

Support and Progression

Policies and associated procedures in this section:

- Student Support Policy and Associated Procedures
- Course Progress and Attendance Policy and Associated Procedures
- Deferral, Suspension and Cancellation Policy and Associated Procedures

Supporting resources and checklists (not included in this document) that are associated with this phase of the student journey:

- Orientation Presentation
- Student Code of Conduct
- Student Support Plan
- External support referrals
- Intervention Form
- First Warning Letter for Unsatisfactory Course Progress/Attendance
- Second Warning Letter for Unsatisfactory Course Progress/Attendance
- Notice of Intention to Report for Unsatisfactory Course Progress/Attendance
- Deferral Application Form
- Suspension Application Form
- Withdrawal Application Form

The documents above can be found in the Support and Progression Supporting Documents folder.

Student Support Policy and Associated Procedures

Purpose of the policy

This policy and associated procedures outline Australian College of Vocational Education and Training's approach to student support. This ensures that support is provided to students to assist them to complete their studies.

This policy and associated procedures meet the requirements of Standard 6 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018.

Policy statements

Student support

Australian College of Vocational Education and Training is committed to assisting students to complete their studies through the provision of academic and welfare support.

Student support needs may concern (but are not limited to):

- language, literacy and numeracy (LLN) issues
- disability
- digital literacy
- access
- cultural issues.

Student support needs are considered during the course development process by assessing the needs of the proposed target group and ensuring that the proposed training and assessment approach takes these needs into account.

As part of the enrolment process, Australian College of Vocational Education and Training requires students to participate in a course entry interview. The course entry interview identifies student suitability for the course, as well as their support needs.

Where support needs are identified, a Student Support Plan is developed on commencement of the student in the course and in collaboration with the student. The Student Support Plan is regularly reviewed and adjusted as required.

Australian College of Vocational Education and Training ensures that sufficient support staff are in place to meet the needs of the enrolled students. Australian College of Vocational Education and Training nominates specific personnel for student support, the details of whom are provided to students.

A culturally appropriate orientation is provided to students to assist them to adjust to study and life in Australia.

Students are provided with information about the support services available in the International Student Handbook and as part of their orientation.

Support services provided by Australian College of Vocational Education and Training can include:

- one-to-one support from the trainer/assessor
- support with personal issues

- access to additional learning resources
- reasonable adjustment in assessment
- social events
- buddy program
- information about external sources of support.

Where Australian College of Vocational Education and Training is unable to provide the support service required by the student, Australian College of Vocational Education and Training will refer the student to an external provider.

Australian College of Vocational Education and Training surveys students about support services provided and uses the feedback to improve services provided.

Procedures

1 Assess student support needs during the course development process

- 1.1 Consider support needs of the target group for the course during the course development process.
- 1.2 Review any feedback on support services that can inform support to be provided.
- 1.3 Document agreed support services for the course in the Training and Assessment Strategy and Course Brochure.
- 1.4 Check Student Handbook and Orientation PowerPoint and update as required with the identified student support services, including details of how to access for both internal and external services.
- 1.5 Ensure all staff have access to up-to-date details of student support services.

2 Assess student support needs during the course entry interview process

- 2.1 Conduct course entry interview and identify specific support needs.
- 2.2 Discuss available support services with the student.
- 2.3 Use the Student Support Plan form to document the student's needs and how these will be actioned.
- 2.4 Refer the student to external support services where the support need cannot be met.

3 Provide orientation

- 3.1 Organise the orientation for students prior to commencing their course or on the first day of their course.
- 3.2 Conduct the orientation using the Orientation PowerPoints.
- 3.3 Answer all student questions.

4 Monitor student support needs

- 4.1 Regularly review the Student Support Plan to ensure actions are being implemented as required.
- 4.2 Adjust the Student Support Plan in consultation with the student as required.
- 4.3 At the conclusion of the student's course or when the Student Support Plan is complete, evaluate the effectiveness of the plan in consultation with the student.
- 4.4 Use the evaluation results to improve support services offered.
- 4.5 Regularly review external support services to check their details are the same as referred to in the Student Handbook and Orientation PowerPoint and to enter in any new services.

Responsibilities

The CEO/RTO Manager is responsible for:

- Considering student support needs during the course development process.
- Conducting course entry interview and identifying student needs.
- Developing and monitoring the Student Support Plan.
- Evaluating the effectiveness of student support provided.
- Providing orientations.

