

## PP13 MONITORING INTERNATIONAL STUDENT ACADEMIC PROGRESS POLICY AND PROCEDURE

### PURPOSE

The purpose of this policy and procedure is to outline Southern Cross Education Institute's processes for monitoring international students' academic progress towards course completion.

### SCOPE

This policy and procedure applies to all staff of Southern Cross Education Institute responsible for recording, monitoring & reporting international student academic progress.

### DEFINITIONS

At Risk	Fails a pre-requisite unit of competency or does not achieve satisfactory results or competence in 25% or above of units of competency in a compulsory study period
CoE	Confirmation of Enrolment
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: <ul style="list-style-type: none"> <li>● serious illness or injury, where a medical certificate states that the student was unable to attend classes</li> <li>● bereavement of close family members such as parents or grandparents (where possible a death certificate should be provided)</li> <li>● major political upheaval or natural disaster in the home country requiring their emergency travel and this has impacted on their studies</li> <li>● a traumatic experience which could include but is not limited to: <ul style="list-style-type: none"> <li>○ involvement in or witnessing of an accident or</li> <li>○ a crime committed against the student or</li> <li>○ 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)</li> </ul> </li> </ul>
Compulsory study period OR study period	Please see attached schedule for the definition of study period
Date of Result	The date in which the trainer/assessor provides the final results of a unit of competency to the administration staff.
DHA	Department of Home Affairs
Expected duration	For the purposes of Standard 9, 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 for domestic students. The course duration includes approved holiday periods.
Intervention	A procedure where student welfare assists students to ensure satisfactory academic progress and general wellbeing by providing specific support services to the student or referral to an external support service.
Management Committee	Relevant trainer, training coordinator/ delegated person and student welfare officer
PRISMS	Provider Registration and International Student Management System
Satisfactory Progress	Successfully completing or demonstrating competency in at least 50% of the course requirements in a given study period
SCEI	Southern Cross Education Institute
SMS	Student Management System
Student	A person (whether within or outside Australia) who holds a student visa as defined by the ESOS Act, but does not include students of a kind prescribed in the ESOS Regulations.

Unsatisfactory Progress	A student who does not achieve at least 50% competency in a compulsory study period.
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### POLICY

1. Southern Cross Education Institute assesses each student's progress during and at the end of each compulsory study period.
2. Southern Cross Education Institute 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:
  - 2.1. procedures for contacting and counselling students;
  - 2.2. strategies to assist identified students to achieve satisfactory course progress; and
  - 2.3. the process by which the intervention strategy is activated.
3. Southern Cross Education Institute's intervention strategy includes provision for:
  - 3.1. where appropriate, advising students on the suitability of the course in which they are enrolled;
  - 3.2. assisting students by advising of opportunities for the students to be reassessed for tasks in units or subjects they had previously failed, or demonstrate the necessary competency in areas in which they had not been previously able to demonstrate competency; and
  - 3.3. advising students that unsatisfactory course progress in two consecutive study periods for a course could lead to the student being reported to the Department of Home Affairs and cancellation of his or her visa, depending on the outcome of any appeals process.
4. Southern Cross Education Institute assesses the students against this policy and procedure at the end of each compulsory study period. If a student is identified of unsatisfactory progress, the intervention strategy is implemented. The intervention strategy is activated within the first four weeks of the following compulsory study period.
5. If Southern Cross Education Institute identifies a student as not achieving at least 50% competency for two consecutive compulsory study periods will be deemed as having made unsatisfactory course progress and SCEI will notify the student of its intention to report the student to the Department of Home Affairs through PRISMS.
6. The written notice of Southern Cross Education Institute (of intention to report the student for unsatisfactory progress) informs the student that he or she is able to access the Southern Cross Education Institute's PP11 Complaints and Appeals policy and procedure and that the student has 20 working days in which to do so. A student may appeal on the following grounds:
  - 6.1. provider's failure to record or calculate a student's marks accurately,
  - 6.2. compassionate or compelling circumstances, or
  - 6.3. provider has not implemented its intervention strategy and other policies according to its documented policies and procedures that have been made available to the student.
7. Where the student's appeal is successful, the outcomes may vary according to the findings of the appeals process. If the appeal shows that there was an error in calculation, and the student actually make satisfactory course progress, Southern Cross Education Institute does not report the student, and there is no requirement for intervention.
8. If the appeals process shows that the student has made unsatisfactory progress, but there are compassionate or compelling reasons for the lack of progress, ongoing support is provided to the student through the Southern Cross Education Institute's intervention strategy and Student Welfare and Southern Cross Education Institute does not report the student to DHA.
9. Southern Cross Education Institute notifies the Secretary of the Department of Education through PRISMS as soon as practicable of the student having unsatisfactory course progress where:
  - 9.1. the student has chosen not to access the complaints and appeals processes within the 20 working day period,
  - 9.2. the student withdraws from the process, or

9.3. the process is completed and results in a decision supporting Southern Cross Education Institute (i.e. the student's appeal was unsuccessful).

