulates the consequences of not meeting satisfactory course progress. Also advises the student that this can be breach of VISA conditions and he is at risk of being reported if there is no improvement

Steps followed as part of intervention process

The Intervention Strategy is activated when a student is identified as being "At risk of not making satisfactory progress" or making "Unsatisfactory course progress for a particular term". When a student is identified as being at risk, the system flags the student by generating the appropriate letter in the student portal and the intervention strategy is activated The SSO follows the below procedure for intervention:

i. Contacting the student by telephone to arrange for an appointment.
ii. Ensuring that if initial contact has been unsuccessful a contact log will be maintained
iii. Meeting the student to obtain information/ validation underpinning unsatisfactory course progress using the feedback form 8.5 Course Progress Feedback.
iv. Offering counselling/support/advice with a view to improving student wellbeing/course progress.
v. Setting reasonable boundaries and or deadlines on a case by case basis (if so required) to which the student must adhere. Reasonable boundaries and or deadlines include:
    - Timeframes set by the SSO by which assignments/ assessments must be submitted ensuring all evidence of constraints and impediments are considered.
    - Timeframes by which documented evidence such as valid medical certificates, medical prescriptions, airline tickets and death notices must be submitted (in English).
    - Timeframes indicative of good intent with regard to course progress.
vi. Communicating timeframes and outcomes with trainers
vii. Informing the Administration Manager and Academic staff about intervention outcomes.
viii. By discussing further options on how to progress in the event, intervention has been unsuccessful
ix. Documenting and completing any student counselling documents if required

Although timeframes are case specific and may therefore vary from student to student, if second and third intervention meetings are required, they should be scheduled two to three weeks apart. However,

the above mentioned allocated timeframes must correspond to the course duration, meaning that the duration of intervention and stipulated timeframes will be greater for 40 week courses than for 20 week courses.

- Successful intervention is indicative of a marked and lasting improvement in academic progress.
- For intervention to be deemed unsuccessful, a student typically has not adhered to timeframes and or requirements as set out in the intervention meeting(s) and will, as a result, be at an increased risk of not meeting course progress requirements.

Early Intervention and Intervention strategies includes provision for:

i. Where appropriate, advising students on the suitability or otherwise of the course in which they are enrolled

ii. Opportunities for participating in further counselling. Potential for restructuring their program, including deferment subject to compassionate and compelling circumstances supported by documentary evidence

iii. Reasonable adjustments like below will be made for students where required:

iv. Make training and assessment materials and methods more accessible.

1. Training and assessment methods that suit most Students may hinder access for some Students with a disability. Polytechnic Victoria is able to present information through a range of methods to assist Students with a disability.
2. Adapt the physical environment and equipment to better suit the Student with disability

v. LLN support will be organised for students who need additional assistance

vi. Amending / delaying payment plan to accommodate in case the students site financial hardships

Consequences of unsatisfactory course progress

vii. Assisting students by advising of opportunities for the students to be reassessed or re-conducting of assessments for tasks or re-enroll in units or subjects in which they were assessed as "NYC", or demonstrate the necessary competency in areas in which they had not been previously able to demonstrate competency

viii. Advising students that unsatisfactory course progress in a second consecutive term could lead to the student being reported to the Department Of Home Affairs and cancellation of his or her visa,

ix. if the student does not respond to the intervention strategy devised for him or her either during or at the end of the term depending on the outcome of any appeals process"

x. Usefulness of undertaking additional English Language training or assistance if required

xi. Referring students for external support and welfare services such as:

a. counselling – personal issues
b. legal services
c. emergency and health services
d. facilities and resources
e. complaints and appeals processes
f. any student visa condition that relates to the course they are studying

Once Polytechnic Victoria identifies that a student is at risk of making unsatisfactory course progress before the end of the term, it will implement its intervention strategy.

When can a student Re-sit/Resubmit of assessment tasks

Not Yet Competent

If a student is not able to demonstrate the attainment of all of the required competencies of the unit, the result for that unit will be recorded as Not Yet Competent on My pv, which means that the student has failed the Unit.

In such a situation, and with regards to recording and supporting course progress, the following actions could occur

- If a student has successfully completed at least 50% of the required assessment tasks for the unit, a "Not Yet Competent" will be recorded, however this situation could be managed within the term by the trainer/s to support the student becoming Competent in the Unit. This could include the implementation of Intervention Strategies as per the Course Progress Policy and Procedures.

- If the student is not yet competent in more than 50% of the assessment tasks, a "Not Yet Competent" will be recorded, and the student will need to repeat the unit/module. This effectively means that the student in this situation is deemed to have "failed" the unit.

Student absence

- If the student is absent with an acceptable documented reason

If a student is absent from an assessment task due to illness or other circumstances, and the student can provide documentation to explain the absence (for example, a medical certificate), the student will then able to arrange a time with the teacher/trainer to re-sit/ or submit the assessment during the term. It is expected that the student will comply with the arrangements made for the re-sit or submission of

the assessment task. If the student does not comply with the arrangements made, then a Not Yet Competent will be recorded. There are no costs to the student in this situation.

