



ANIBT Course Progress, Attendance and Intervention Policy and Procedure

Introduction

ANIBT believes that in accordance with Standard 10 of the National Code 2007, student course progress is important in achieving academic goals within the specified COE course duration. This policy also reflects the monitoring process and intervention of any student enrolled at ANIBT, who are at risk of not meeting the requirements of satisfactory course progress.

ANIBT's intention is to reflect the following:

- a) allowing for the early identification of students whose academic progress is less than satisfactory and who may need appropriate learning support, resources and assistance; and
- b) identifying and reporting students who continue to make unsatisfactory progress.

Scope

Applies to all VET coursework programs

Objectives

This policy provides a framework for the management of student progress. It facilitates the early identification of students whose academic performance is less than satisfactory. It also establishes guidelines for intervention to ensure such students are provided with knowledge of and access to appropriate learning support, resources and assistance.

Policy

Definition of 'Unsatisfactory' Course Progress

At minimum a student will be deemed as having unsatisfactory course progress if they have failed or been deemed 'NYC' in 50% or more of course qualification units attempted in any study period. A study period is defined as a scheduled 10 week teaching term (four terms per academic year as per ANIBT's academic calendar).

All students need to be committed to their learning, including taking responsibility for their own academic progress. Students who have been identified as making unsatisfactory progress, or 'at risk' of making unsatisfactory progress, will take all possible steps to improve their performance including seeking feedback, using available support services and participating fully in the development and implementation of an Academic Performance Improvement Plan.

It is expected that training and teaching staff will provide a supportive learning and teaching environment that will enable students to improve their performance where it has been deemed unsatisfactory. In addition, services to support students in developing specific skills are made accessible to assist them to improve their performance. Reporting shall only occur if a student has failed to meet all the stages of intervention.

1) Course Progress

- a) ANIBT will monitor, record and assess the course progress of each student for the course in which the student is currently enrolled.
- b) The course progress of all students will be assessed at the end of each term of enrolment.
- c) Students who have begun part way through a term will be assessed after one full period of attendance.
- d) To demonstrate satisfactory course progress, students will need to achieve competency in at least 50% of units in any study period.
- e) If a student does not achieve competency in at least 50% of units studied in an assessment period, the Manager – Academic and Student Services (MASS) will meet with the student to develop an intervention strategy for academic improvement, as detailed in section 4 below.
- f) A copy of the student’s individual strategy and progress reports in achieving improvement will be forwarded to the student.
- g) The student’s individual strategy for academic improvement will be monitored over the following term by the Manager – Academic Delivery and Compliance (MADC) and the (MASS) and records of student response to the strategy will be kept.
- h) If the student does not improve sufficiently academically and achieve satisfactory course progress by the end of the next assessment period, ANIBT will advise the student in writing of its intention to report the student for breach of visa condition 8202, and that they have 20 working days to access ANIBT’s internal complaints and appeals process.
- i) The ANIBT will notify DIBP via PRISMS of the student not achieving satisfactory course progress as soon as practicable where
 - I. the student does not access the complaints and appeals process within 20 days, or
 - II. withdraws from the complaints and appeals process, or
 - III. the complaints and appeals process results in favour of the ANIBT

2) Completion within expected duration of study (course progression)

- a) As noted in 1.a. ANIBT will monitor, record and assess the course progress of each student for the course in which the student is currently enrolled.
- b) Part of the assessment of course progress at the end of each term will include an assessment of whether the student’s progress is such that they are expected to complete their course within the expected duration of the course.
- c) **ANIBT will only extend the duration of the student’s study where the student will not complete their course within the expected duration due to:**
 - I. compassionate or compelling circumstances**
 - II. student participation in an intervention strategy as outlined in 1.e.**



III. an approved deferment or suspension of study has been granted in accordance with ANIBT's Deferment, Suspension and Cancellation Policy.

- d) Where ANIBT decides to extend the duration of the student's study, ANIBT will report via PRISMS and/or issue a new COE if required.