The Administration and Student Support Officer is responsible for:

- Providing students with information about support services.
- Providing referrals to external services.
- Referring students to the CEO/RTO Manager if required.

Trainers and assessors are responsible for notifying the CEO/RTO Manager of a student's support needs.

Course Progress and Attendance Policy and Associated Procedures

Purpose of the policy

This policy and associated procedures outline Australian College of Vocational Education and Training's approach to ensuring international students maintain satisfactory course progress and attendance throughout their studies to ensure they can complete their course within the required duration as specified in their confirmation of enrolment (CoE). This policy and associated procedures also outline the procedures for managing unsatisfactory progress.

This policy meets the requirements of Standard 8 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018.

Policy statements

Overview

Australian College of Vocational Education and Training monitors international students' course progress and attendance to ensure they are able to complete their course within the required duration.

The duration of the course as specified on the student's CoE will never exceed that registered on the CRICOS register.

Australian College of Vocational Education and Training advises students before they commence their course of the requirements to achieve satisfactory course progress and attendance, including that students who do not meet course progress requirements are at risk of having their visas cancelled. This advice is included in the International Student Handbook, Course Brochure and within the Orientation.

All records of course progress and monitoring will be kept.

Monitoring course progress and attendance

A number of strategies will be used to determine whether a student is at risk of, or is making unsatisfactory progress and attendance.

Course progress and attendance is monitored weekly during each study period as follows:

- By reviewing satisfactory completion of assessments.
- By reviewing the student's attendance record to ensure that they attend a minimum of 80% of their scheduled classes and have not been absent for more than 5 consecutive days without approval for a leave of absence.
- By assessing the student's participation in class.

Course progress monitoring will determine the need for a student to participate in an intervention strategy. Australian College of Vocational Education and Training commits to an early intervention approach.

A student will be deemed at risk and be required to participate in an intervention strategy if:

- they have an overall result of Not Yet Competent for a unit
- do not attend classes on a regular basis
- do not participate in learning activities within the classroom.

All course progress and attendance monitoring is achieved by reviewing data on the student management system.

Intervention strategy

Students who are identified at risk of not meeting course progress and attendance requirements are required to participate in an intervention strategy.

The intervention strategy will be developed to meet the student's needs and documented in an Intervention Strategy Form.

Students who are identified as being at risk will be informed in writing that they are at risk. This will be in the form of two formal warning letters and an intention of notice to report as follows:

- First warning letter: after failing one or more assessment tasks of a unit following resubmission and/or not meeting a minimum of 80% attendance requirements.
- Second warning letter: after failing one or more assessment tasks of a unit following resubmission and/or failing additional assessment tasks of a unit and/or not meeting minimum of 80% attendance requirement despite an intervention strategy.
- Notice of intention to report: after failing one or more assessment tasks of a unit following resubmission and/or failing additional assessment tasks of a unit and/or not meeting minimum of 80% attendance requirement despite an intervention strategy.

Exceptions

An exception may be made where a student is attending at least 70% of the course contact hours and is maintaining satisfactory progress.

Extension to an expected course duration

Extensions to the course duration specified on the CoE will be allowed if:

- compassionate or compelling circumstances apply and demonstrable evidence of such is provided
- where an intervention strategy is in place (or is about to be implemented) for the student because they are at risk of not meeting course progress or attendance requirements.

Reporting

Where a student has demonstrated unsatisfactory course progress and/or attendance in a study period despite interventions implemented, Australian College of Vocational Education and Training will:

- notify the student in writing of the intention to report the student for unsatisfactory course progress and/or attendance
- inform the student of the reasons for the intention to report
- advise the student of their right to dispute the decision by accessing Australian College of Vocational Education and Training Complaints and Appeals Policy Procedure within 20 days of receiving the notice of intention to report.

Australian College of Vocational Education and Training will only report unsatisfactory course progress or unsatisfactory course attendance in PRISMS if:

- the internal and external complaints processes have been completed and the decision or recommendation supports the registered provider; or
- the overseas student has chosen not to access the internal complaints and appeals process within the 20 working day period; or
- the student has chosen not to access the external complaints and appeals process: or
- the overseas student withdraws from the internal or external appeals processes by notifying the registered provider in writing.

