



MONITORING COURSE PROGRESS

Salisbury College Australia has established arrangements to monitor the progress of each student. Monitoring course progress occurs on two levels. These are:

- Assessing satisfactory course progress. This is the process of formally assessing each student's progress at the end of each compulsory study period.
- Identifying students at risk of not meeting course progress requirements. This is the process of continually monitoring each student's completion of assigned assessment tasks within a compulsory study period.

Assessing satisfactory course progress

Salisbury College Australia will monitor, record and assess the course progress of each student for the course in which the student is currently enrolled. This involves formally assessing each student's progress at the end of each compulsory study period. The student's progress is monitored to ensure that the student is in a position to complete the course within the expected duration as specified on the student's CoE. A study period can vary. The duration of the study period and course requirements will be notified to all students and staff prior to the course commencing using the training and assessment strategy.

The following definitions apply:

- Satisfactory course progress is defined as a student successfully achieving competency in 50% or greater of the course requirements in a study period. So, to be clear, if there are 4 units of competency scheduled to be delivered in a study period, the student must achieve competency in at least 2 of those units to be achieve satisfactory course progress.
- Unsatisfactory course progress is defined as a student failing to successfully complete and achieve competency in at least 50% of the course requirements in that study period. So, to be clear, if there are 4 units of competency scheduled to be delivered in a study period, the student will be deemed to have unsatisfactory course progress unless they have achieved a minimum of two units of competency in the study period.

Scenario: There are 5 units of competency scheduled to be delivered in a study period. At the end of the study period, the student has only achieved competency in 2 units of competency. To achieve 50% or greater, the student would have needed to achieved competency in at least 3 units of competency. Therefore, the student with only two units is assessed to have unsatisfactory course progress.

The students course progress is monitored by reviewing the competency record of each student on the student management system. This is achieved by running a competency achieved report at the end of the study period and comparing the units of competency each student has achieved with the course progress requirements specified in the training and assessment strategy. If a student is identified as not meeting satisfactory course progress, the course progress intervention strategy is implemented.



Identifying students at risk of not meeting course progress requirements.

In addition to the process of assessing satisfactory course progress, Salisbury College Australia will also monitor a student completion of assessment events during a study period. This enables the identification of students at risk of not meeting course progress requirements. Unlike the arrangements for assessing satisfactory course progress, monitoring throughout the Term enables the course progress intervention strategy to be implemented early if the student is identified as needing additional support. This early action will in many cases prevent the student from failing to successfully achieve competency in at least 50% of the course requirements. This is a preventative measure that attempts to keep the student on-track.

A student is to be identified as “at risk” of not meeting the course progress requirements if the student:

- is not attending class regularly and/or not participating actively in class
- is not completing formative assessment tasks
- is not completing their self-study
- Is experiencing some personal issues or difficulties

Where these situations arise, the trainer advises the Academic Manager of their concerns. The Academic Manager will contact the student and individually tailor an academic skills program and/or a program to support a student with personal difficulties to improve their academic performance and/or attendance.

Note. If a trainer or any other staff member feels that there are other extenuating circumstances that would warrant the implementation of the course progress intervention strategy for a student, then this request should be made to the Academic Manager who will consider such a request. The student may also request the establishment of a course progress intervention strategy for themselves.

Course Progress Intervention Strategy

As outline above, the course progress intervention strategy will be implemented where the student is assessed to have unsatisfactory course progress as defined above within the section “Assessing satisfactory course progress” or is identified as “at risk” of not meeting the course progress requirements.

The Course Progress Intervention Strategy is simply a mechanism to put formal support and monitoring arrangements in-place for a student. Its aim is to provide the student the support and monitoring framework to ensure they are meeting the minimum course progress requirements.

The following steps are to be taken to initiate the Course Progress Intervention Strategy. All data and communications and evidence will be recorded in Wisenet and/ or on the student file.

- The student is to be contacted by phone or email and requested to attend Salisbury College Australia to meet with the Academic Manager to discuss their course progress.
- The Academic Manager is to gather all of the relevant details about the student progress including any assessment results, record of course progression, notes from trainers, etc.