## PROCEDURE

### 1. Recording Academic Progress

- 1.1. The student's academic progress shall be recorded using the Compliance Checklist. All students shall be deemed either 'Competent (C)' or 'Not Yet Competent (NYC)' for each unit of competency within the qualification they are enrolled. The assessment of student's assessment tasks will be conducted by qualified assessors as per PP77 Assessment and Submission policy and procedure.
- 1.2. It is the responsibility of Trainers to ensure all Compliance Checklists are passed to the Administration staff in accordance with PP25 Effective Records Management policy and procedure.
- 1.3. The assessment outcomes from the Compliance Checklist will be entered into the Student Management System by an administration officer. This system calculates the projected academic progress for the study period, based on the total number of units that are required to be assessed and the outcome of these assessments.
- 1.4. If there were six (6) units in total assessed in a term and a student has been assessed as 'C' in 4 units and 'NYC' in 2 units for the term, the student's academic progress would look like:

Term 1				
Student Name	Student No.	Number of units assessed as 'Competent'	Number of units assessed as 'Not Yet Competent'	Academic Performance Percentage (%)
John Smith	00123	4	2	66.67%

### 2. Monitoring Academic Progress

- 2.1. The trainer will identify student being "At risk of not making satisfactory progress" within 3 weeks for courses less than 8 weeks study period and within 5 weeks for courses more than 8 weeks study period by submitting " Student At Risk form" to student welfare officer.
- 2.2. The student welfare officer will implement intervention strategy with the help of trainer/training coordinator/delegated person.
- 2.3. The Student Welfare Officer will also monitor student progress from the Student Management System in the end of every study period and identifies the students who are at risk of unsatisfactory academic progress, as per the following.

Student's Academic Progress	Group	Action
A pre-requisite unit is deemed 'Not Yet Competent' in a study period.	At risk of not making satisfactory progress	<ul style="list-style-type: none"> <li>● Send 1<sup>st</sup> Academic Warning Letter and activate Intervention Strategy.</li> <li>● If student under intervention, trainer to notify Student Welfare Officer of student's progress update.</li> </ul>
When the students' academic progress falls below 50% in the current study period.	At risk of not making satisfactory progress	<ul style="list-style-type: none"> <li>● Send 1<sup>st</sup> Academic Warning Letter and activate Intervention Strategy.</li> <li>● Inform student that if in two consecutive study periods their academic progress falls below 50% they will be reported to DHA via PRISMS.</li> </ul>

Students' academic progress and outcome of intervention strategy is reviewed five weeks into the study period.	Unsatisfactory course progress for the compulsory study period	<ul style="list-style-type: none"> <li>• Send 2<sup>nd</sup> Academic Warning Letter if unsatisfactory course progress in current compulsory study period</li> <li>• Inform student that if in two consecutive study periods they are deemed competent in less than 50% of units attempted they will be reported to DHA via PRISMS.</li> </ul>
Students' academic progress and outcome of intervention strategy is reviewed at the end of the study period.  If the student's academic progress falls below 50% in two consecutive study periods.	Unsatisfactory course progress for the study period	Send the student an Intention to Report Letter.

2.4. Each warning letter will be sent to the student only once.

2.5. Every student will receive two warning letters before receiving the Intention to Report Letter.

2.6. If a student does not contact Student Welfare Officer within seven days of the letter being sent, the Student Welfare Officer to contact the student via email and phone.

### 3. Intervention Strategy

3.1. The Intervention Strategy is implemented when a student is identified as being "At risk of not making satisfactory progress" or making "Unsatisfactory course progress for the study period" and activated within the first four (4) weeks on the following study period.

3.2. Once Southern Cross Education Institute identifies that a student is at risk of making unsatisfactory course progress before the end of the study period, it will implement its intervention strategy as early as practicable.

3.3. The Student Welfare Officer will activate the intervention strategy by:

3.3.1. Contacting the student by telephone and email to arrange for an appointment.

3.3.2. Should contact not be made and the student fails to attend at the beginning of the next study period, he/she will be deemed to be in breach of their Visa requirements and may be reported to DHA.

3.3.3. Recording all attempted and successful contact in the client (student) logbook of the SMS

3.3.4. Meeting the student to discuss reasons underpinning unsatisfactory course progress

3.3.5. Offering counselling/support/advice with a view to improving the student's academic progress.

3.3.6. Arrange meeting of student with trainer/training coordinator and make intervention strategy agreement

3.3.7. The intervention strategy agreement will include, but not restricted to:

3.3.7.1. actions to be taken by the student

3.3.7.2. the timeframe for completing those actions

3.3.7.3. Schedule of meetings to monitor the progress of the student as the intervention strategy proceeds (these will be with a trainer/assessor or a delegated person).

3.3.7.4. information regarding implications of not meeting satisfactory course progress requirements in two consecutive study periods

3.3.7.5. a recommendation, if necessary, for the student to apply for an extension of course duration setting reasonable boundaries and or timeframes on a case by case basis (if so required) to which the student must adhere. Reasonable boundaries and or deadlines include:

3.3.8. By discussing further options on how to progress in the event intervention has been unsuccessful

3.3.9. Documenting all outcomes of student contact including discussions, actions and outcomes in the client logbook in SMS.

