



# International - Monitoring Course Progress Policy



## Purpose

The purpose of this policy is to ensure the RTO systematically monitors students' course progress which includes recording, monitoring, assessing, counselling and reporting the course progress of each student.

## Responsibility

Responsibility (R)	Accountability (A)	Consult (C)	Inform (I)
Director International Education	Director International Education PEO Chief Financial Officer	PEO	Quality Assurance

## Applicable Legislation

National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007  
ESOS Act

## Related Policies/Procedures

International Student Handbook

## Reference

### National Code - Standard 10 Monitoring Course Progress

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

- 10.1 The registered provider must monitor, record and assess the course progress of each student for each unit of the course for which the student is enrolled in accordance with the registered provider's documented course progress policies and procedures.
- 10.2 The registered provider must have and implement appropriate documented course progress policies and procedures for each course, which must be provided to staff and students, that specify the:
  - a. requirements for achieving satisfactory course progress
  - b. process for assessing satisfactory course progress
  - c. procedure for intervention for students at risk of failing to achieve satisfactory course progress
  - d. process for determining the point at which the student has failed to meet satisfactory course progress, and
  - e. procedure for notifying students that they have failed to meet satisfactory course progress requirements.
- 10.3 The registered provider must assess the course progress of the student in accordance with the registered provider's course progress policies and procedures at the end point of every study period.
- 10.4 The registered provider must have a documented intervention strategy, which must be made available to staff and students, that specifies the procedures for identifying and assisting students at risk of not meeting the course progress requirements. The strategy must specify:
  - a. procedures for contacting and counselling identified students
  - b. strategies to assist identified students to achieve satisfactory course progress, and
  - c. the process by which the intervention strategy is activated.
- 10.5 The registered provider must implement the intervention strategy for any student who is at risk of not meeting satisfactory course progress requirements. At a minimum, the intervention strategy must be activated where the student has failed or is deemed not yet competent in 50% or more of the units attempted in any study period.



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- 10.6 Where the registered provider has assessed the student as not achieving satisfactory course progress, the registered provider must notify the student in writing of its intention to report the student for not achieving satisfactory course progress. The written notice must inform the student that he or she is able to access the registered provider's complaints and appeals process as per Standard 8 (Complaints and appeals) and that the student has 20 working days in which to do so.
- 10.7 Where the student has chosen not to access the complaints and appeals processes within the 20 working day period, withdraws from the process, or the process is completed and results in a decision supporting the registered provider, the registered provider must notify the Secretary of DET through PRISMS of the student not achieving satisfactory course progress as soon as practicable.

## Policy

Students are expected to meet all of the academic progression requirements for their education and training with Kirana Education and to meet the requirements of their student visa.

This means students are required to:

- Meet all of their attendance obligations for each unit;
- Submit and undertake all assessment on time; and
- Complete all the requirements for the unit within the prescribed study period.

To ensure fairness, equity and maintain an open process, Kirana Education will use the following process for determining the point at which the student has failed to meet satisfactory course progress.

1. The PEO of the RTO will assess and monitor the course progress of students by:
  - reviewing attendance records
  - reviewing class participation
  - evaluating any mid course assessments
  - reviewing final assessment
  - checking overall competency
2. All Trainers and the PEO are required to record and access the progress of each student at the end of each semester to identify students at risk of progressing.
3. If the PEO identifies a student at risk of not meeting their course progress requirements they will implement the appropriate Early Intervention Strategy.

Kirana Education will assess each student's progress at the end of each compulsory study period. Each study period will equal one semester which equates to approximately 3 months of study.

Unsatisfactory progress is defined as not successfully completing or demonstrating competency in at least 50% of the course requirements in that study period.

The RTO defines in the timetable the course requirements for each study period and can identify when a student has not passed or demonstrated competency in 50% or more of the course requirements. The course requirements for each study period must also be made clear to the student at the start of the course, or if variable, each study period.

The RTO has and will implement an intervention strategy for any student who is not making satisfactory course progress.

It must be made available to staff and students and must specify:

- 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.



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The intervention strategy must include provisions for:

- i. where appropriate, advising students on the suitability of the course in which they are enrolled;
- ii. 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
- iii. advising students that unsatisfactory course progress in two consecutive study periods for a course could lead to the student being reported to DIBP and cancellation of his or her visa, depending on the outcome of any appeals process.

At the end of each compulsory study period, students must be assessed against the course progress policy. If a student is identified for the first time as not making satisfactory course progress, the intervention strategy as outlined above and in the “Intervention Strategy Document” is implemented. The intervention strategy must be activated within the first four weeks of the following study period.

However, if a provider identifies that a student is at risk of making unsatisfactory course progress before the end of the study period, the provider is encouraged to implement its intervention strategy as early as practicable.

If a student is identified as not making satisfactory course progress in a second consecutive compulsory study period in a course, the provider must notify the student of its intention to report the student to DIBP for unsatisfactory progress. The provider does this through the written notice described below.

The written notice (of intention to report the student for unsatisfactory progress) must inform the student that he or she is able to access the registered provider’s complaints and appeals process under Standard 8 and that the student has 20 working days in which to do so. A student may appeal on the following grounds:

- i. provider’s failure to record or calculate a student’s marks accurately,
- ii. compassionate or compelling circumstances, or
- iii. 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.

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

- i. If the appeal shows that there was an error in calculation, and the student actually made satisfactory course progress (successfully completed more than 50% of the course requirements for that study period), the provider does not report the student, and there is no requirement for intervention.
- 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 must be provided to the student through the provider’s intervention strategy, and the provider does not report the student. (See notes at the end of this document)

Where:

- i. the student has chosen not to access the complaints and appeals processes within the 20 working day period; or
- ii. the student withdraws from the process; or
- iii. the process is completed and results in a decision supporting the registered provider (ie. the student’s appeal was unsuccessful);

Kirana Education must notify the Secretary of DET through PRISMS as soon as practicable of the student not achieving satisfactory course progress.

## Compassionate or compelling circumstances

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 on their studies



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- a traumatic experience which could include but is not limited to:
  - o involvement in or witnessing of an accident or
  - o a crime committed against the student or
  - o the student has been a witness to a crimeand this has impacted on the student (these cases should be supported by police or psychologists' reports).

Please note that the above are only some of examples of what may be considered compassionate or compelling circumstances. Providers are asked to use their professional judgment and to assess each case on its individual merits. When determining whether compassionate or compelling circumstances exist, providers should consider documentary evidence provided to support the claim. Providers should keep copies of these documents, together with a record of why the decision was made, in the student's file.

## Non-bona fide students

If the provider suspects that a student is not a bona fide student, the provider may cancel the student's enrolment, as allowed under Standard 13. However, providers must ensure that prior to enrolment students were made aware of the grounds on which cancellation of enrolment may occur, as required under Standard 2.1f. For example, if a provider takes erratic course progress into account in identifying non-bona fide students, erratic progress must be clearly defined and stated prior to enrolment as one of the grounds for cancellation of enrolment. Similarly, if a provider identifies bona fide students on the basis of participation, failure to participate must be clearly stated prior to enrolment as grounds for cancellation of enrolment.