



SHAFSTON

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VET Course Progress Policy and Procedure

Policy

As directed by the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Standard 8) Shafston International College is required to monitor students' academic performance. Shafston must monitor the academic progress for each student for the course in which the student is currently enrolled. Students' academic progress is assessed during and at the end of each compulsory study period.

By definition a study period at Shafston International College comprises of a number of units of competency delivered during 15 hours of scheduled face to face contact and 5 hours of distance or online study per week over a stage of study. A stage of study is shown on the students Course Delivery Schedule issued at Orientation.

Unsatisfactory course progress is defined as not successfully completing or demonstrating competency for at least 50% of the course requirements in a study period. Students must achieve a 'Competent' result in at least 50% of the enrolled units of competency delivered and assessed in each study period. In limited circumstances Shafston may assess a student's course progress through 50% or more of satisfactory assessment tasks for the study period where a student's attendance supports the decision.

Monitoring Course Progress Procedure

The monitoring of students' course progress is based on the aggregate result of units of competency. At the commencement of the study period, details of the assessment requirements to demonstrate competency in enrolled Units are provided by Shafston via a study resource and assessment guide. This is provided by the trainer and accessible via the student portal.

In determining whether a student has achieved satisfactory academic progress the collection of assessment tasks are graded as 'satisfactory' or 'unsatisfactory'. Competence (in a unit of competency) is granted when the student has demonstrated a 'satisfactory' result in ALL related assessment tasks. 'Satisfactory' grading is measured by the benchmarks contained in each assessment tool.

The results are communicated to the students via a feedback opportunity. On submission of each assessment task or item it is the student's responsibility to return to their trainer for a feedback session. If the student returns to the trainer for a face to face feedback opportunity this is documented on the assessment feedback form and signed by the student. If an assessment task is found to be 'unsatisfactory' the student is advised of the areas that are unsatisfactory and the due date for a re-submission or resit exam if eligible. Any additional costs associated with re-submission or resit exams will be kept to a minimum and discussed with the student at the feedback session.

Academic Appeals Process

During the feedback session the student is given an opportunity to appeal the assessors' decision. Within the feedback process the student may activate the appeals process by simply marking the appeals box on the assessment feedback form or contacting the trainer via the student portal to arrange a face to face feedback session. The student is then invited to attend a counselling session with the trainer.

The appeals process is managed by the training co-ordinator and may involve additional assessors. If necessary the student may be required to repeat a practical demonstration within this process and will be required to undertake a competency conversation relating to the units of competency and assessment task or item they have submitted with the trainer. This process is documented and filed in the student's academic file.

If a student does not attend the assessment feedback session before the end of their enrolled study period and later requests to appeal an academic result they are required to complete the 'Student Complaint and Appeal for Academic Decisions Form'. This form will be given to the training co-ordinator who will review the student's appeal and advise the student of the outcome of the appeal in writing.

Intervention Strategy

The intervention strategy is designed to assist any student who is not making satisfactory course progress throughout any given period of enrolled study. Students who fail to demonstrate competency (and/ or demonstrated an unsatisfactory result) in any assessment task/s will be identified by the trainer and advised of their assessment result and feedback via a feedback session.

If a student has been given a resubmission or resit due date by their trainer/assessor, if after the resubmission due date has passed, the student is still identified as having not achieved a Competent Result in a Unit, the student is notified they are to have an academic counselling session to establish a study intervention plan to achieve competency.

The academic counselling session will be recorded and the student will be advised via an 'Intervention Strategy Form' of their required study plan and any additional cost involved. If a student chooses to not attend an academic counselling session, and participate and agree to a study plan to achieve competency, then the result will appear on the student's statement of results as Not Yet Competent or Withdrawn/Discontinued.

If the student has not attended an assessment feedback session and has not been contactable by the trainer the result will appear on the student's statement of results as Not Yet Competent or Withdrawn/Discontinued.

At the end of each compulsory study period the training co-ordinator will review student's results as they stand at the end of the compulsory study period. If the student has not met the course progress requirement they will be issued via email an 'Academic Warning Letter'.