3) Course attendance

- a) Satisfactory course attendance is attendance of 80% of scheduled course contact hours.
- b) Student attendance is:
- I. checked and recorded hourly
 - II. assessed regularly
 - III. recorded and calculated over each term.
- c) Late arrival at ANIBT will be recorded and will be included in attendance calculations.
- d) All absences from ANIBT should be accompanied by a medical certificate, or alternative documented explanation.
- e) Any absences longer than 5 consecutive days without approval will be investigated.
- f) Student attendance will be monitored by the MASS every week over a term to assess student attendance using the following method.
- I. Calculating the minimum number of hours the student would have to attend to keep their attendance at 80%. e.g. number of study days x contact hours x 80%. For example, a ten week term with 20 contact hours a week would equal 200 contact hours. 80% of this is 160 hours.
 - II. Any period of deferral from class will not be included in student attendance calculations.
 - III. Any other absence from class will be counted in the student attendance calculation.
- g) Students at risk of breaching ANIBT's attendance requirements will be counselled and offered any necessary support as per the following:
- <80% First Warning Letter and interview with MASS
 - <70% Second Warning Letter and interview with MADC
- h) If the calculation at 3.f. indicates that the student has passed the attendance threshold for the study period, ANIBT will advise the student of its intention to report the student for breach of visa condition 8202 by means of a Notification of Intention to Report letter, and that they have 20 working days in which to access the ANIBT's internal complaints and appeals process. Students are also invited to a counselling session with the Chief Executive Officer
- i) The ANIBT will notify DIBP via PRISMS of the student not achieving satisfactory course attendance as soon as practicable where:
- I. the student does not access the complaints and appeals process within 20 days
 - II. withdraws from the complaints and appeals process
 - III. the complaints and appeals process results in a decision favourable for the ANIBT.

- j) Students will not be reported for failing to meet the 80% threshold where:
- I. the student engages the complaints and appeals process within 20 days of receiving a Notification of Intention to Report letter
 - II. the student produces documentary evidence clearly demonstrating compassionate or compelling circumstances e.g., medical illness supported by a medical certificate,
 - III. the student has satisfactory course progress
 - IV. and, has not fallen below 70% attendance.
- k) The method for calculating 70% attendance is the same as that outlined in 3.f. with the following change; number of study days x contact hours x 70%.
- l) If the student falls below the 70% threshold for attendance, the process for reporting the student for unsatisfactory attendance (breach of visa condition 8202) will occur as outlined in 3.h. – 3.i
- 4) Academic Intervention Policy**
- a) ***Students who are in the following circumstances will have a meeting with the MASS:***
- I. the subject of a Notification of Trainer Concern form from trainer***
 - II. students advised they are having issues or responding to Student Services email in Week Three of study or less***
 - III. receiving Not Yet Competent for more than 50% of units in a term***
 - IV. attending less than 80% of units in a term***
 - V. students who have deferred and returned to studies***
- b) ***If the MASS or MADC deems it necessary an Academic Intervention Strategy may be completed. Students will be given a copy of the Academic Intervention Strategy Form. The strategy may include some of the following:***
- I. additional supervised study periods***
 - II. tutorial assistance***
 - III. English assistance***
 - IV. academic skills support***
 - V. transfer to a more appropriate class group***
 - VI. increased monitoring***
 - VII. personal counselling***
 - VIII. other intervention strategies as deemed necessary***
- 5) Definitions**
- a) *Compassionate or compelling circumstances* - circumstances beyond the control of the student that are having an impact on the student's progress through a course. These could include:
- I. serious illness, where a medical certificate states that the student was unable to attend classes
 - II. bereavement of close family members such as parents or grandparents
 - III. major political upheaval or natural disaster in the home country requiring their emergency travel that has impacted on their studies



- IV. a traumatic experience which has impacted on the student (these cases should be where possible supported by police or psychologists' reports)
- V. where the ANIBT was unable to offer a pre-requisite unit
- VI. inability to begin studying on the course commencement date due to delay in receiving a student visa

For other circumstances to be considered as compassionate or compelling, evidence would need to be provided to show that these were having an impact on the student's progress through a course.

