**COURSE PROGRESS POLICY AND PROCEDURE INTERNATIONAL**

**POLICY INTENT**

Students enrolled in Australasian College of Advanced Education courses must demonstrate that they are progressing in their course in order to be permitted to re-enrol. This policy ensures compliance with The National Code 2018: Standard 10; whereby Australasian College of Advanced Education must monitor students’ academic course progress, implement intervention strategies to assist students at risk of failing to meet course progress requirements and report international students who do not achieve Australasian College of Advanced Education satisfactory course progress to DIBP.

**SCOPE**

This policy applies to all students on student visas, enrolled in Australasian College of Advanced Education courses. This policy also applies to all staff involved in the management and reporting of Australasian College of Advanced Education students’ academic progress. This policy does not apply to Australasian College of Advanced Education domestic students, or students on other types of visas (i.e. a tourist or working holiday visa).

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| **TERM** | **DEFINITION** |
| Caution (CAU) | When students are permitted to re-enrol but must meet specific guidelines. |
| Student | Student enrolled in any Australasian College of Advanced Education Certificate or diploma. |
| ‘At risk’ | Students who fail an assessment and who are at risk of not meeting Australasian College of Advanced Education academic course progress requirements. |
| ‘At high risk’ | Students who are at risk of being reported to DIBP due to not meeting Australasian College of Advanced Education academic course progress requirements. |
| Compassionate or compelling circumstances | ‘Compassionate or compelling circumstances ‘are generally those beyond the control of the student and which have an impact upon the student’s course progress or wellbeing. These could include, but are not limited to:   * 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 * major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on the student’s studies; or * a traumatic experience which could include; involvement in or witnessing of a serious accident; and witnessing or being the victim of a serious crime and this has impacted on the student (these cases should be supported by police or psychologists’ reports). Any other circumstance would require evidence to be considered as compassionate or compelling. |

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| Course | The term “course” is used throughout this document to refer to Australasian College of Advanced Education courses. |
| DHA | Department of Home Affairs |
| DoE | Australian Government Department of Education |
| Electronic Confirmation of Enrolment (e-CoE) | A document provided electronically, which is issued by Australasian College of Advanced Education to intending international students and which must accompany their application for a student visa. It confirms the international student’s eligibility to enrol in a particular program. |
| ESOS | Education Services for Overseas Students (ESOS Act) |
| Excluded/Exclusion | Students who are excluded are not permitted to re-enrol in any Australasian College of Advanced Education course. |
| Intention to Report (ITR) | In the context of this policy the notice of Australasian College of Advanced Education Intention to Report an international student to DHA (Department of Home Affairs) for not achieving Australasian College of Advanced Education satisfactory course progress, which is in breach of student visa conditions. |
| Intervention | Process for supporting students who because of poor results are identified as being at risk of failing to make satisfactory academic progress. |
| Medical certificate | A certificate issued by a registered medical provider such as hospitals, doctors, dentists (Emergency appointments only), psychiatrists and psychologists. Australasian College of Advanced Education does not accept certificates from alternative medical practitioners such as herbal practitioners, acupuncturists, Chinese therapists, massage therapists, iridologists, psychics etc. The medical certificate must be original and must state the provider number. |
| Non-genuine / non bona fide student | A student with erratic (irregular / inconsistent) course progress or who does not progress in their course and does not attend/does not participate in regular classes. |
| Prisms | Provider Registration and International Students Management System (PRISMS) |
| Program | See “Course” |
| Vasto Educator | The software system that allows for input of assessment by teachers and notifications to students. |
| Special consideration | The term used when a student who is experiencing (or anticipates that he or she will experience) significant difficulty in meeting assessment requirements due to serious illness or psychological condition, loss or bereavement, hardship or trauma applies to have those factors considered in the determination of variation to assessment requirements or other special arrangements for learning and assessment. |

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| Special Needs | Students that have special needs in terms of learning as a result of disability (physical or mental) or illness. |
| Study Period | International Runs on Terms |
| Support person | Friend, relative or significant other |
| Trainer | Includes any Trainer and Assessor |

**POLICY PRINCIPLES**

* All students are treated fairly and openly.
* Australasian College of Advanced Education aims to maintain student confidentiality and privacy except as required by law.
* Appropriate information will be made available to students identified as at risk of not achieving Australasian College of Advanced Education satisfactory course progress.
* Learning and other support will be made available to students at risk of not achieving Australasian College of Advanced Education satisfactory course progress.
* Equity, consistency, transparency, and natural justice principles are observed.
* Privacy laws will be respected.

**POLICY STATEMENTS**

# UNSATISFACTORY ACADEMIC PROGRESS

* 1. The ESOS framework and DHA student visa conditions require that students maintain Australasian College of Advanced Education satisfactory academic progress in their course.
  2. Australasian College of Advanced Education unsatisfactory academic progress is defined by:
     + Failing fifty per cent (50%) or more of subjects attempted in any study period.
     + Failing a subject more than twice.
     + Having more than five (5) fail results on their entire record
  3. In order to demonstrate good academic progress, Australasian College of Advanced Education also expects a minimum of eighty percent (80%) attendance at all scheduled classes unless under conditions of special consideration.