- If the student is absent without an acceptable documented reason

In this situation a Not Yet Competent will be recorded for that assessment task and the procedure outlined in above could become relevant at the end of the term.

Re sits/re submits of assessment tasks – outside the academic delivery term in which the assessment was scheduled

To "re sit" means, to undertake an assessment task which has not previously been attempted by the student in the term in which the unit was delivered. The task needs to be developed by the trainer, and the assessment to be supervised by the trainer. It occurs outside the academic term in which the task was scheduled.

To "re submit" means to submit an assessment task again that has previously been assessed as Not Yet Competent because the student has submitted the task, but they were assessed as not yet competent, and they now wish to Undertake the assessment outside the academic term in which the unit was delivered in order to reach competency.

Procedure for applying for a re sit/ re submit

Please note that trainers/assessor are under no obligation to hold re-sits, or grant extensions or allow re-submits of work when students can provide no documentary evidence to explain why the assessment task was not completed by the due date. However, in order to manage students to achieve satisfactory academic course progress, and as part of Intervention Strategies to support course progress students are able to apply to re sit/re submit outstanding assessment tasks.

If a student wishes to apply for a re-sit or re submit of an assessment task as described in above, the student should:

a) When the learner receives an "Unsatisfactory" result for an assessment, he/she is given 2 more opportunities to resubmit the work. To be granted in excess of 3 submissions, will attract a $200 fee each time. If learners are re-submitting the assessment, they will only be re-assessed on the components of the activity initially determined as "Unsatisfactory". To ensure equity and fairness of assessment for all learners, re-submission activities will vary from those originally set by the assessor.
b) The trainer will then re-schedule the re sits/resubmits.
c) The trainer will provide feedback to the student as to the outcome of the re-sit/re-submit
d) My pv portal records the updated outcome of the unit .

Reporting 'Breach of Student Academic Progress

If Polytechnic Victoria identifies a student as not making satisfactory course progress in a second consecutive term in a course, Polytechnic Victoria notifies the student of its intention to report to Department Of Home Affairs for unsatisfactory progress.

The written notice (of intention to report the student for unsatisfactory progress) will inform the student that he or she is able to access Polytechnic Victoria 's complaints and appeals process under Standard 8 and that the Student has 20 working days in which to do so.

Complaints and Appeals Procedure

A student may appeal on the following grounds:

a) The Institute's failure to record or calculate a student's course progress accurately

b) Compassionate or compelling circumstances or

c) The Institute has not implemented its intervention strategy and other policies according to its documented policies and procedures that have been made available to the student

Appeals against the Institute's intention to report must be made in writing within 20 working days and will be heard by the Academic Progress Committee. A support person may accompany the Student. A decision will be made within five working days of the appeal, and a written statement of the decision will be provided to the student.

If a student does not respond to the intervention strategy devised for him or her or the student is 'NYC' (Not Yet Competent) in critical/pre-requisite units at the end of a term, and based on the opportunities given to the students and the students lack of improvement or otherwise, as seen in the context of the current loading and cannot progress to the second term, a decision could be arrived at, for determining whether a student should be reported to Department Of Home Affairs or not. Admin Manager or Operations manager is responsible for arriving at this decision.

Where the student's appeal is successful, the outcomes may vary according to the findings of the appeals process:

a) If the appeal shows that there was an error in calculation, and the student actually made satisfactory course progress (successfully completed 50% or more of the course requirements for that term), the Institute will not report the student

b) If the appeals process shows that the student has not made satisfactory progress, but there are compassionate or compelling reasons supported by documentary evidence for the lack of progress, ongoing support will be provided to the student through the Institute's intervention strategy and the student will not be reported

All records of intervention strategies, appeal process and reporting will be maintained in the student folder on My pv.

If the appeal is not successful, based on the operations managers advice, the admin manager will report the student to Department Of Home Affairs through the PRISMS system after the decision has been made for the appeal. At this time the Student Administration Officer will remind the student of the Institute's Complaints and Appeals Procedure (incorporating an appeal to an independent external third party) which the student may choose to access.

Responsibilities

CEO
Trainers
Administration Manager
Student Support Officer

Policy Base

- ESOS Act 2000.
- The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018 (The National Code).