3.4. Successful intervention is indicative of a marked and lasting improvement in academic progress.

3.5. For intervention to be deemed unsuccessful, a student typically has not adhered to timeframes and or requirements as set out in the intervention strategy and will, as a result, be at an increased risk of not meeting course progress requirements.

#### 4. Reporting

4.1. If Southern Cross Education Institute identifies a student as not making satisfactory course progress in a second consecutive compulsory study period in a course, SCEI will notify the student of its intention to report them to the Department of Home Affairs for unsatisfactory progress.

4.2. The written notice (of intention to report the student for unsatisfactory progress) must inform the student that he or she is able to access Southern Cross Education Institute's Complaints and Appeals policy and procedure and that the student has 20 working days in which to do so. A student may appeal on the following grounds:

4.2.1. Southern Cross Education Institute's failure to record or calculate a student's marks accurately; or

4.2.2. compassionate or compelling circumstances; or

4.2.3. Southern Cross Education 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.

4.3. If a student chooses not to appeal, then they shall be reported as indicated.

4.4. A copy of all letters, details of phone calls made, emails and any other reports and correspondence will be retained in the student's administration file.

### SCHEDULE

Sr.	Code	Course Name	Terms	Study Periods (SP)	SP Duration	Work Placement	Total Duration
<b>Business Management</b>							
1	BSB40215	Certificate IV in Business	2	4	SP1: 6 Weeks SP2: 5 weeks	NA	30 weeks
2	BSB50215	Diploma of Business	2	4	6 weeks	NA	32 weeks
3	BSB60215	Advanced Diploma of Business	2	4	6 weeks	NA	30 weeks
4	BSB51415	Diploma of Project Management	2	4	9 weeks	NA	40 weeks
5	BSB61215	Advanced Diploma of Program Management	2	4	10 weeks	NA	52 weeks
<b>Community Services</b>							
6	CHC33015	Certificate III in Individual Support	4	7*	4 weeks	160 hours	44 weeks
7	CHC43015	Certificate IV in Ageing Support	4	7*	7 weeks	160 hours	63 weeks
8	CHC43115	Certificate IV in Disability	3	6*	7 weeks	160 hours	56 weeks
9	CHC52015	Diploma of Community Services	3	6+	10 weeks	400 hours	72 weeks
10	CHC42015	Advanced Diploma of Community Services Management	3	6*	7 weeks	200 hours	56 weeks
<b>Child Care Education</b>							
11	CHC33013	Certificate III in Early Childhood Education and Care	4	7*	4 weeks	160 hours	42 weeks

12	CHC50113	Diploma of Early Childhood Education and Care	5	9*	8 weeks	360 hours	95 weeks
<b>Health Services</b>							
13	HLT37215	Certificate III in Pathology Collection	2	4*	SP1: 6 Weeks SP2: 5 weeks	38 hours	24 weeks
14	HLT42015	Certificate IV in Massage Therapy	2	4*	9 weeks	80 hours	52 weeks
15	HLT52015	Diploma of Remedial Massage	4	7*	9 weeks	200 hours	72 weeks
<b>IT and Screen Media</b>							
16	ICT50115	Diploma of Information Technology	2	4	8 weeks	NA	49 weeks
17	ICT60115	Advanced Diploma of Information Technology	2	4	8 weeks	NA	49 weeks
18	CUA51015	Diploma of Screen and Media	2	4	10 weeks	NA	48 weeks
<b>EAL Courses</b>							
19	22250VIC	Certificate I in EAL (Access)	2	4	6 weeks	NA	32 weeks
20	22251VIC	Certificate II in EAL (Access)	2	4	6 weeks	NA	32 weeks
21	22255VIC	Certificate III in EAL (Further Study)	2	4	7 weeks	NA	36 weeks
22	22258VIC	Certificate IV in EAL (Further Study)	2	4	6 weeks	NA	32 weeks

### RELATED DOCUMENTS

LET 1st Academic Warning Letter  
LET 2nd Academic Warning Letter  
LET Intention to Report Letter  
MISC57 Intervention Strategy Agreement  
PP13 Monitoring International student academic progress policy and procedure  
PP16 Deferring, suspending or cancelling the student's enrolment policy and procedure

### LEGISLATIVE CONTEXT

Education Services for Overseas Students Act (2000)  
Education Services for Overseas Students (ESOS) Regulations 2001  
National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (2007); Standards 8, 10  
Standards for Registered Training Organisations (RTOs) 2015; Standard 1.4

### RESPONSIBILITIES

Chief Executive Officer, Campus and Training Managers

- Responsible for overseeing the implementation and compliance with this policy and to ensure that staff and students are aware of its application and implement its requirements.

Student Welfare Officers

- Responsible for implementing this policy and procedure

Trainers

- Responsible for identifying within 5 weeks of study period
- Monitoring the progress of students during intervention time

Students

- Responsible for abiding by this policy and procedure

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