



EMPIRE
INSTITUTE OF EDUCATION

National Code 2007
Standard 10
Policy & Procedure





Monitoring Course Progress

Purpose

The purpose of this policy is that Empire Institute of Education (EIE) systematically monitors student's course progress. EIE are proactive in notifying and counseling students who are at risk of failing to meet their course progress requirements. EIE reports students, under Section 19 of the ESOS Act, who have breached the course progress requirements.

Policy

EIE monitor and record and assess the course progress of each student for the course in which the student is currently enrolled. EIE assess student's progress at the end of each compulsory study period. The study period are 12 weeks including term break. 24 weeks is usually considered the minimum length of time in which it is reasonable for the provider to make an assessment of student's course progress. For the purposes of this policy, the maximum length for a study period is six months constitute of 2 study period.

Unsatisfactory progress is defined as not successfully completing or demonstrating competency in more than 50% of the course requirements in that study period.

Scope

Empire Institute has implemented the Department of Education, Department of Employment-DIBP Course Progress Policy and Procedures. As a result, Empire Institute is not required to monitor the attendance of students for reporting purpose. Empire Institute is required to monitor, record and assess the course progress of each student and monitor attendance as part of student visa condition.

This policy and procedure articulates how Empire Institute practices apply to International Students in compliance with the ESOS Act 2000 and Standard 9 and 10 of the National Code 2007.

Procedure

RTO Manager is responsible for checking progress, deciding that the student is at risk, implementing the intervention strategy, informing the student regarding EIE intention to report, hearing an appeal, and reporting the student through PRISMS.

EIE identify that a student is at risk of making unsatisfactory course progress, before the end of the first study period. EIE RTO Manager will implement the early intervention strategy, as early as practicable, and raise Student at Risk flag after initial completion of two units. If student is Not Yet Competent and unable to attend the classes until the submission date of the first 2 units, in each study period, the RTO Manager can raise the Student at Risk flag. The early intervention strategy is also applicable to the student at risk.

If a student is identified as not making satisfactory course progress, in a second consecutive compulsory study period in a course, the RTO Manager or nominee must consider the student's situation, after taking advice from training staff, and unless unusual circumstances occur, notify the student of the intention to report the student to DIBP for unsatisfactory progress through PRISMS. This is through a written notice.

The written notice (of intention to report the student for unsatisfactory progress) must inform the student that he/she is able to access EIE Complaints and Appeals process under Standard 8, and that the student has 20 working days in which to do so. A student may appeal on these grounds:

- EIE failure to record or calculate a student's units accurately or not assessed worked by the trainer/assessor.
- Compassionate or compelling circumstances.



- Provider has not implemented its Early Intervention Strategy and other policies according to its documented policies and procedures that have been made available to the student.

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 (successfully completed more than 50% of the course requirements for that study period), EIE does not report the student, and there is no requirement for intervention.
- 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 EIE Intervention Strategy, and the EIE does not report the student, where:
 - The student has chosen not to access the Complaints and Appeals process within the 20 working day period.
 - The student withdraws from the process.
 - The process is completed which results in a decision supporting the Registered Provider (i.e. the student's appeal was unsuccessful), then EIE must notify the DIBP through PRISMS, as soon as practicable, of the student not achieving satisfactory course progress.

Early Intervention Strategy

- At the end of each study period, the Trainer will provide a detailed competency report to the RTO Manager. The RTO Manager will run Excel-generated report to identify if the student-at-risk has less than 50% of course requirements or an indication of not being able to achieve satisfactory course progress, after resubmissions.
- If a student has been assessed as Not Yet Competent in less than 50% of course requirements in their first study period, the RTO Manager must be informed because such a student is considered to be at potential risk of progress, in the course. The RTO Manager will attempt to ascertain the reasons for the student not being assessed as Competent, and implement procedures to assist the student. Early intervention strategy will be developed and an agreed plan signed by student. All records will be kept in the Student File.
- Those students will be required to attend an Early Intervention Strategy meeting with the RTO Manager and fill-out the Early Intervention Strategy form. Any student who fails to attend the meeting will be contacted to arrange another Early Intervention Strategy Meeting.
- Student will be given a reassessment chance, in their term break.