- The Academic Manager is to meet with the student to discuss their course progress and explain the reporting process and obligations the RTO must comply with in respect to making a report to the Secretary of the Department of Education through PRISMS
- The Academic Manager is to consider the need to make a referral for the student to any support service such as Counsellor. These referrals should form part of the documented intervention strategy. The Academic Manager may consider the following types of interventions in order to support the student's course progress:
 - English language support for technical assignments and comprehension;
 - Assistance with academic skills such as writing essays and report writing;
 - Student counselling advice if there are personal matters such as work, accommodation or lifestyle issues affecting study;
 - Attending a study group;
 - Attending a 'make up' session
 - Additional practical workshops to hone practical skills;
 - Referral to external support agencies;
 - Review of course selection and possible transfer if appropriate;
 - The opportunity to repeat the unit in the next term;
 - Trainer reporting on assessment outcomes and attendance; and
 - Regular scheduled meetings with the student to monitor their progress.

Note. The Academic Manager may use a combination of strategies to meet the needs of the student. Strategies will be determined on a case-by-case basis and will take into account the student's current and previous results, attendance records and any previous implemented intervention/counselling strategies.

- The Academic Manager with the Student will identify and document the planned intervention strategy. This must clearly identify the strategies to be applied, the start and end dates and the agreed milestones the student must achieve and how these will be monitored. The strategy must also communicate the opportunities and services the student has available to them, the risk of not making satisfactory course progress.
- Student work is assessed by the trainer who then forwards a summary of the outcomes to the Academic Manager. The outcome for each unit is entered into the student management system. The student management system provides a cumulative student record for each unit. A progress report can be run at any time but will be run at the end of each Term. This will identify any student who is failing to successfully complete any unit requirements as specified
- In the course timetable. The Academic Manager will speak with the trainer and the student to identify if the student is in danger of not achieving satisfactory progress.
- The Academic Manager must ensure that records of the advice and assistance provided to the student who have been assisted under the intervention strategy are kept.
- The Academic Manager will implement and monitor the intervention and the students' progress and attend further meeting as needed.



A summary of the support/ intervention action to be implemented will be recorded on the Student Support Intervention record and placed in the Student file. Notes on any meetings that occur will also be noted in the student management system and kept on the student's file.

A student will not be reported for unsatisfactory progress until after the support/ intervention strategy has been implemented and enough time has been allowed for the strategy to run its course.

Reporting unsatisfactory progress

There are several steps to follow in the process of making an unsatisfactory course progress report about a student to the Department of Education. There are:

- The student will be assessed as making unsatisfactory course progress (see definition above) over a compulsory study period and a course progress intervention strategy is to be implemented (see above guidance).
- If the student is identified as not making satisfactory course progress in a second consecutive compulsory study period in a course, the provider must notify the student in writing of the intention to report the student to the Department of Education and DOHA for unsatisfactory progress and advise the student they have 20 working days to access Salisbury College Australia appeals process prior to being reported. Letters of the intention to report the student to the Department of Education and DOHA are to be issued by the CEO. During any such period the student's enrolment is kept current.
- The written notice (of intention to report the student for unsatisfactory progress) must inform the student that he or she is able to access the complaints and appeals process. The student may appeal on the following grounds:
 - Salisbury College Australia's failure to record or calculate a student's marks accurately,
 - Compassionate or compelling circumstances, or
 - Salisbury College Australia has not implemented its intervention strategy and other policies according to its documented policies and procedures that have been made available to the student.

Appeals will be handled in accordance with the Appeals Policy.

- Where the student's appeal is successful, due to Salisbury College Australia not implementing its intervention strategy and other policies according to its documented policies and procedures, Salisbury College Australia does not report the student, and there is no requirement for intervention.
- Where the student's appeal is successful, due to an error in the course progress calculation, and the student made satisfactory course progress, Salisbury College Australia does not report the student, and there is no requirement for intervention.
- Where the student's 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 Salisbury College Australia's intervention strategy, and does not report the student.



