



## **Monitoring International Students' (VET) Academic Progress Policy & Procedures**

### **1.0 Scope**

This policy applies to all Melbourne Education Institute (MEI) International VET students and Melbourne Education Institute (MEI) staff who deal with all matters concerning VET.

### **2.0 Policy**

This policy supports the Education Services for Overseas Students Act 2000 (ESOS Act), Standard 8 of National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code).

2.1 Melbourne Education Institute (MEI) monitors, records, and assesses the course progress of each student for each unit of the course for which the student is enrolled in accordance with this policy and procedures.

2.2 Melbourne Education Institute (MEI) has and implements this policy 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.

2.3 Melbourne Education Institute (MEI) assesses each student's course progress at the end point of each study period/term as mentioned below:

- Up to 28 weeks courses- 2 terms/ study period
- Up to 56 weeks courses- 4 terms/study period
- Up to 90 weeks courses- 6 terms/study period

2.4 Melbourne Education Institute (MEI) report students, under the National Code 2018 who have breached the course progress requirements.



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- 2.5 The following procedures will ensure that all students' academic performance is monitored, and students are given every opportunity to achieve the required academic progress for each course they are enrolled in.
- 2.6 The process for assessing satisfactory course progress is identified by the number of units assessed as 'Competent' within one term – that is, a student must be deemed 'Competent' in at least 50% of the total number of units assessed throughout a term (study period).
- 2.7 The following procedures outline a process to ensure that students are made aware and given opportunities to rectify the situation at the following stages of academic non-progression:
- a. Notified when close to falling below the required academic performance for a single term
  - b. 1<sup>st</sup> Warning when a student's academic progress falls below 50% for a completed single term
  - c. 2<sup>nd</sup> Warning when they have fallen below 75% academic progress in the current term after falling below the required academic progression in the previous term
- 2.8 Where students have been identified as at risk of non-compliance of this requirement, all possible efforts shall be made to ensure that the student is given the opportunity to rectify their position, but where this is not possible their non-compliance of this requirement must be reported to the Department of Home Affairs (DHA) through PRISMS.
- 2.9 The following procedures ensure academic progress records are accurately kept and monitored for all students enrolled within each course. It allows for early detection of poor academic results and enables Melbourne Education Institute (MEI) and the students an opportunity to rectify the situation before reporting the breach of the academic performance requirement to the DHA.
- 2.10. All staff is to be made aware of the requirements of this policy through induction, regular meetings and updates and continuous improvement practices. Students are made aware of the academic progress requirements through enrolment processes and throughout the program.



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### 3.0 Procedure

3.1 Melbourne Education Institute (MEI) will designate a person who shall ensure that all student academic progress practices are conducted in a professional manner. This person is currently the Training Manager who directly reports to CEO and is assisted by Course Coordinator and Intervention Officer. The responsibilities are included within the individual's position description.

#### Recording Student Academic performance

3.2 The student's academic performance shall be recorded using the 'Spreadsheet A - Course Progress Results Sheet'. This spreadsheet will calculate the projected academic progress for the term, based on the total number of units that are required to be assessed and the outcome of these assessments.

3.3 Trainer/Assessors are allowed up to two weeks to complete marking of submitted assessments. All students shall be deemed 'Competent (C)' or 'Not Yet Competent (NYC)' for each unit within the qualification they are enrolled and complete. If a student is absent for assessment tasks that were planned for that day, or has not handed in due assessments, this is also considered NYC for the purposes of recording course progress. The assessment shall be conducted by qualified trainers / assessors using Melbourne Education Institute (MEI)'s assessment tools/methods and recording processes as required. All academic results are entered into the Students Records Management System (Wisenet) by the Records Officer.

