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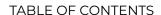## PPI13 Course Progress Policy and Procedure

PPI13_Course_Progress_ Policy_and_Procedure_V.3._2024
Melbourne Metropolitan College | RTO Code 40860 CRICOS Provider No 03783F | www.mmc.edu.au | enquiries@mmc.edu | Campuses: Melbourne, Adelaide, Gold Coast
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1. Table of References

Distribution	All staff and students
Related Entities	Active Transition Training Pty Ltd trading as: ● Melbourne Metropolitan College ● Langford English College
Related Documents	● Intervention Strategy Academic Action Plan ● First Academic Warning letter for unsatisfactory course progress ● Second Academic Warning letter for unsatisfactory course progress ● Warning letter of Intention to Report for Unsatisfactory Course Progress ● Intention to Cancel letter ● MMC_PPI23_Students_Complaints_and_Appeals_Policy_and_Procedure_V.3_2024 ● Students Complaints and Appeals Form ● MMC_PPI14_Deferral_Suspension_or_Cancellation_Policy_and_Procedure_V.3_2024 ● MMC_PPI6_Attendance_Policy_and_Procedure_V.3_2024 ● Intervention Strategy Academic Action Plan ● Student Extension Form ● Student Handbook – International ● PPI20_Records_Management_Policy_and_Procedure_V.3_2024
Statutory References	● 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	● Commonwealth Human Rights and Equal Opportunity Commission Act 1986 ● Commonwealth Disability Discrimination Act 1992 ● Commonwealth Disability Standards for Education 2005

2. Definitions

Accredited Courses, Certificates, Statement of Attainment, Qualifications/Testemurs, Training Package, and Units of Competencies – a basic breakdown:

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- Registered Training Organisations (RTO's) deliver accredited courses and sometimes non-accredited courses.

  o An **accredited** course is a "course" that meets accreditation set by the standards and legislations from the Vocational Education Training (VET) regulator, the Australian Skills Quality Authority (ASQA), state and federal legislations, and National Vocational Education Regulator ACT 20011 (NVTER Act) of which lead to an Australian Qualification (AQF).

  o A non-accredited course is usually a short course that attracts a type of non-accredited certificate (thus not recognised by RTOs).

    ▪ **Accreditation** is a process of assessment by ASQA or a state regulator and meeting the: Standards for VET Accredited Courses 2021, and Australian Qualification Framework, and applied to courses.

- **Statement of Attainment (SoA)** is issued when a student completes one or more of these UoCs but does not complete the full list of UoC required for a full qualification. A statement of attainment will only be issued upon a student's exit from a training program, whether the student has completed the full program or not. It will not be issued as an interim progress statement to a student who is continuing the same qualification or course.

- **A Certificate** is what is issued if the student completes the full list of UoCs and is eligible for the qualification.

- **Qualification** is a formal record awarded at the completion of successful study of a course "training". RTO's deliver nationally recognised accredited qualifications.

- **Testamur** is defined by the AQF as 'an official certification document that confirms that a qualification has been awarded to an individual' (issued by a registered training organisation [RTO] to learners who have met the requirements of a vocational education and training [VET] qualification

- **Training Package** means the components of a training package endorsed by the Industry and Skills Council or its delegate in accordance with the Standards for Training Packages. The endorsed components of a Training Package are: units of competency; assessment requirements (associated with each unit of competency); qualifications; and credit arrangements. The endorsed components form part of the requirements that an RTO must meet under these Standards. A training package also consists of a non-endorsed, quality-assured companion volume/s which contains industry advice to RTOs on different aspects of implementation.

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- **Unit of Competency (UoC)** often referred to as a "unit" and sometimes called a "module", within a training package is the smallest component of a training package that can be assessed and recognized against the legislative RTO standards, 10.2 and 10.3, of which describes the skills and knowledge required to perform effectively to a specific standard in a particular workplace role or function in Australia. Each unit of competency is described as:

  o a specific work activity

  o the standard of performance required in the workplace

  o assessment requirements, specifying the required evidence of competency, and required conditions under which the assessment is conducted

  o other evidence that can be gathered to assist an assessor when judging competency.