Monitor Course Progress Procedure

- Students who have unsatisfactory course progress in two consecutive study periods will be reported to DIBP. Unsatisfactory course performance is defined as failing to achieve competency in at least 50% of units required to be undertaken in two consecutive study periods. A failure to achieve competency in at least 50% of the units required to be undertaken in a single study period will trigger a review of course progress and implementation of an intervention strategy by the Institute. EIE one study period is 12 weeks of study, including term break.
- At the completion of a study period, the RTO Manager will review the course progress of all students and identify those students who have failed to achieve competency in at least 50% of the units that are required to be undertaken in the study period.
- Within 15 working days of completion of a study period, all students identified as having failed to achieve competency, in at least 50% of the units that are required to be undertaken will be sent a letter that is generated manually, requiring them to attend an Intervention Strategy Meeting (ISM) with the RTO Manager.



At the ISM, the RTO Manager will consider (and, implement if applicable) the following intervention strategies:

- Identify the problems that are impeding the course progress of the student.
 - Arrange with the student for additional work to be undertaken, within an agreed time frame using the study timetable.
 - The completion of all outstanding assessments, according to an agreed timeframe.
 - Assess whether the course is still suitable for the student.
 - Assess whether the reassessing of any tasks is appropriate.
 - Arrange for the review of any agreed additional work.
 - Reinforce to the student that unsatisfactory course progress in 2 consecutive study periods may lead to the student being reported to DIBP and cancellation of his/her visa, depending on the outcome of any appeals process.
- Place a copy of any warning letter and all other relevant documents in the Student File, and log it on student records.

Compassionate or Compelling Circumstances

- 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:
 - 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.
 - A crime committed against the student.
 - The student has been a witness to a crime and this has impacted on the student (these cases should be supported by police or psychologist reports)
- EIE RTO Manager will use their professional judgement to assess each case on its individual merits. When the determination is made of whether compassionate or compelling circumstances exist, EIE should consider documentary evidence provided to support the claim. EIE will keep copies of these documents, together with a record of why the decision was made, in the Student File.

Mode of Study

Face-to-Face Classroom-Based Delivery

Delivery will be face-to-face, 20 hours per week classroom delivery, based at Empire Institute. Empire trainers use interactive delivery methods, in a classroom environment. A group of 25-30 students in each group give trainer enough time and space to deliver the content of the course with engaging students. Empire ensures all trainers are dynamic and engaging to motivate students.

Empire ensures that the learning environment to be safe and accessible, and meet the student needs.

Note: Empire Institute of Education is not offering any distance or online learning for international students. As per Student Visa condition, the student needs to attend 20 hours of face-to-face classroom delivery each week, at EIE Melbourne Campus.



Advanced Standing

Advanced Standing is Credit, Recognition Current Competency (RCC) or Recognition of Prior Learning (RPL).

At Empire Institute of Education (EIE), the process of Advanced Standing determines whether students have existing and transferable skills or knowledge relevant to one or more units within the EIE AQF qualification that the student will study or already studies with other providers.

Through the process of Advanced Standing (also known as Credit for previous study or current expertise), Exemption, Recognition of Prior Learning (RPL), Recognition of Current Competency (RCC) or Credit Transfer, students will have the opportunity to provide evidence of the level of their knowledge, skills and expertise and to show EIE why they do not need to repeat particular learning experiences, in the EIE qualifications offering.

Student may be eligible for Advanced Standing if, during the past years they successfully completed unit/s, they have completed study at EIE or with a another institute in Australia or overseas, or if they have had suitable community or work experience at a professional level, and this experience remains current.

Students are able to have their competency from prior learning and work experience recognised in this qualification through this arrangement:

- The Recognition of Prior Learning (RPL) procedure must be made known to students, at the time of enrolment. RPL enables students who have not undertaken the unit or equivalent, but have the required knowledge and skills to demonstrate competency for the unit, in an assessment only pathway. An RPL Assessment Kit is available for candidates wishing to apply for RPL and information sessions are available to support the candidates, in their application.
- EIE has a simple but methodical RPL process which is outlined in detail, in the Policy on Recognition of Prior Learning (RPL)/Credit Transfer. Recognition of other AQF units awarded by other RTOs will be consistent with the requirements of the SNR.
- Prospective students will be made aware of the RPL and Recognition policy and process prior to enrolment in the program, via discussions and the Student Handbook and/or EIE website, and are encouraged to apply, if they believe that they may be eligible.
- Students are encouraged to apply for Credit Transfer prior to or immediately after formal enrolment, but prior to the facilitated delivery of units, to ensure that they do not miss any class opportunities offered should they be unsuccessful in the RPL/Credit Transfer process.
- Any RPL or recognition granted will be advised in writing to the students. Students will need to acknowledge receipt of the advice and be given the opportunity to appeal the decision, using the EIE Complaints and Appeals policy.

