

International Student Course Progress Monitoring Policy & Procedure

The purpose of this procedure is to address Standard 8 of the National Code 2018.

Australian Institute of Work-integrated Education and Research is committed to supporting learners to maintain their course progress. The policy's primary objectives are to establish Australian Institute of Work-integrated Education and Research awareness of its responsibilities in monitoring learner course progress and to articulate the procedures for identifying, notifying, and supporting learners who are at risk of falling short of course progress requirements. Additionally, the policy defines the strategies and interventions that Australian Institute of Work-integrated Education and Research will employ to help learners attain satisfactory course progress. It also emphasises the importance of learners understanding their own responsibilities in relation to course progress.

Australian Institute of Work-integrated Education and Research do apply a *Monitoring Attendance Policy* which is provided in the following policy in this document.

Australian Institute of Work-integrated Education and Research has established arrangements to monitor the progress of each learner. Monitoring course progress occurs on two levels. These are:

- **Assessing satisfactory course progress.** This is the process of formally assessing each learner's progress at the end of each compulsory study period.
- **Identifying learners at risk of not meeting course progress requirements.** This is the process of continually monitoring each learner's completion of assigned assessment tasks within a compulsory study period.

Monitoring Attendance Policy

Assessing satisfactory course progress

Australian Institute of Work-integrated Education and Research will monitor, record and assess the course progress of each learner for the course in which the learner is currently enrolled. This involves formally assessing each learner's progress at the end of each compulsory study period. The learner's progress is monitored to ensure that the learner is in a position to complete the course within the expected duration as specified on the learner's CoE. A study period is defined as a Term. The length of a Term can vary but is generally 10-12 weeks of study. The duration of the Term and course requirements will be notified to all learners and staff prior to the course commencing using the training and assessment strategy.

The following definitions apply:

- **Satisfactory course progress** is defined as a learner successfully achieving competency in all required assessment up to that point of time.
- **Unsatisfactory course progress** is defined as a learner failing to successfully complete all required assessment up to that point of time. This means that if the learner fails to submit on time or complete an assessment

task, action should be taken immediately to engage with the learner to ensure they are aware of their obligation and agree on the timeframe for the completion of the assessment.

The learners course progress is monitored by reviewing the competency record of each learner on the learner management system. This is achieved by running a competency achieved report at the end of the Term and comparing the units of competency each learner has achieved with the course progress requirements specified in the training and assessment strategy. If a learner is identified as not meeting satisfactory course progress, the course progress intervention strategy is implemented.

Identifying learners at risk of not meeting course progress requirements.

In addition to the process of assessing satisfactory course progress, Australian Institute of Work-integrated Education and Research will also monitor a learner completion of assessment events during a study period. This enables the identification of learners at risk of not meeting course progress requirements. Unlike the arrangements for assessing satisfactory course progress, monitoring throughout the Term enables the course progress intervention strategy to be implemented early if the learner is identified as needing additional support. This early action will in many cases prevent the learner from failing to successfully achieve all required assessment up to that point of time. This is a preventative measure that attempts to keep the learner on-track.

A learner is to be identified as “at risk” of not meeting the course progress requirements if the learner:

- Fails to submit an assessment assignment on time on two consecutive occasions;
- Receives an unsatisfactory assessment result for the same assessment tasks on more than two occasions;
- Receiving repeated feedback from trainers about a lack of class participation or falling asleep during scheduled class time.

Note. If a trainer or any other staff member feels that there are other extenuating circumstances that would warrant the implementation of the course progress intervention strategy for a learner, then this request should be made to the Senior Trainer who will consider such a request.

The learner may also request the establishment of a course progress intervention strategy for themselves.

Course Progress Intervention Strategy

As outline above, the course progress intervention strategy will be implemented where the learner is assessed to have unsatisfactory course progress as defined above within the section “Assessing satisfactory course progress” or is identified as “at risk” of not meeting the course progress requirements.

The Course Progress Intervention Strategy is simply a mechanism to put formal support and monitoring arrangements in-place for a learner. Its aim is to provide the learner the support and monitoring framework to ensure they are meeting the minimum course progress requirements.

The following steps are to be taken to initiate the Course Progress Intervention Strategy:

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- The learner is to be contacted by phone or email and requested to attend Australian Institute of Work-integrated Education and Research to meet with the Senior Trainer to discuss their course progress.
 - The Senior Trainer is to gather all of the relevant details about the learner progress including any assessment results, record of course progression, notes from trainers, etc.
 - The Senior Trainer is to meet with the learner to discuss their course progress and explain the reporting process and obligations the RTO must comply with in respect to making a report to the Secretary of the Department of Education through PRISMS
 - The Senior Trainer is to consider the need to make a referral for the learner to any support service such as the Welfare Counsellor. These referrals should form part of the documented intervention strategy.
 - The Senior Trainer may consider the following types of interventions in order to support the learner’s course progress:
 - English language support for technical assignments and comprehension;
 - Assistance with academic skills such as writing essays and report writing;
 - Learner counselling advice if there are personal matters such as work, accommodation or lifestyle issues affecting study;
 - Attending a study group;
 - Attending a ‘make up’ session
 - Additional practical workshops to hone practical skills;
 - Referral to external support agencies;
 - Review of course selection and possible transfer if appropriate;
 - The opportunity to repeat the unit in the next term;
 - Teacher reporting on assessment outcomes and attendance; and
 - Regular scheduled meetings with the learner to monitor their progress.