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 supplementary and self-directed structured learning activities, supplementary live virtual sessions for structured learner and/or learning support held via "Zoom", field trips, keeping appointments with the workplace Trainer, discussions with mentors, and other situations that require 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 student's capacity and/or ability to progress through a course. These could include:

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- 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:

  o involvement in or witnessing of an accident or

  o a crime committed against the student or

  o 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 in a timely manner.

Compulsory study period OR study period is the term, defined in weeks, and usually defined as a "term", for each course. This is outlined in the student's written agreement.

Date of Result is the date in which the Trainer/Assessor provides the final result 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 course duration includes approved holiday periods and/or term breaks.

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

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of failing to satisfactorily complete their courses.

Marking/Grading/Function terms:

- **Assessment** means the process of collecting evidence and making judgments on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a Training Package or VET-accredited course.

- **Competency (Competent) (C)** means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments. Several partial pieces of evidence may need to be collected and individually assessed to meet S or NYS to therefore be assessed as a whole to then meet C or NYC. Competency will need to be met to successfully "pass" in a unit, therefore, to meet successful recognition for the course/qualification and credit transfer opportunities.

- **Not Yet Competent (NYC)** is where a student's assessment has been deemed by the Trainer Assessor as not meeting competency requirements for the unit within the training course which meets the requirements of the Training Package.

- **Satisfactory (S)** is where a student has demonstrated competency in a partial assessment of a unit.

- **Not Yet Satisfactory (NYS)** is where a student's assessment has been deemed by the Trainer Assessor as not meeting competency in a partial assessment within a unit, and where the student is provided another opportunity to "attempt" to re-submit evidence of learning for re-assessment.

- **Unit of competency (UOC)** often referred to as a "unit" and sometimes called a "module", within a training package is the smallest component of a training package that can be assessed and recognized against the legislative RTO standards, 10.2 and 10.3, of which describes the skills and knowledge required to perform effectively to a specific standard in a particular workplace role or function in Australia. Each unit of competency is described as:
  - a specific work activity
  - the standard of performance required in the workplace
  - assessment requirements, specifying the required evidence of competency, and required conditions under which the assessment is conducted
  - other evidence that can be gathered to assist an assessor when judging

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competency.

Overseas Student is a person (whether within or outside Australia) who holds a student visa as defined by the ESOS Act.

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 Melbourne Metropolitan College's Student Management System (aXelerate).

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

VET means vocational education and training.

VET accredited course means a course accredited by the VET regulator in accordance with the Standards for VET Accredited Courses.

3. Purpose

The purpose of this policy is to document Melbourne Metropolitan College's, (and Langford College's where necessary), 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 Melbourne Metropolitan College.

The purpose of this policy is to ensure that all International Students' course progression is carefully monitored, and appropriate intervention strategies are applied to assist students to succeed in their course.

4. Scope

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

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5. Policy

Melbourne Metropolitan College (MMC) (TOID: 40860 CRICOS: 038703F), (and Langford College's where necessary), is committed to providing their students the opportunity to receive support with their progression in their chosen course through continual systematic monitoring and communications aiding in the completion of the course and to meet: the student's Confirmation of Enrolment (CoE) requirements; Visa conditions; and all relevant compliance requirements and legislations.

MMC will ensure that the expected duration of study specified in the Student's CoE does not exceed the CRICOS registered duration. Students are issued a CoE based on the registered duration of a course (or a shorter duration if the student has already completed part of the course).

MMC will implement intervention strategies to assist with a student's ongoing learning progress by providing academic and personal support where appropriate and as required. Extensions to due dates, suspensions and/or deferments may be granted due to a student's extenuating circumstances with considerations of compassionate and/or compelling reasons including legislative compliance requirements and student visa conditions.

Guided by Section 19 of the ESOS Act, MMC will report students who have breached the course progress requirements.