- Where the student has chosen not to access the complaints and appeals processes within the 20-working day period, the student withdraws from the process, or the process is completed or the student's appeal was unsuccessful, Salisbury College Australia must report the student to the Department of Education and training and Department of Home Affairs for unsatisfactory progress. A student will not be reported until the outcome of any complaint appeal has been finalised and the appeal has been unsuccessful or the student does not access the appeals process during the 20-day period

Where a student is assessed as having made unsatisfactory progress for two consecutive study periods even after implementation of the support/intervention strategy Salisbury College Australia will report the student to the Department of Education and training and Department of Home Affairs and the student's Confirmation of Enrolment (CoE) will be cancelled. This may also result in the cancellation of the student visa. The Office Manager is responsible for all transactions on PRISMS as directed by the Intervention Officer.

Extending course duration

Salisbury College Australia can only extend the overseas student's enrolment if:

- it has assessed that there are compassionate or compelling circumstances and there is evidence to support this assessment;
- it has implemented, or is in the process of implementing, an intervention strategy for the overseas student who is at risk of not meeting course progress requirements; or
- it has approved deferral or suspension of the overseas student's enrolment has occurred.
- If Salisbury College Australia extends the duration of an overseas student's enrolment, Salisbury College Australia must also encourage the overseas student to consider whether a change in enrolment breaches a visa condition. The student can refer to the Department of Home Affairs website

When considering compassionate or compelling' circumstances, these are circumstances which are generally beyond the control of the overseas student and which have an impact upon the overseas student's course progress or wellbeing.

The Department of Education and Training propose these to include, but are not limited to:

- serious illness or injury, where a medical certificate states that the overseas 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 emergency travel and this has impacted on the overseas student's studies; or
- a traumatic experience, which could include:
- involvement in, or witnessing of a serious accident; or
- witnessing or being the victim of a serious crime, and this has impacted on the overseas student (these cases should be supported by police or psychologists' reports)



- where the registered provider was unable to offer a pre-requisite unit, or the overseas student has failed a prerequisite unit and therefore faces a shortage of relevant units for which they are eligible to enrol; or
- inability to begin studying on the course commencement date due to delay in receiving a student visa.

Salisbury College Australia will consider the above circumstances when deciding to extend a course and the PEO will use professional judgement to assess each case on its individual merits.

Once a course extension decision has been made

- The Chief Executive Officer will decide whether to refuse or grant the course extension and inform the student accordingly in writing providing the reasons for the decision.
- If the Chief Executive Officer decides to refuse a course extension, the student may access the student complaints and appeals process if they want a review of the decision within 20 working days.
- Salisbury College Australia must not finalise the student's course extension status in PRISMS until the appeal finds in favour of Salisbury College Australia, or the overseas student has chosen not to access the complaints and appeals processes within the 20-working day period, or the overseas student withdraws from the process.
- All requests, considerations, decisions and copies of notifications are placed on student's file and are to be retained and stored securely by Salisbury College Australia for a period of no less than two years from the date the student's enrolment with Salisbury College Australia is terminated.
- Salisbury College Australia must also encourage the overseas student to consider whether a change in enrolment breaches a visa condition. The student can refer to the Department of Home Affairs' website



Revision History

Revision	Date	Description of Modifications
V0.1	10 August 2016	Original
V1.0	20 October 2016	Full revision, update on policy procedures, definitions are adjusted against the entire policy – Policy is now endorsed by the PEO
V1.1	08 November 2016	Minor adjustments on formatting of the document.
V2.0	20 February 2017	Formatting changes, Updated footer – approved and endorsed by PEO
V3.0	15 December 2017	Updated Policy to incorporate the National Code 2018
V4.0	6 August 2018	Change Intention to Report from 2 consecutive study period to 1 study period.
V5.0	26 February 2019	Updated policy with new definitions of study periods, ensuring earlier intervention. Introduced new Student Support Services Policy and Intervention Strategy Planning document to support this policy.
V5.1	13 March 2019	Updated the name of Department of Education and identified the study period
V6.0	25 July 2020	Change correspondence person from Campus Manager to be Academic Manager
V7.0	15/04/2023	Adjustments on formatting of the document and updated footer.