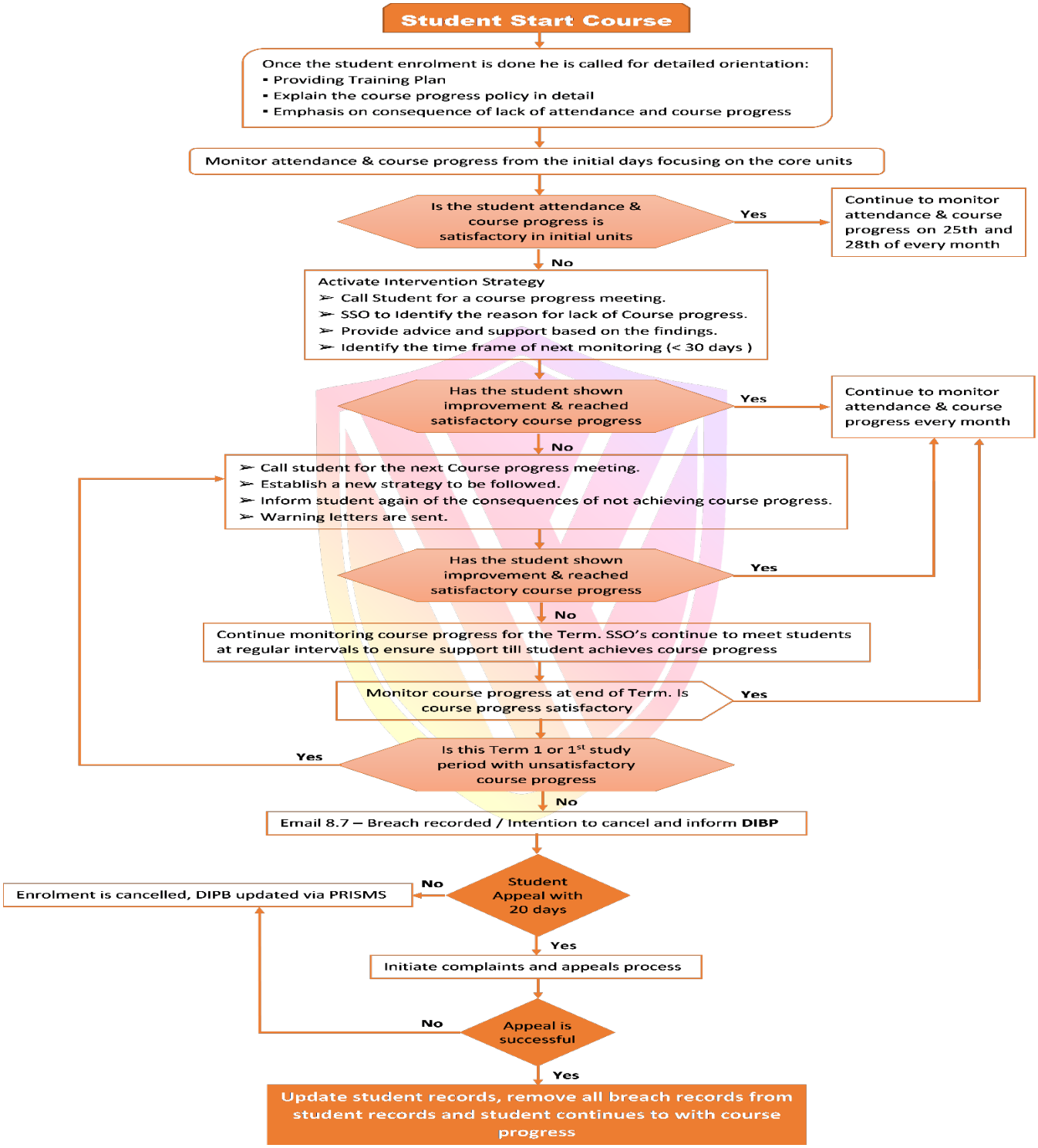
Forms

8.1 Poor Academic Performance during first TERM – CP
8.2 Poor Academic Performance in 1St TERM – CP
8.3 Poor Academic Performance during 2nd TERM – CP
8.4 Poor Academic Performance at end 2nd TERM – CP
8.5 Course Progress Feedback CP
8.6 Intervention Strategy Recommendations Agreement –CP
8.7 Breach Recorded Letter –CP
8.8 Breach Reported –CP

Annexure 1

Intervention Reason / scenario	Action	Owner
- Poor participation in class - Change in students' behaviors in class and showing no interest in class - Student proactively mentioning issues he or she is facing	Call the student for a meeting, understand reasons and provide required support	SSO
When the student missed 3 consecutive classes in the previous week	Call the student for a meeting, understand reasons and provide required support and 8.1 Poor Academic Performance is also generated.	SSO

Attendance below 75% for previous month	8.1 Poor Academic Performance is generated on My pv	SSO
When a student fails in one complete unit in a term	a) SSO to organize a meeting with student b) If students needs to do the assessment again ,resit the exam or restudy the unit, SSO in coordination with Administration Manager will provide the dates for the same. C) Additional training or LLN support the SSO organizes help for the same	SSO Administration Manager
Course progress below 60% for single Term	8.1 Poor Academic Performance letter	My pv / SSO to monitor
Course progress below 50% for single Term	8.2 Poor Academic Performance letter	My pv / SSO to monitor
Below 75% academic progress in current term and below 50% in previous Term	8.3 Poor Academic Performance letter to be emailed notifying the student that they are at risk of breaching their requirement to maintain academic progression for each term they are enrolled	My pv / SSO to monitor
Course progress below 50% in 2 consecutive terms	a) 8.4 Poor Academic Performance Letter b) 8.7 Breach recorded letter to be emailed informing them that this has occurred as they have failed to be Competent in more than 50% of the units for two consecutive terms c) Inform them of their ability to access the appeals and complaints process within 20 working days	My pv/ SSO to monitor

Annexure 2

Flow Chart – Course Progress Policy