6. Responsibility

The RTO Manager in conjunction with the relevant parties will ensure all requirements of this Policy and Procedure are met and to maintain standards across all areas of operations.
All staff and students must adhere to MMC's Policies and Procedures.

7. Requirements and Processes

Guidelines and Strategies
1. MMC advises students of the course requirements at orientation and at the commencement of their course by issuing a copy of the course timetable/training calendar with due dates for assessments.
2. Any variations are advised to students in writing/email as soon as they are known.
3. MMC assesses the student's progress against:

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a. this policy and procedure,

b. the student's timetable/training calendar with due dates,

c. the student agreement,

d. and the end of each study period (or earlier if identified as being at academic risk).

4. MMC follows the regulatory body, Australian Skills Quality Authority (ASQA), and Department of Home Affairs (DHA) student visa requirements and recommendations for attendance and course progress (CP).

5. The requirement for CP is to successfully complete 50% of units in each study period, of which MMC deems a study period to be a "term" (10 weeks).

6. MMC will demonstrate proactivity for CP by monitoring, communicating, reporting, and implementing Intervention Strategies with action plans for any student who is not making satisfactory CP.

7. MMC's **Intervention Strategy (IS)** will provide a tailored academic action plan with goals and due dates to aid each student in getting back on track with achieving CP. The IS will include provisions based on the following:

a. advising on the suitability of the course in which the student is enrolled;

b. CP issues were directly discussed with the student's Trainer;

c. compelling/compassionate circumstance constraints and rectification actions;

d. ability to demonstrate the necessary competency in/of tasks/assessments;

e. discuss the availability of timetabled catch-up classes and opportunities for reassessment of tasks/assessments in units previously failed/missed;

f. advise requirements around the re-establishment of learning and assessment procedures including due dates and first/second attempt procedures;

g. advise the requirements of necessary and compulsory class attendance;

h. advise the options and requirements around potential re-enrollment into a unit/course;

i. advising that unsatisfactory CP in two consecutive study periods for a course may lead to the reporting the student to DHA and/or potential cancellation of their CoE/visa, depending on the outcome of any appeals process.

8. The IS will be made available to the student and applicable staff and implemented appropriately. Please see the procedures below.

9. If MMC identifies a student as not achieving at least 50% competency for two consecutive compulsory study periods they will be deemed as having made unsatisfactory CP and MMC will notify the student of its Intention To Report (ITR) to DHA through PRISMS.

10. The ITR informs the student that they are able to access the MMC's International

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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/grading accurately,

 b. compassionate or compelling circumstances, or

 c. the 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.

11. The outcomes to each appeal will vary. Please see the procedures below.

12. MMC notifies the DHA through PRISMS as soon as practicable of the student having unsatisfactory CP 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 MMC (i.e. the student's appeal was unsuccessful).

8. Procedures for Recording Course Progress

1. The student's academic progress shall be recorded using the Learning Management System (LMS- eskilled or axcelerate) with final results captured in the Student Management System (SMS – axcelerate).

2. 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 task within the qualification they are enrolled.

 a. The assessment of students' assessment tasks will be conducted by qualified Assessors as per the Training and Assessment Policy and Procedure.

3. Assessments are marked and recorded systematically in order of submissions within 7 days after the assessment due date (and no more than no more than 2 weeks for extenuating circumstances).

 a. Marking and recording of assessment outcomes are noted by Trainers/Assessors in the relevant learning management system (LMS), or if necessary in manual assessment tools, therefore all outcomes are transferred by the Trainer or Student Support officers or Administration into the SMS.

4. It is the responsibility of the Training Manager/Student Support Officer to ensure all reports are updated in accordance with the Records Management Policy and Procedure.

5. The assessment outcomes will be monitored for current and projected CP for the study period, based on the total number of units/assessments that are required to be

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assessed and the potential outcome of these assessments.

9. **Procedures for Monitoring Course Progress (CP) and Implementing Intervention Strategy (IS)**

1. The Trainer will monitor the student's CP informally during each class and provide additional assistance where required.