- b) *Expected duration* – the length of time it takes to complete the course studying full-time. This is the same as the registered course duration on CRICOS.
- c) *ANIBT day* – any day for which the ANIBT has scheduled course contact hours

Procedures

STAGES OF 'UNSATISFACTORY' PERFORMANCE

First Stage: 'At Risk' of Unsatisfactory Course Progress

'First Counseling' - Trainer level

A student is deemed 'at risk' of *unsatisfactory* course progress in a scheduled term if they fall under any one of the following categories:

1. Attendance is less than 80% for the teaching term
2. Attendance is less than 50% for the unit of competency
3. A student does not complete the required assessments in fulfillment of critical aspects of evidence for the unit of competency
4. A student does not fulfill a catch up assessment in the last week of the scheduled term
5. A student ignores trainer level counseling advice
6. A student is 'at risk' of being deemed 'NYC' for a unit of competency at the 50% unit completion period
7. Student is inadequately resourced for class

Second Stage: 'At Risk' of Term Failure

'Second Counseling' – coordinator/Student services level

A student will be deemed as 'at risk' of term failure if their academic performance in a scheduled term falls under one of or more of the following categories:

1. A student has not completed the required assessments for satisfactory completion of at least 50% of the units for a study period, and deemed NYC
2. A student has not satisfactorily completed a pre-requisite unit of competency for course progress as per the qualification structures, and is deemed NYC
3. A student has plagiarised assessments and as such has been deemed as NYC
4. A student has been absent for 50% or more of the delivery of a teaching period
5. Suspension or deferment for 50% or more of the delivery of a teaching period
6. A student has not adhered to their Academic Performance Improvement Plan

Final Stage: Established Unacceptable Course Progress

'Intention to Report' – MASS

A student will be deemed as having unacceptable course progress in a scheduled term if they fall under one or more of the following categories:

1. A student has been deemed NYC for 50% or more of the scheduled units attempted for a second teaching period
2. A student has achieved less than 50% attendance for the second teaching period
3. A student has plagiarised any assessment on more than one occasion in any teaching period

Procedures for the Management of Unsatisfactory Course Progress

First stage: 'At risk' of Unsatisfactory Course Progress

A student who has demonstrated unsatisfactory academic performance in a term teaching period, or whose progress suggests that they may be in need of learning support to maintain good academic progress, as defined above, will be deemed 'at risk'.

The primary response to students 'at risk' will be the development of an individual Academic Performance Improvement Plan to identify actions required to assist the student to make satisfactory progress in future teaching periods. It is expected that the student will participate actively in the development, implementation and monitoring of the Academic Performance Improvement Plan.

Week 1 - Week 9

- Delivery and Assessment of units of competency
- **'Stage 1'** Intervention
- **Assessments below performance standard**
- Academic Performance Improvement Plan (APIP) is instigated

Week 10 – Rectification week

- Re-assessment 'Catch ups' for current term
- Getting a student to 'Competent' within the term teaching period, APIP is suspended and given to co-ordinator
- Sign off sheet – one copy to student, one copy to MASS for result record entry
- Sign off sheet to MASS for signature
- Sheet to Student administration file

If student is deemed 'NYC' in week 10 rectification period, the APIP is referred to Stage 2 and will fall outside the current teaching period.

Outside the Teaching Period

- **Stage 2**
- 'NYC' student makes appointment for counselling with MASS
- Academic Improvement Performance Plan is reviewed and re-enforced
- Consultation of MASS with MADC of APIP
- Student has opportunity to re-sit, perform program catch-ups and repeat units as recommended
- If no Response from student – Student services will send correspondence to locate student both informally and if required formally.

**Second Teaching Period
Stage 3**

- Repeat Steps 1 and 2 (Week 1- 9, Week 10 –Rectification Week, and Outside the Teaching Period).
- If student has established unsatisfactory course progress in a second teaching period (does not need to be consecutive), student will be referred to CEO.
- CEO to inform Student Services if a Notification of Intention to Report letter is to be issued to the student.
- Student invited to participate in the Appeals process.
- Student is required to show cause as to why they should not be reported. CEO will exercise judgement based on the particular circumstances to make a decision as to whether the student is to be reported to DIBP for unsatisfactory course progress.
- Reporting of students is referred to the MASS

The trainer will counsel each student identified as 'at risk' to perform the following:

- a) Arrange an interview normally via face-to-face meeting, or alternative individual contact in situations where personal attendance is not possible
- b) Outline the reasons they have been identified as 'at risk'; and
- c) Implement an Academic Performance Improvement Plan

This invitation must be made at the classroom level.

