

Name of the Policy	PPI45 International Course Progress Monitoring and Reporting Policy and Procedure
Distribution	All Staff and Students
Entity relating to	Stirling Institute of Australia Pty Ltd trading as <ul style="list-style-type: none"> • Academy of Hypnotic Science • Stirling Institute of Counselling • Stirling Institute • Stirling Institute of Hypnotherapy • Stirling Institute of Business • Stirling Institute of Children's Services
Related Documents	<ul style="list-style-type: none"> • PPI07 International Students Complaints and Appeals Policy and Procedure • PPI43 Deferment, Suspension or Cancellation Policy and Procedure • TMP04 Academic Action Plan • First warning letter unsatisfactory course progress • Second warning letter unsatisfactory course progress • Warning letter of intention to report for unsatisfactory course progress • Intention to cancel letter • Form 39 Intervention Strategy Form • Form 42 Course Progression Checkpoint Form • Form 14 Extension Form • Student Handbook – International • Form 19 Students Complaints and Appeals Form
Statutory References	<ul style="list-style-type: none"> • National Vocational Education and Training Regulator Act 2011 • Standards for RTO's 2015 • National Code of Practice 2018 Standard 8 • ESOS Act 2000
Legislative Context	<ul style="list-style-type: none"> • Commonwealth Human Rights and Equal Opportunity Commission Act 1986 • Commonwealth Disability Discrimination Act 1992 • Commonwealth Disability Standards for Education 2005 • Victorian Equal Opportunity Act 1995

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1. Policy

Stirling Institute of Australia (TOID: 21132 CRICOS: 03797M) (Stirling Institute) is committed to providing enrolling and enrolled students with the opportunity to succeed within their chosen course through continual and specific monitoring activities.

Stirling Institute will implement intervention strategies to assist with a student's ongoing learning and progress by providing academic support and organising for participants to receive personal support as required.

2. Purpose

The purpose of this policy is to document Stirling Institute's processes for monitoring international students' academic progress and implement early intervention for the student identified at risk of not achieving successful progress in the course. The policy satisfies the requirements of the Standards for Registered Organisations (RTOs) 2015 to monitor and record student academic progress for all students enrolled with Stirling.

3. Scope

This policy applies to all the students and staff that directly or indirectly linked to monitoring, recording and reporting international student academic progress.

4. Definitions

Active participation in assessment may be demonstrated by the gathering of appropriate evidence or by preparing for, submitting and/or presenting an assessment on time and in the required format.

Active participation in learning involves a participant's commitment to the learning tasks and activities in terms of preparation, research, completion of tasks and participation in group or team activities.

At Risk is where a student fails a pre-requisite unit of competency or does not achieve satisfactory results or competence in 50% or above of units of competency in a compulsory study period.

Attendance not only means being present in a face-to-face class for the duration of time from start to finish, but also attendance at self-directed learning activities, field trips, keeping appointments with the workplace trainer, discussions with mentors and other situations which requires a physical presence by the student.

CoE is a Confirmation of Enrolment.

Compassionate or Compelling circumstances are generally those beyond the control of the student and they have an impact on the students' 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
- a traumatic experience which could include but is not limited to:
 - involvement in or witnessing of an accident or
 - a crime committed against the student or
 - 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).

Competence is determined under the guidelines indicated in the relevant Training Package. Students are required to show they have gained the required skills and knowledge through the satisfactory completion of assessment tasks that have been mapped and validated against competency elements and performance criteria. All requirements of the assessment must be satisfactorily achieved.

Compulsory study period OR study period is the term, defined in weeks, for each course. This is outlined in the Written Agreement.

Date of Result is the date in which the trainer / assessor provides the final results of a unit of competency to the Training Manager / Administration Staff.

DHA is the Department of Home Affairs.

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 is a procedure where Student Support and / or trainer and assessor 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.

Intervention strategies are aimed at providing support to participants, so they are not at risk of failing to satisfactorily complete their courses.

Overseas Student is 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.

PRISMS is the Provider Registration and International Student Management System.

Satisfactory course progress is where a student has successfully completed or is demonstrating competency in at least 50% of the course requirements in a given study period.

SMS is Stirling Institute's Student Management System (VETtrak).

Unsatisfactory Progress is where a student does not achieve at least 50% competency in a compulsory study period.