2. At the 5-week mark, the Student Support team will work with the Training Manager and relevant Trainer to identify any students that are "at risk of not making satisfactory progress".

3. 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 (IS).

4. Student Support in conjunction with the Trainer will monitor the student's progress from the LMS/SMS during and at the end of every study period to identify the students who are at risk of unsatisfactory academic progress.

5. Students unwilling to follow the IS will be sent the ITR letter and will be required to meet with the RTO Manager to implement rectification actions/options.

6. Students still demonstrating non-compliance of this policy and procedure requirements will:

    a. be reported to the DHA and

    b. will be required to meet with the RTO Manager to solidify final actions against the student's CoE and Visa requirements.

7. Students identified as successfully completing or demonstrating competency in less than 50% of the course requirements in a study period, the following applies:

    a. If the student is identified for the first time or subsequent times without a preceding period identification, the student will:

        i. Receive:

            1. an Academic Warning letter as an email from MMC advising them of unsatisfactory CP as required by their COE and,

            2. an appointment time is made to meet with the Training Manager and/or Student Support Officer and/or RTO Manager, and

            3. receive a fine of $75.

        ii. The Academic Warning letter will be emailed to the student and agent representative advising of the current status and requirements to amend.

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iii. A text message will be sent to the student's mobile number notifying of the Academic Warning letter email.

iv. At the appointment with the Training Manager/Student Support Officer and/or RTO Manager, the following will be discussed to determine the best IS action plan necessary to assist the student in achieving satisfactory course progress, such as:

1. advising on the suitability of the course in which the student is enrolled;

2. CP issues were directly discussed with the student's Trainer;

3. compelling/compassionate circumstance constraints and rectification actions;

4. the ability to complete the course within the expected duration of study;

5. the ability to demonstrate the necessary competency in/of tasks/assessments;

6. discuss the availability of timetabled catch-up classes and opportunities for reassessment of tasks/assessments in units previously failed/missed;

7. advising requirements around the re-establishment of learning and assessment procedures including due dates and first/second attempt procedures;

8. advising the requirements of necessary and compulsory class attendance;

9. advising the options and requirements for additional support strategies;

10. advising the options and requirements around potential re-enrollment into the same unit/course (as a fresh start);

11. advising that unsatisfactory CP in two consecutive study periods for a course may lead to the reporting the student to DHA and/or potential cancellation of their CoE/visa, depending on the outcome of any appeals process.

b. If the student is identified for the second consecutive study period time with unsatisfactory CP, then:

i. The IS will be reviewed further for any potential rectification, or

ii. The Intention to Report Procedure will be initiated.

iii. Further unsatisfactory CP will result in cancellation of CoE

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c. If a student receives a 1st Academic Warning letter, 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 academic warning letter being issued.

   i. If the IS action plan does not need to be implemented, both the Attendance Policy and Procedures and Course Progress Policy and Procedures still apply.

8. If a student is identified at risk of not making satisfactory progress with pre-requisite units, then:

   a. an Academic Warning letter is issued, and

   b. the Intervention Strategy is activated with all the procedures of 9.7 implemented.

10. Procedures for Intention to Report (ITR) and Implementing the Complaints and Appeals Process

1. MMC will notify the student in writing of its Intention to Report (ITR) the student via email, SMS, and written letter, to the DHA via PRISMS for not achieving a satisfactory CP. The student will be notified Complaints and Appeals Policy and Procedure

2. The ITR notice will inform the student that they are able to access the MMC Complaints and Appeals Policy and Procedure and that the student has twenty(20) working days to do so. A student may appeal on the following grounds:

   a) MMC's failure to record or calculate the student's mark accurately,

   b) Compassionate or compelling circumstances, or

   c) MMC has not implemented its intervention strategy and other policies according to the 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. If a student chooses to access MMC complaints and appeals process, MMC will maintain the student's enrollment while the complaints and appeals process is ongoing as per the Complaints and Appeals Policy and Procedure.