The goal is to provide advice and offer support to a student identified as 'at risk' in time for them to be able to improve their performance in the following teaching period. The interview with the trainer will take place within the teaching delivery period, and before the start of the next teaching period.

The aim of the interview will be to communicate clearly the academic performance deficits, identify barriers to satisfactory performance and to develop an Academic Performance Improvement Plan that lists actions and strategies to be used by the student during subsequent teaching periods. It will also identify services available to support the particular needs of the student.

The appropriate strategies will vary according to:

- a) the needs of individual students,
- b) the nature of the program delivery format or location, and
- c) the range of services available

Strategies may include:

- referral to specific and appropriate learning skills development or other academic support
- referral to student support services (subject to availability)
- specification of minimum performance targets for the unit of competency
- recommendation to transfer to another program (if available)
- advice about repeating a failed unit
- referral to language support courses/services
- a period of suspension may be recommended (where permitted and appropriate)

The Academic Performance Improvement Plan will be an unambiguous written document that can act as an action plan for the student and a clarification of expectations of ANIBT.



Where a student chooses not to participate in the interview with the trainer or does not participate at the arranged time, the trainer will refer the student to the MASS or for practical units, to the relevant co-ordinator. If the student still does not respond – Student services will seek communication with student

A copy of the plan will be forwarded to the MADC to assist in managing student progress, and once satisfactorily completed, will be forwarded to Student Services for filing in the 'cream files'.

Second Stage: 'At Risk' of Term Failure – 'Second Counseling'

A student who has been found to have unsatisfactory compliance for academic performance as documented in the Academic Performance Improvement Plan or falls under any of the categories as outlined above will be deemed as at 'risk' of term failure.

The student is required to have a formal interview with the unit co-coordinator and show cause as to non-compliance. Interviews will be conducted in consultation with the MASS and MADC via the trainer.

Students who have been identified as 'at risk' of term failure, shall be advised in the interview by the MASS to take all possible steps to improve their performance including seeking feedback, using available support services and participating fully in the development and implementation of an Academic Performance Improvement Plan. A second Academic Performance Improvement Plan will be completed to document the reason the student has been identified 'at risk' of term failure and the revised strategy to improve academic performance.

It is expected that training and teaching staff will provide a supportive learning and teaching environment that will enable students to improve their performance where it has been deemed unsatisfactory. In addition, services to support students in developing specific skills are made accessible, to assist them to improve their performance.

A monitoring process will be required by both trainer and co-coordinator to keep students on track with the Improvement Plan and encourage competency for the unit. If absenteeism is identified as being an issue for performance then the co-coordinator needs to use judgment to encourage the student to improve attendance for underpinning knowledge.

Reporting will not occur at this stage of intervention.

Final stage: Established Unacceptable Course Progress

A student who has been found to have unsatisfactory academic performance for a second teaching period in the same program as defined above will be deemed to have established unacceptable course progress. Such periods of unsatisfactory academic performance do not need to be consecutive.

Where a student has been found to have unsatisfactory academic performance for a second teaching period in the same program, the CEO will exercise academic judgment, taking account of the student's overall performance in the program and any other relevant issues or exceptional circumstances as to whether a recommendation will be made for reporting. Where the MADC makes a recommendation for reporting, the MASS (or nominee) will advise the student via student email of the RTO's intention to report them, known as a Notification of Intention to Report letter, and inform them that they have 20 working days to appeal the decision to the MASS. At this point, international students studying on-shore in Australia will be notified of the RTO's obligation to



report them to the relevant Australian Government agencies for unsatisfactory course progress and that if they fail to lodge an internal appeal, the right to an external appeal will be waived.

Appeals against Reporting

A student who is deemed to have established unacceptable course progress will be required to show cause as to why they should not be reported to the Department of Immigration and Border Protection (DIBP) via the internal appeals process as outlined in ANIBT's Appeals Process Policy below.

A student may appeal against a decision to report on one or more of the following grounds:

- a) there is evidence that the decision was made on the basis of personal bias or ill will; and/or
- b) there was a breach of this policy or another relevant ESOS, National Code or AQTF Regulation; and/or
- c) there is evidence that the penalty of reporting is unreasonable, excessive or inappropriate.