Note: For international students, any reduction in overall course duration brought about by RPL/Credit Transfer is reported via PRISMS and an appropriate eCoE issued.

Definitions

In relation to RPL and Credit Transfer, EIE adopts and operates on the basis of the following definitions:

- **Credit** is the value assigned for the recognition of equivalence in content between different types of learning and/or qualifications, which reduces the volume of learning required to achieve a qualification.
- **Credit Transfer** is a process, which provides learners with agreed, and consistent credit outcomes based on equivalences in content between matched qualifications.
- **Recognition of Prior Learning (RPL)** is an assessment process, which determines the credit outcomes of an individual application for credit.



The availability of Recognition of Prior Learning (RPL) provides all potential learners with access to credit opportunities.

In a Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor. Where the outcomes of this process indicate that the candidate is Competent, structured training is not required. The RPL requirements of the SNR must be met.

Combination of Pathways

Credit may be awarded on the basis of a combination of Credit Transfer, plus an individual RPL assessment for additional learning.

National recognition Credit is automatically granted for identical (Code and Title) AQF Units of Competency irrespective of the qualification in which they were achieved. RTO Manager will go through with all student enrolment forms, statement of attainment and identify if student has already completed any unit/s from other provider and give Credit Transfer to that particular unit/s.

If the credit transfer is granted, the RTO Manager will update the change of the course duration for the individual student.

Note: For international students, any reduction in overall course duration brought about by RPL/Credit transfer, is reported via PRISMS and an appropriate eCoE issued.

For details, refer to **Advance Standing Policy and Procedure** on EIE website, under Policy and Procedures.

Completion within Expected Duration of Study

1. While monitoring progress against the course duration, there is a separate requirement to monitor course progress, generally, where there may be some overlap in procedures. For example, at Empire Institute, the progress procedure requires that at the end of each study period, the results of each student are checked to determine course progress for that study period. In order to avoid duplication of effort, Empire Institute will also check the student's progress towards the completion of the course, within the specified duration, at the same time.
2. Empire Institute will extend the duration of the student's study only where it is clear that the student will not complete the course, within the expected duration, as specified on the student's CoE, as the result of:
 - a) Compassionate or compelling circumstances (for example, there may be an illness where a medical certificate states that the student was unable to attend classes or where the registered provider was unable to offer a pre-requisite unit).
 - b) The registered provider implementing its intervention strategy for students who were at risk of not meeting satisfactory course progress.
 - c) An approved deferment or suspension of study has been granted, under Standard 13.
3. Empire Institute will report the student change in enrolment through PRISMS.
4. Records of variation must be maintained in Student File.
5. Except in the circumstances specified in Clause 2 (above), the expected duration of study specified in the student's CoE must not exceed the CRICOS registered course duration.



Document Control

Policy ID:	10
Contact Officer:	RTO Manager
Policy Owner	RTO Manager
Endorsed By:	Chief Executive Officer
Person Responsible for Implementation:	Academic Manager
Endorsement Date:	May 2017
Policy Circulation Date	May 2017
Implementation Date:	May 2017
Next Review Date	May 2018
Version:	1.2
Version Details	Date Written: Version 1.2 May 2017 Date Reviewed: Version 1.2 May 2017 Date Changes of Version: May 2017 Last Update Version: May 2017
Latest Changes in Version Details	Minor updates on grammar and formatting of the policy and procedure.
Version History	Version: 1.0 Nov. 15 Version: 1.1 May 16 Version: 1.2 May 17
For Staff Access Policy and Procedure Location	Empire Google Drive: National Code Policy and Procedure/Standard 10/Monitoring Course Progress