Note. The Senior Trainer may use a combination of strategies to meet the needs of the learner. Strategies will be determined on a case-by-case basis and will take into account the learner's current and previous results, attendance records and any previous implemented intervention/counselling strategies.

- The Senior Trainer with the Learner will identify and document the planned intervention strategy. This must clearly identify the strategies to be applied, the start and end dates and the agreed milestones the learner must achieve and how these will be monitored. The strategy must also communicate the opportunities and services the learner has available to them, and the risk of not making satisfactory course progress.
- Learner work is assessed by the trainer who then forwards a summary of the outcomes to the Senior Trainer. The outcome for each unit is entered into the learner management system. The learner management system provides a cumulative learner record for each unit. A progress report can be run at any time but will be run at the end of each Term. This will identify any learner who is failing to successfully complete any unit requirements as specified in the course timetable. The Senior Trainer will speak with the trainer and the learner to identify if the learner is in danger of not achieving satisfactory progress.
- The Senior Trainer must ensure that records of the advice and assistance provided to the learner who have been assisted under the intervention strategy are kept.
- The Senior Trainer will implement and monitor the intervention and the learners' progress and attend further meeting as needed.

A summary of the support/ intervention action to be implemented will be recorded on the Learner Support Intervention record and placed in the Learner file. Notes on any meetings that occur will also be noted in the learner management system and kept on the learner's file.

A learner will not be reported for unsatisfactory progress until after the support/ intervention strategy has been implemented and enough time has been allowed for the strategy to run its course.

Reporting unsatisfactory progress

There are several steps to follow in the process of making an unsatisfactory course progress report about a learner to the Department of Education. There are:

- The learner will be assessed as making unsatisfactory course progress (see definition above) over **a compulsory study period** and a course progress intervention strategy is to be implemented (see above guidance).
- If the learner is identified as not making satisfactory course progress **in a second consecutive compulsory study period** in a course, the provider must notify the learner in writing of the

intention to report the learner to the Department of Education and DHA for unsatisfactory progress and advise the learner they have twenty (20) working days to access Australian Institute of Work-integrated Education and Research appeals process prior to being reported. Letters of the intention to report the learner to the Department of Education and DHA are to be issued by the CEO. During any such period the learner's enrolment is kept current.

The written notice (of intention to report the learner for unsatisfactory progress) must inform the learner of the reasons for their intention to report and advise that he or she is able to access the complaints and appeals process. The learner may appeal on the following grounds:

- Australian Institute of Work-integrated Education and Research's failure to record or calculate a learner's marks accurately,
- compassionate or compelling circumstances, or
- Australian Institute of Work-integrated Education and Research has not implemented its intervention strategy and other policies according to its documented policies and procedures that have been made available to the learner.

Appeals will be handled in accordance with the Appeals Policy. Where the learner's appeal is successful, due to Australian Institute of Work-integrated Education and Research not implementing its intervention strategy and other policies according to its documented policies and procedures, Australian Institute of Work-integrated Education and Research does not report the learner, and there is no requirement for intervention.

Where the learner's appeal is successful, due to an error in the course progress calculation, and the learner made satisfactory course progress, Australian Institute of Work-integrated Education and Research does not report the learner, and there is no requirement for intervention.

Where the learner's appeals process shows that the learner has not made satisfactory progress, but there are compassionate or compelling reasons for the lack of progress, ongoing support must be provided to the learner through Australian Institute of Work-integrated Education and Research's intervention strategy, and does not report the learner.

Where the learner has chosen not to access the complaints and appeals processes within the twenty (20) working day period, the learner withdraws from the process, or the process is completed or the learner's appeal was unsuccessful, Australian Institute of Work-integrated Education and Research must report the learner to the Department of Education and DHA for unsatisfactory progress. A learner will not be reported until the outcome of any appeal has been finalised and the appeal has been unsuccessful or the learner does not access the appeals process during the twenty (20) day period.

Where a learner is assessed as having made unsatisfactory progress for two consecutive study periods even after implementation of the support/intervention strategy Australian Institute of Work-integrated Education and Research will report the learner to the Secretary of the Department of Education and the learner's Confirmation of Enrolment (CoE) will be cancelled. This may also result in the cancellation of the learner visa. The Office

Australian Institute of Work-integrated Education and Research

ABN 39 660 638 835

RTO Code: 46175 CRICOS No: 04238A

137 Days Road, Regency Park, SA 5010, Australia

www.aiwer.edu.au | Email: info@aiwer.edu.au | Phone: +61 8 7200 6650



Manager is responsible for all transactions on PRISMS as directed by the CEO. The unsatisfactory progress is to be reported via PRISMS as a Learner Course Variations report of Non-Compliance with visa conditions. Please refer to the Mandatory Reporting Policy.

Submitting Learner Course Variations report on PRISMS

The ESOS Act and National Code 2018 requires that Australian Institute of Work-integrated Education and Research make mandatory report to the secure online Commonwealth database, the Provider Registration and International Learner Management System (PRISMS). This includes submitting a Learner Course Variations reports (SCV) where a learner is not complying with their visa conditions. Australian Institute of Work-integrated Education and Research is required to use this SCV reason (**Non-Compliance with visa conditions**) when reporting for unsatisfactory attendance and unsatisfactory course progress. The reporting of non-compliance with visa conditions must be reported on PRISMS in accordance with the PRISMS Provider User Guide, Feb 2022 ([click](#)). This SCV must be made as soon as practicable after the time has passed for the learner to appeal the decision to report or any appeal made by the learner has been finalised.