5. Requirements and Process

Guidelines

- 1 Stirling Institute assesses each student's progress during and at the end of each compulsory study period (or earlier if identified as being at academic risk).
- 2 Stirling Institute will implement an intervention strategy for any student who is not making satisfactory course progress. It is made available to the student and applicable staff; students will be required to meet with their relevant Training Manager and/or Trainer to establish a program of support for their continuing studies.
- 3 Stirling Institute's intervention strategy includes provision for:
 - a where appropriate, advising students on the suitability of the course in which they are enrolled;
 - b 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
 - c advising students that unsatisfactory course progress in two consecutive study periods for a course could lead to the student being reported to Department of Home Affairs and cancellation of their visa, depending on the outcome of any appeals process.
- 4 Stirling Institute assesses the students against this policy and procedure at mid-point and 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, if not implemented during the current compulsory study period.
- 5 If Stirling Institute identifies a student as not achieving at least 50% competency for two consecutive compulsory study periods they will be deemed as having made unsatisfactory course progress and Stirling Institute will notify the student of its intention to report the student to Department of Home Affairs through PRISMS.

- 6 The written notice of Stirling Institute (of intention to report the student for unsatisfactory progress) informs the student that they are able to access the Stirling Institute's International Complaints, Grievance 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:
 - a provider's failure to record or calculate a student's marks accurately,
 - b compassionate or compelling circumstances, or
 - c 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 made satisfactory course progress, Stirling 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 Stirling Institute's intervention strategy and Student Support and Stirling Institute does not report the student to DHA.
- 9 Stirling Institute notifies the Secretary of Department of Education through PRISMS as soon as practicable of the student having unsatisfactory course progress where:
 - a the student has chosen not to access the complaints and appeals processes within the 20-working day period,
 - b the student withdraws from the process, or
 - c the process is completed and results in a decision supporting Stirling Institute (i.e. the student's appeal was unsuccessful).

Procedure for Recording Academic Progress

- 1 The student's academic progress shall be recorded using the Cross-tab Report from the SMS. All students shall be deemed either 'Competent (C)' or 'Not Yet Competent (NYC)' for each unit of competency and/or 'Satisfactory' (S) or 'Not Satisfactory'(NS) for each assessment within the qualification they are enrolled. The assessment of student's assessment tasks will be conducted by qualified assessors as per the Training and Assessment Policy and Procedure.
- 2 It is the responsibility of Training Managers to ensure all Cross-tab Reports are passed to the Data and Finance Manager in accordance with the Records Management Policy and Procedure.
- 3 The assessment outcomes from the Cross-tab Report will be entered into the Student Management System by the Data and Finance Manager. This system calculates the projected academic progress for the study period, based on the total number of units/assessments that are required to be assessed and the outcome of these assessments.
- 4 If there were four (4) assessments in total assessed in a term and a student has been assessed as 'S' in three (3) assessments and 'NS' in one (1) assessment for the term, the student's academic progress would look like:

Term 1				
Student Name	Student Number	No. of assessments assessed as 'Satisfactory'	No. of assessments assessed as 'Not Satisfactory'	Academic Progression (%)
Douglas Smith	1102	3	1	75%

Monitoring Academic Progress

- 1 The trainer will monitor the student's progress informally during each class and provide additional assistance where required. At the 5-week mark, the trainer will complete Form 42 course progression checkpoint form for each student identifying any students that are "At risk of not making satisfactory progress" these forms will be passed to the Student Support team.
- 2 Students identified at the 5-week point of "At risk of not making satisfactory progress" will be contacted by Student Support who will work with the student and the trainer to implement an intervention strategy.
- 3 Student Support will also monitor the student progress from the Student Management System at the end of every study period and identify 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"> • Send 1st Academic Warning Letter and activate Intervention Strategy. • If student under intervention, trainer to notify Student Support of student's progress update.
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"> • Send 1st Academic Warning Letter and activate Intervention Strategy. • Inform student that if in two consecutive study periods their academic progress falls below 50%, they will be reported to DHA via PRISMS.
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"> • Send 2nd Academic Warning Letter if unsatisfactory course progress in current compulsory study period • 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.
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	<ul style="list-style-type: none"> • Send the student an Intention to Report Letter.

4 Warning letters will be sent to the student via email.

5 If a student receives a 1st warning letter, and the intervention strategy is activated and then makes satisfactory progress in the next consecutive study period, but then fails to make satisfactory progress in the 3rd study period the process starts again with the 1st warning letter being issued.

6 If a student does not contact Student Support within seven days of the letter being sent, Student Support will contact the student via email and phone.