5. If the appeal shows that there was an error in calculation, and the student made satisfactory course progress, MMC will not report the student and there is no requirement for intervention.

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6. If the appeals process shows that the student has not made satisfactory progress, but there are compassionate or compelling reasons for the lack of progress, ongoing support must be provided to the student through the Intervention strategy, and MMC will not report the student.

    a) Note: MMC will only await the outcome of our internal and external appeals process before reporting a student for unsatisfactory course progress (if found in favor of MMC).

7. On completion of the appeals process, if unsatisfactory course progress is confirmed, the student will be reported via PRISMS within 5 working days of finalizing the decision to report, for unsatisfactory course progress.

8. 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. 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.

The following table outlines the processes and procedures mentioned

Student's Course Progress	Grouping	Actions
A pre-requisite unit is deemed 'Not Yet Competent' in a study period.	At risk of not making satisfactory progress	• Send 1st Academic Warning Letter and activate Intervention Strategy. • Make appointment to meet with appropriate personnel • Issue a $75 fine
When the students' academic progress falls below 50% in the current study period.	At risk of not making satisfactory progress	• Send 1st Academic Warning Letter and activate Intervention Strategy. • Inform the student that if in two consecutive study periods, their academic progress falls below 50%, they will be reported to DHA via PRISMS. • Make appointment to meet with appropriate personnel • Issue a $75 fine

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Students' academic progress and the outcome of the intervention strategy is reviewed five weeks into the study period.	Unsatisfactory course progress for the compulsory study period	• Send 2nd Academic Warning Letter of unsatisfactory course progress in the current compulsory study period • Inform students 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. • Make appointment to meet with appropriate personnel • Issue a $75 fine
Students' CP and outcome of the intervention strategy is reviewed at the end of the study period, and the student's academic progress falls below 50% in two consecutive study periods.	Unsatisfactory course progress for the study period	• Send the student an Intention to Report letter. • Make appointment to meet with appropriate personnel • Issue a $75 fine

11. Additional Support Strategies for Consideration

To aid CP a variety of support strategies are available.

Any student experiencing difficulty in maintaining course progress should contact their Trainer/Assessor or Student Support Officer as soon as possible.

Support strategies are subject to availability and individual circumstances, with some attracting additional fees. Examples of support strategies that may be available include, but are not limited to:

1. Timetabled catch-up classes within the same term of study
2. Timetabled catch-up classes outside the original term of study
3. Timetabled re-assessment within the same term of study
4. Timetabled reassessment outside the original term of study
5. Private catch-up classes
6. Private assessment re-sits
7. Matching with peer-to-peer study partner
8. Review tuition in additional classes or streams
9. Extra tuition from Trainer/Assessor

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10. Additional English language or numeracy support o Additional tutoring or learning activities
11. Advice regarding study habits (e.g. Maintaining required class attendance)
12. Being placed in a suitable alternative module within a course or a suitable alternative course
13. Modifying the training or assessment methods to better suit the learning needs of students where possible
14. Where the issue relates to limitations to resources, staff will discuss options for the student to access/loan resources owned by alternative organisations.
15. Where the problem is identified as being a situation requiring professional counseling, MMC will refer the student to professional counseling services offered by alternative organisations.
16. Or any other action the Student Support Officer feels may help the situation

12. Access to specialist support

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

1. Domestic Violence: https://www.vic.gov.au/family-violence-statewide-support-services
2. Gambling: https://responsiblegambling.vic.gov.au/reducing-harm/gamblers-help-services/
3. Drugs and Alcohol: https://www.health.vic.gov.au/alcohol-and-drugs/alcohol-and-other-drug-treatment-services
4. Depression: https://www.studymelbourne.vic.gov.au/living-here/health-safety-and-wellbeing/wellbeing-and-mental-health

13. Version Revisions

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

14. Review Date

Version Number	Date	Reason for change	Prepared By	Approved By
V.3	27/05/2024	Updated and improved	RTO Manager (SC)	CEO (HH)

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