3.4 It is the responsibility of the Trainers to ensure that the 'Student Academic Result Sheet' and 'Student Assessment Summary Sheet' is also updated after each assessment is completed and recorded. I.e. if there were 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:

3.5 These records are checked regularly by the Training Manager and Records officer for currency and accuracy.

Term 1				
Student Name	Student No.	Number of Units Assessed 'Competent'	Number of Units Assessed 'Not Yet Competent'	Academic Performance Percentage (%)
Peter Smith	00123	4	2	66.67%



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### 4.0 Monitoring Student Academic Performance

4.1 The **Intervention Officer** will monitor student academic performance via the Spreadsheet A - Course Progress Results Sheet'' (Excel spreadsheet) and report any issues, as outlined below, to the CEO. This monitoring will occur on weekly basis and will be supported by the Training Manager who will also monitor the student's academic progress regularly and will be involved in the counselling and reporting process as outlined below. Where a student is at risk of not meeting course progress requirements, they will also be added to 'Spreadsheet B – Intervention monitoring database' in order to record the implementation of these procedures.

4.2 At a convenient time, on weekly basis, Intervention Officer along with the Training Manager will review the academic progress of all students and monitor the following points:

- a. ***Any student falls below 60% academic progress for a single term or as per the discretion of the trainer where the student is at risk of falling under unsatisfactory course progress.***

Students shall be sent a Notification Letter indicating that they have fallen below 60% academic performance for the term to date or at a risk of falling under unsatisfactory course progress, and failure to achieve Competency in further units undertaken 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 in breach of Visa requirements and be reported to the appropriate government agency(s). The students are given the opportunity to be counselled in their progress if required. (See Appendix A)

**PLEASE NOTE: Where a course has 2 or less units delivered in term, the Notification Letter will be issued when a student has failed a single unit or reaches 50%.**

- b. ***When a student's projected academic progress falls below 50% for a completed single term***

When a student's academic progress falls below 50% for a completed single term the Intervention Officer shall notify the Training Manager and a '1<sup>st</sup> Warning Letter' shall be sent to the student to advise he/she must Melbourne Education Institute (MEI) and organise an appointment with the Intervention Officer to discuss their poor academic



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progress and strategies to ensure they stay above the 50% academic progress requirement for the following Term. (Appendix B)

- i. Notes: Student to be advised to invite a 3<sup>rd</sup> party as the student's witness if required.
- c. ***Any student who is below 75% academic progress in their current term after falling below 50% in their previous term***
- i. Students shall be sent a '2<sup>nd</sup> Warning Letter' notifying them 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 the appropriate government agency(s).
  - ii. They are also informed that they are required to organise an appointment with the Intervention Officer.
  - iii. Intervention Officer to discuss their poor academic progress and strategies to ensure they stay at least above the minimum requirement of 50% Academic requirement for the term. During the meeting the Intervention Officer will also ensure of discussing and providing the support to the student where required. All the agreed support strategies will be noted in detail in the Intervention Summary Sheet which is attached as Appendix C.
- d. ***When a student's projected academic progress falls below 50% for 2 consecutive terms***

The student shall be sent a 'Breach Recorded' letter indicating they are going to be reported to the DHA 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% 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. (Appendix D)



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- 4.3 If the student does not go through any appeal or complaint process within 20 working days, the report shall be submitted via PRISMS.
- 4.4 All communications with students including calls, emails and notification & warning letters are recorded and will all be kept in the student file.

## 5. Intervention Strategies

- 5.1 Melbourne Education Institute (MEI) implements a documented intervention strategy, which are made available to staff and students, that specifies the procedures for identifying and assisting students at risk of not meeting the academic/course progress requirements. This strategy specifies:
  - 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.
- 5.2 The objective of this intervention strategy is to identify any necessary action to assist the student, who are identified as failing or at risk of failing to meet academic/course progress requirements, in order to achieve or regain satisfactory course progress.
- 5.3 The Training Manager along with the Intervention Officer and Course Coordinator are responsible for the implementation and monitoring of the Intervention Strategy.
- 5.4 At a minimum, the intervention strategy must be activated where the student has failed or has been deemed not yet competent in 50 per cent or more of the units attempted in any study period. Melbourne Education Institute (MEI) activates an intervention strategy at any point before the end of the study period.
- 5.5 Even before the activation of a formal intervention strategy, as soon as a trainer identifies that the student has failed in the first unit, the trainer will make every attempt to contact the student and provide support where required. All the records of contacts made to the students' needs to be kept in the student file and notes to be made in the student management system. The following ways of recording the communication with the student to be maintained:



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- Summary of the calls made to the student by the intervention office/trainer.
  - Copy of the emails made to the students for follow up or for any assistance will also be placed in the students file and mentioned in detail in the Intervention Summary sheet.
  - Reporting all notes of calls and emails as journal entries by trainer's/intervention staff to be entered on student management system which is wisenet. Training Manager/ Intervention officer to check all notes while analysing students who are at risk of falling behind the minimum course progress requirement.
- 5.6 Within 5 working days of the completion of a unit, the Intervention Officer will review the academic progress of all students and identify those students who are "at risk" of not meeting satisfactory course progress requirements.
- 5.7 Depending upon the scenario, the required steps will be taken as per the 'Monitoring International Student VET Academic Progress Policy and procedures.
- 5.8 In the process of following the intervention strategies, the responsible Intervention Officer will ensure that he/she records and maintain the following documents to monitor further course progress levels of the students:
- Intervention Monitoring Database
  - Appointment Record Sheet
  - Intervention Summary Sheet
- (Copies of all the notification letters, warning letters, Intervention summary sheet & all the other relevant documents require to be placed & retained in the student's academic file)*
- 5.9 The warning letter will inform the student that he or she is able to access Melbourne Education Institute (MEI) 's complaints and appeals process and that the student has 20 working days in which to do so.
- 5.10 If the student believes there are reasons that they should not be reported, they may appeal as detailed above. The student may appeal if they believe one or more of the following have happened:



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- a. Melbourne Education Institute (MEI) has not recorded assessment outcomes correctly.
- b. There are compassionate or compelling reasons which have contributed to their unsatisfactory progress. These circumstances could include but are not limited to:
  - Serious illness or injury, where a medical certificate states that the student was / is 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 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; or
    - 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)
    - Where the RTO is unable to offer a pre-requisite unit
    - Inability to begin studying on the course commencement date due to delay in receiving a student visa.
- c. Melbourne Education Institute (MEI) has not implemented their intervention strategy in accordance with their documented policies and procedures.
- d. Melbourne Education Institute (MEI) has not implemented any other policies which may impact upon their results – eg. assessment policy.
- e. Melbourne Education Institute (MEI) has not provided the complaints and appeals policy to the student.

5.11 The intervention meetings will be initiated by the Intervention Officer/Training Manager; however appropriate personnel such as counsellors may be called on to assist with the process

5.12 At the intervention meeting academic and non-academic issues are to be explored, solutions sought and the following intervention strategies will be put in place where appropriate:

- a) academic skills support
- b) additional English/Tutorial support
- c) increased monitoring
- d) a mentor programme
- e) personal counselling



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- f) provision of customised timetable
- g) being placed in a suitable alternative subject within a course or a suitable alternative course; or
- h) a combination of the above and a reduction in course load.

5.13 Assessment Re-assessment: If the student fails his/her full or any part of the assessments, he/ she will be provided with ongoing support as suggested above. The kind of support required will be assessed on individual case basis by the Intervention Officer along with the Training Manager.

- The student may be provided 3 chances of re assessments while receiving continuous support from the trainers in terms of extra study time, extra resources and mentoring.
- If a need is identified for extra tutoring time, the student will be given a special timetable to meet the trainers for support during the breaks in the regular course time tables.
- The records for these reassessment time tables, meetings will be made available to the Intervention Officer along with the assessments finally completed and deemed Competent.
- The inclusion of extra academic support and tutorial time during the break periods in the regular time table ensures that the student is able to meet the learning needs and goals within his/ her CoE duration.
- If there are no breaks in the course duration, the student who needs extra support in terms of extra academic and tutorial time may be provided with an extension to the CoE &/or a customised time table.

5.14 The Intervention Strategy could be activated by:

- a. a letter to the student
- b. personal contact with the student by a suitably authorised staff member
- c. contact with the student by the course counsellor/convenor;

5.15 Documentary evidence of the intervention measures implemented should be kept in each student's files along with the notes of all the communication made with the student through the calls and emails.

5.16 Students will be required to accept the intervention strategy proposed by Melbourne Education Institute (MEI) **within 10 working days** by signing the Intervention Strategy Plan. Students failing to accept the proposed interventions strategy will be reported to the DHA for unsatisfactory academic progress.