# MONITORING ACADEMIC PROGRESS

* 1. Australasian College of Advanced Education assesses, monitors, and records students’ academic results on completion of each subject or at the end point of each study period, at the minimum.
  2. Australasian College of Advanced Education also monitors the progress of students to ensure at all times students are in a position to complete the course in the time as specified on their e-CoE. Refer Standard 9 Completion within Expected Duration Policy and Procedure
  3. Trainers discuss any concerns with students and offer assistance as they arise to help prevent students falling behind in their academic course progress.
  4. Trainers continue to monitor the progress of students and report any concerns to the Australasian College of Advanced Education Manager and Student Liaison Officer as required.
  5. Australasian College of Advanced Education monitors and records student’s academic progress on completion of each study period. Students are notified in writing as soon as it is identified they are ‘at risk’ (via Vasto Educator and email) of not achieving Australasian College of Advanced Education satisfactory academic progress.
  6. The first warning will be given after failing a first assessment. Students will be required to meet with the Head Trainer to discuss what action/intervention strategies are to be taken.

# INTERVENTION STRATEGIES

* 1. Intervention strategies are tailored to meet each student’s individual needs.
  2. Intervention strategies may include but are not limited to:
     + Regular meetings with the Head Trainer for study assistance
     + Support with implementing effective study strategies and time management skills
     + Granting of special consideration in circumstances of serious illness or misadventure, which has affected the student’s ability to submit or sit for assessments.
     + Adding to the special needs register and drafting of special needs plan if student’s needs comply with special needs policy
     + Accessing learning support at Australasian College of Advanced Education
     + Reducing course load
     + Accessing counselling support
     + Referring to any other support services if and when required.
     + A combination of the above and a reduction/increase in course load depending on intervention strategy
  3. Should students continue to not meet Australasian College of Advanced Education satisfactory academic course progress they will be notified in writing as soon as it is identified they are ‘at high risk’ to not achieve a satisfactory course progress (this will be based on the Australasian College of Advanced Education course progress requirements listed above and outlined in a second written warning). This written warning may be issued at the completion of the first period of study.
  4. Students will be required to meet with the Head Trainer to discuss further intervention strategies to be taken.
  5. Students who fail to meet the course requirements in their first term will be placed on Course Progression Notice and will be required to meet the conditions outlined in the unit and assessment plan to improve their academic performance. Student intervention will be implemented in an effort to support the student’s progression in their attempts. Special consideration may be granted after the relevant documentation has been submitted by student and evaluated by the Australasian College of Advanced Education Head Trainer.

# REPORTING TO DHA

* 1. Students who are identified as having an unsatisfactory academic course progress over two consecutive study periods will be reported to DHA.
  2. Students in this instance will be issued with an Intention to Report Letter outlining they have 20 working days to access the Australasian College of Advanced Education complaints and appeals process.
  3. If Australasian College of Advanced Education suspects a student is not a genuine/bona fide student, Australasian College of Advanced Education may cancel the student’s enrolment, as allowed under Standard 13.
  4. All records will be kept on student files.

# BASIC PROCESS

* 1. Students who fail their first assessment in subjects in any given term (study period) will be deemed as ‘at risk’, receive a warning letter and offered counselling / intervention strategies.
  2. Students who continue to fail assessments in their subjects in any given term (study period) and who have not met progress requirements (as stated above) will be deemed as ‘at high risk’ and receive a 2nd warning letter. Students will also be placed on Academic Caution and will be required to attend further counselling/ undertake further intervention strategies.
  3. Students who do not meet course progress requirements over two consecutive study periods will receive an Intention to Report Letter.
  4. Students are given 20 days from the date of the letter to initiate an internal or external appeal.
  5. Student enrolment will be maintained during an appeals process.

***National Code Standard 10 must be adhered to at all times.***

**ROLES & RESPONSIBILITIES**

* Australasian College of Advanced Education College Manager − responsible for overall management and approval of reports prepared for DHA, assessing appeals, and excluding non- progressing students
* Training Coordinator − ensures academic handbook and Australasian College of Advanced Education internet has current policy and procedure.
* Trainers and student Support − responsible for identifying students at risk, offering learning support to students, recording student sanctions and for giving approval to drop subject/s as per intervention strategy.
* Student Support − responsible for processing student appeals
* Australasian College of Advanced Education College Manager − responsible for working with Trainers to identify students failing to progress and determining appropriate actions. Ensures students are made aware of course Attendance policy at orientation.
* Student Support − ensures DHA guidelines are followed for students withdrawing from Australasian College of Advanced Education. Ensures students are aware of how to Access course Progress and attendance policies such as Vasto Educator login, Paper Base at the College and Student Liaison Officers can assist throughout the duration of the course. Responsible for reporting non- progressing students to DHA on PRISMS and for issuing e-CoEs and cancelling e-Co.