Intervention Strategy

- 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 can be activated at any point in the current study period or in the case of current study period being complete, within the first four (4) weeks on the following study period.
- 2 Strategies are individually determined to meet the need of the student, and could include, but are not limited to:
 - Additional English language or numeracy support
 - Additional tutoring or learning activities
 - Advice regarding study habits (e.g. Maintaining required class attendance)
 - Time management for submission of learning activities and assessments
 - Advising of opportunities for the students to be reassessed
 - Advising alternative ways for students to demonstrate the necessary competency in areas in which they had not been previously able to demonstrate competency
 - Where the issue relates to limitations to resources, staff will discuss options for student to access/loan resources owned by the RTO
 - Where the problem is identified as being a situation requiring professional counselling, Stirling Institute refers the student to a professional counselling service if the student is happy to attend
 - Stirling Institute can also provide pamphlets and contact information for personal and counselling support services which the student may benefit.
- 3 Student Support will activate the intervention strategy by:
 - Contacting the student by sending the relevant warning letter
 - Should the student fail to attend the scheduled meeting Student Support will attempt to contact the student via telephone and email. If at the beginning of the next study period, the student has not made contact, they will be deemed to be in breach of their Visa requirements and may be reported to DHA
 - Recording all attempted and successful contacts against the client (student) record of the SMS
 - Meeting the student to discuss reasons underpinning unsatisfactory course progress
 - Offering counselling/support/advice with a view to improving the student’s academic progress
 - Arrange meeting of student with Trainer/Assessor and relevant Training Manager in order to complete the academic intervention
 - The intervention strategy will include, but not restricted to:
 - actions to be taken by the student
 - the timeframe for completing those actions
 - 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)
 - information regarding implications of not meeting satisfactory course progress requirements in two consecutive study periods
 - 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
 - Discussing further options on how to progress in the event intervention has been unsuccessful
 - Documenting all outcomes of student contact including discussions, actions and outcomes in the client logbook in SMS

4 The intervention will be monitored weekly by Student Support and the trainer and assessor, if the student is still failing to make satisfactory course progress at week 5 of the second consecutive study period Student Support will send via registered mail the second warning letter.

5 A second intervention meeting will be held, and the second intervention strategy adjusted, at this point students will be advised if they continue to make unsatisfactory progress in this study period, they will be reported to DHA.

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

7 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.

Access to specialist support

Stirling Institute provides access to specialist support for participants. Further information can be obtained from:

- Domestic Violence <http://www.dvrcv.org.au/>
- Gambling <https://www.gamblinghelponline.org.au/>
- Drugs and Alcohol <https://adf.org.au/>
- Depression <https://www.beyondblue.org.au/home>
- Salvation Army <https://salvos.org.au/>
- St. Vincent De Paul <https://www.vinnies.org.au/findhelp - !vic>

Reporting

- 1 If Stirling Institute identifies a student as not making satisfactory course progress in a second consecutive compulsory study period in a course, Stirling Institute will notify the student of its intention to report them to the Department of Home Affairs for unsatisfactory progress.
- 2 The written notice (of intention to report the student for unsatisfactory progress) must inform the student that they are able to access Stirling Institute's PP07 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:
 - a Stirling Institute's failure to record or calculate a student's marks accurately; or
 - b compassionate or compelling circumstances; or
 - c Stirling 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.
- 3 If a student chooses not to appeal, then they shall be reported as indicated.
- 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 (SMS) file.

6. Responsibility

The Quality and Compliance Manager is to ensure all requirements of this Policy and Procedure are met.

All staff and students adhere to Stirling Institute's Policies and Procedures.

The Quality and Compliance Manager with direct access to the Director of Learning, has the responsibility to ensure that Stirling Institute complies with all of the statements and processes included in this document and maintains these standards across all of the areas of operation of Stirling Institute of Australia.

7. Review Date

12 months from the date of this version, or as required.

8. Version History

Version Number	Date	Reason for change	Prepared By	Approved By
1.0	December 2018	Initial version	Quality and Compliance Manager	Director (DY)
1.1	April 2019	Additional Information added	Alison Marriage	Director (DY)
1.2	January 2020	Revised roles and responsibilities in supporting students academically (training managers involved). Reviewed monitoring academic progression based on number of assessments rather than units of competency.	Quality and Compliance Manager (GDS)	Director (DY)
1.3	February 2021	Reviewed for currency.	Quality and Compliance Manager (GDS)	Director (DY)
1.4	February 2022	Reviewed for currency.	Quality and Compliance Manager (GDS)	Director (DY)
1.5	December 2023	Revised roles and responsibilities	Quality and Compliance Manager (GDS)	Director of Learning (DY)