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The student is made aware of this when they meet the Intervention Officer with regards to the Intervention Strategy Plan and is documented on the same.

5.17 If a student attends an intervention meeting, has signed the Intervention Strategy Plan but fails to adhere to the plan, the student will be sent an intention to report letter after the end of the second consecutive study period. They will be provided with a copy Melbourne Education Institute (MEI)'s complaints and appeals policy and form advising the student of a 20 working days' period within which to respond. If they do not respond or their grounds for appeal are rejected they will be reported to the DHA for unsatisfactory progress.

**Note: Sample student file**

5.18 Students failing to attend the intervention meeting without a **reasonable excuse (refer to compassionate and compelling circumstances)** will be sent an intention to report letter after the end of the second consecutive study period. They will be provided with a copy Melbourne Education Institute (MEI)'s complaints and appeals policy and form advising the student of a 20 working days' period within which to respond. If they do not respond or their grounds for appeal are rejected they will be reported to the DHA for unsatisfactory progress reported to the DHA for unsatisfactory academic progress

5.19 Where a student on the intervention strategy requires more time to complete their qualification a new Confirmation of Enrolment must be issued by the authorised PRISMS administrator and lodged on PRISMS. The new Confirmation of Enrolment must indicate the revised completion date and the reasons for the revised date. Refer to the 'Melbourne Education Institute (MEI) Extending Course Duration Policy & Procedure'

## 6. Reporting 'Breach of Student Academic Progress' – Notice of Intention to Report

6.1 Where Melbourne Education Institute (MEI) has assessed the student as not achieving satisfactory course progress, the student will be notified 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 Melbourne Education Institute (MEI)'s complaints and appeals process in accordance with the Complaints and Appeals Policy and Procedures and that the student has 20 working days in which to do so.



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- 6.2 All students who fail below 50% academic progress requirement for two consecutive terms (study periods) and have no supporting reasons shall be reported via PRISMS to the DHA for a breach of their Visa condition.
- 6.3 Students have 20 working days from the date the 'Breach Recorded' letter is processed to appeal the decision of their academic non-performance. This does not mean that the complaints/appeals process must be finalised within 20 working days.
- 6.4 If a student chooses to access Melbourne Education Institute (MEI)'s complaints and appeals process, Melbourne Education Institute (MEI) must maintain the student's enrolment while the complaints and appeals process is ongoing and until any decision has been made.
- 6.5 Where the student has chosen not to access the complaints and appeals processes within the 20 working days' period, withdraws from the process, or the process is completed and results support Melbourne Education Institute (MEI)'s decision, Melbourne Education Institute (MEI) will notify DHA through PRISMS of the student not achieving satisfactory course progress as soon as practicable.
- 6.6 After all complaints and appeals processes are finalised and a student is deemed to have failed to meet satisfactory course progress, Melbourne Education Institute (MEI) must report this via PRISMS.

This process of reporting breaches into PRISMS is the responsibility of the Intervention Office who monitors the projected academic progress weekly. They are also supported by the monitoring conducted by the CEO.

A copy of all letters and any reports are to be kept in the student files.

1. If applicable, the following will be maintained on the student files
  - Summary of the calls made to the student by the intervention office/trainer.
  - Copy of the emails made to the students for follow up or for any assistance will also be placed in the students' file
  - 1<sup>st</sup> Warning Letter
  - 2<sup>nd</sup> Warning Letter



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- Breach recorded letter
- Intervention Documents including Intervention Summary Sheet
- Notes from counselling sessions
- Customised timetable where required
- Medical certificates
- Appeal documents
- Other relevant documents

Course Progress Policy and Procedures for CRICOS Providers of VET Courses. Ref: <https://internationaleducation.gov.au/Regulatory-Information/Documents/National%20Code%202018%20Factsheets/Standard%208.pdf>

### Other Relevant Policies & Procedures:

- Overseas Student Monitoring attendance policy and Procedures
- Development of Training & Assessment Policies and Procedures
- Records Management Policies & Procedures
- Student Support and Wellbeing Policies & Procedures
- Complaints Policies & Procedures
- Appeals Policies & Procedures