All records will be kept on the student's file including warning letters and the notice of intention to report.

Procedures

1 Assess course progress and attendance

- 1.1 Review data from student management system on a weekly basis to determine if students are at risk of not meeting course progress requirements as per the definitions in the policy.
- 1.2 Check and record student attendance daily using an Attendance Sheet, the results of which are entered into the Student Management System. An attendance rate is calculated each week.
- 1.3 Contact student via SMS and email if the student has been absent for more than 5 consecutive days without approval or they will not be able to achieve 80% attendance, This should be repeated until the student responds. Inform the student that their immediate attendance is required and they will receive a First Warning Letter as specified below.
- 1.4 Review data from student management system on a weekly basis to determine if students are at risk of not meeting course progress requirements as per the definitions in the policy.

2 Provide first warning and commence intervention strategy

- 2.1 Send the student a First Warning Letter of Unsatisfactory Course Progress/Attendance. Include the letter on the student's file.
- 2.2 Use the Intervention Form to guide the meeting with the student.
- 2.3 Document agreed interventions on the Intervention Form and implement immediately. Include the Intervention Form on the student's file.
- 2.4 Monitor progress through regular communication and document progress on form.
- 2.5 In consultation with the student, adjust the intervention if required and update the Intervention Form
- 2.6 Sign off on form when the intervention is complete and the student is meeting course progress/attendance requirements.

3 Provide second warning

- 3.1 Where the student is still not meeting course progress/attendance requirements, send the student a Second Warning Letter of Unsatisfactory Course Progress/Attendance.
- 3.2 Use the Intervention Form to guide the meeting with the student.
- 3.3 Advise the student that despite the interventions agreed to, they have still not been making progress. Identify their reasons for such and document in the progress report section of the Intervention Form.

- 3.4 Document any agreed adjusted interventions on the Intervention Form and implement immediately.
- 3.5 Monitor progress through regular communication and document progress on form.
- 3.6 Sign off on form when the intervention is complete and the student is meeting course progress/attendance requirements.

4 Advise of Notice of Intention to Report

- 4.1 Where the student is still not meeting course progress/attendance requirements, send the student a Notice of Intention to Report for Unsatisfactory Course Progress/Attendance.
- 4.2 If the student does not appeal against the decision to report them or if their appeal is unsuccessful, report the student via PRISMS for breach of course progress requirements.
- 4.3 Complete all actions associated with cancellation such as removal of student's email account, access to Australian College of Vocational Education and Training property and so on.

Responsibilities

The CEO/RTO Manager is responsible for:

- reviewing data to check course progress and attendance
- conducting meetings with students and developing and monitoring intervention strategies
- reviewing student appeals in relation to course progress
- reporting students through PRISMS
- issuing warning letters and notices of intention to report.

Trainers and assessors are responsible for notifying the CEO/RTO Manager of students they consider to be having difficulties with course progress and/or attendance.

Deferral, Suspension and Cancellation Policy and Associated Procedures

Purpose of the policy

This policy and associated procedures outline Australian College of Vocational Education and Training approach to managing the enrolment of international students, specifically deferrals, suspensions and cancellations, and ensuring all required information about enrolments is entered into PRISMS.

This policy and associated procedures meet the requirements of Standard 9 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018.

Policy statements

Student-initiated deferral or suspension or cancellation

International students can defer or suspend their studies. Australian College of Vocational Education and Training allows the deferral or suspension of studies where evidence of compassionate or compelling circumstances can be provided by students.

Evidence of compassionate or compelling circumstances will be considered as part of the decision about suspension or cancellation.

Deferrals and leave of absences will be approved for up to 12 months. However, following this the student's enrolment will be cancelled.

International students may withdraw from their course at any time. Where an international student has not already completed six months of their principal course of study, their application will be assessed as per Australian College of Vocational Education and Training Course Transfer Policy and Associated Procedures. International students are entitled to a refund as per Australian College of Vocational Education and Training Fees and Refunds Policy and Associated Procedures.

Provider-initiated suspension or cancellation

A student's enrolment may be cancelled or suspended by Australian College of Vocational Education and Training in a range of circumstances:

- misbehaviour (ie not abiding by the Student Code of Conduct as outlined in this Handbook)
- not paying course fees
- not meeting course progress and attendance requirements.

Not paying course fees and not meeting course progress and attendance requirements will be managed as documented in the Fees and Refunds and Course Progress and Attendance Policy and Associated Procedures.

Any student who breaches the Code of Conduct as applicable to expected behaviour will be immediately suspended. Their case will be considered during the period of suspension and the student may then be reinstated or have their enrolment cancelled.

Where any of the above circumstances apply, the student will be contacted in writing with regard to the intended suspension or cancellation and the reasons for this.

Students will be able to access the Complaints and Appeals Policy and Procedure to appeal the decision within 20 working days of receipt of the decision.

Students will not be reported until the internal appeal process is complete, unless their health and wellbeing or that of others could be at risk.

Students are advised to contact the DHA to seek advice on their student visa.

Procedures

1 Process deferrals

- 1.1 Provide Deferral Form to students who request deferral.
- 1.2 Assess Deferral Form and supporting evidence to confirm that compassionate or compelling circumstances exist.
- 1.3 Complete assessment and advise student of outcome within 5 working days of receipt.
- 1.4 Where the application for deferral is approved, advise the student in writing of such.
- 1.5 Where the application is not approved, advise the student in writing of such indicating the reasons, any refunds due and advising them of their right to appeal the decision within 20 working days.
- 1.6 For approved deferrals, report a student course variation (SCV) on PRISMS within 31 days of the request being approved and according to the instructions provided in the PRISMS user guide.
- 1.7 Issue the updated CoE to the student.

2 Process student-initiated suspension of enrolment

- 2.1 Provide Request for Suspension Form to students who request suspension.
- 2.2 Assess Request for Suspension Form and supporting evidence to confirm that compassionate or compelling circumstances exist.
- 2.3 Complete assessment and advise student of outcome within 5 working days of receipt.
- 2.4 Where the application for suspension is approved, advise the student in writing of such.
- 2.5 Where the application is not approved, advise the student in writing of such indicating the reasons, any refunds due and advising them of their right to appeal the decision within 20 working days.
- 2.6 For approved suspensions, report a student course variation (SCV) on PRISMS within 31 days of the request being approved and according to the instructions provided in the PRISMS user guide.
- 2.7 Issue the updated CoE to the student.

3 Process student-initiated cancellation of enrolment

- 3.1 Provide Withdrawal Form to students who request to withdraw. Ensure that this is only provided to students who have completed more than six months of their principal course of study. Otherwise the student will need to complete a Release Letter Application Form.
- 3.2 Review Withdrawal Form to ensure all details have been provided.
- 3.3 Notify the student in writing within 5 working days of receipt of application of confirmation of their withdrawal and any refund as application as per RTO Fees and Refunds Policy and Associated Procedures.
- 3.4 Record the student's withdrawal on the SMS.
- 3.5 Report Student Notified Cessation of Studies on PRISMS within 31 days of the withdrawal being processed and according to the instructions provided in the PRISMS user guide.

4 Manage provider-initiated cancellation of enrolment

- 4.1 Where a student misbehaves (ie they contravene the Student Code of Conduct), immediately investigate the incident.
- 4.2 Where the incident is considered serious to warrant further investigation, inform the student in writing of the suspension including the reasons why and the dates from which the suspension applies, as well as their right to appeal the decision within 20 working days of receiving the notice.
- 4.3 Further investigate the student's misbehaviour.
- 4.4 Inform any other relevant agencies of the issue concerning the student such as in the case of fraud or violence.
- 4.5 Where the investigation deems the student can be reinstated, advise the student in writing that their suspension is lifted.
- 4.6 Where the investigation deems the student's behaviour as so serious that they cannot be reinstated, advise the student in writing of the cancellation of their enrolment, including the reasons for the decision.
- 4.7 Record the student's withdrawal on the SMS.
- 4.8 Report provider decision to cease enrolment for disciplinary reasons on PRISMS within 31 days of the withdrawal being processed and according to the instructions provided in the PRISMS user guide.

Responsibilities

The CEO/RTO Manager is responsible for:

- investigating student misbehaviour
- making decisions regarding student misbehaviour and cancellation
- reporting decisions on PRISMS regarding provider-initiated suspension and cancellation.

The Administration and Student Support Officer is responsible for:

- assessing deferral requests and reporting deferrals on PRISMS
- assessing suspension requests and reporting suspensions on PRISMS
- processing withdrawals.