The 'Academic Warning Letter' is generated when a student has not achieved a Competent result for 50% or more, for the units of competency in the compulsory study period. This letter will inform the student that failure to achieve academic success in all Units of Competency will result in the issuance of a Statement of Attainment only. This letter will notify the student of their obligation to complete their course within the expected duration of time. This letter will inform and remind the student that failure to maintain and achieve satisfactory academic course progress in two consecutive compulsory study periods may lead to Shafston reporting the student to DHA for unsatisfactory course progress.

In addition, the student is directed to make an appointment with the trainer or training co-ordinator to discuss strategies to remedy their academic progress. During the appointment with the trainer or training co-ordinator to discuss the required study plan, the following strategies may apply to remedy academic progress:

- participation in the assessment support sessions;
- repeat the unit of competency in its entirety;
- re-sit exam or re-assessment;
- attendance at an additional tutorial or study group;
- attendance at a specialised academic skills program;
- attending counselling;
- assistance with personal issues which are influencing progress;
- mentoring;
- placement in a suitable alternative course;
- a combination of the above.

The session will be recorded and the student will be advised via an 'Intervention Strategy Form' of their required study plan and any additional cost involved.

If a student chooses not to attend an academic counselling session with the trainer or training co-ordinator and does not agree to a study plan to achieve competency, then the result will appear on the student's statement of results as Not Yet Competent or Withdrawn/Discontinued.

If a student has not been deemed competent in at least 50% or more of the units of competency in each study period, at the end of two consecutive compulsory study periods of unsatisfactory course progress the student will also receive an 'Intention to Report for Unsatisfactory Course Progress Letter'.

The student has the right to appeal this letter, and must do so within 20 working days or risk being reported. Reporting a student for unsatisfactory course progress occurs only when the student has been identified as not making satisfactory course progress in two consecutive compulsory study periods, and the student has not made a successful appeal against this assessment.

The 'Intention to Report for Unsatisfactory Course Progress Letter' will notify the student in writing of Shafston's intention to report the student to DHA for unsatisfactory academic course progress. The student is advised in this letter of their right to appeal the decision within 20 working days of receipt of the notification or risk being reported for unsatisfactory course progress.

Intention to Report and Appeals Process

If a student is identified as not achieving satisfactory results or satisfactory academic course progress in a study period and wishes to appeal their Academic Warning Letter or Intention to Report for Unsatisfactory Course Progress Letter they are notified they must do so within 20 working days of receipt of each letter. The student is able to access the Appeals Policy on grounds of:

- Failure to record or calculate a student's results accurately
- 50% or more assessment tasks for the study period are satisfactory and attendance is supported by the trainer
- Failing to implement its intervention strategy and other policies according to Shafston's documented policies and procedures that have been made available to the student, or
- Compassionate or compelling circumstances

To appeal the student is required to complete the 'Student Complaint and Appeal Form for Academic Decisions' and submit their written appeal to Shafston. Students are advised to refer to Shafston's 'Complaints and Appeals Policy and Procedure' for details on the full appeals policy and procedure.

If the formal appeal finds that there was an error in calculation or recording of the results, and the student has made satisfactory course progress, the student will not be reported and any change in results will be updated and reflected on the student's statement of attainment.

If the formal appeals process shows that the student has not made satisfactory progress, but there are compassionate or compelling circumstances for the lack of progress, ongoing support will be provided to the student through the above mentioned intervention strategy, and the student will not be reported. This is documented on the Repeat Consultation Form and any additional cost involved.

If a student's formal appeal is successful on any of the above mentioned grounds the student will be advised in writing of the successful appeal and will not be reported.

If a student's formal appeal is unable to demonstrate the above grounds and is unsuccessful the student will be advised in writing of their right to an external appeal via the necessary external body and that they will be reported to DHA via PRISMS for unsatisfactory progress.

After the 20 working day period has expired if there is no response and appeal from the student, the results are final. For students who have received an Intention to Report for Unsatisfactory Course Progress and do not appeal this letter within 20 working days and results remain as not achieving satisfactory course progress, Shafston must notify the Secretary of DEEWR through PRISMS as soon as practicable of the student not achieving satisfactory progress. This action automatically alerts DHA.

Completion of study within expected duration.

Shafston will only extend the duration of a student's study when it is clear that a student will not be able to complete the course within the expected duration, (as specified on the student's COE) in the following circumstances:

- Compassionate or compelling circumstances, for example: illness when a medical certificate is presented that states that the student was unable to attend classes or when Shafston was unable to offer a pre-requisite unit of competency;
- When the extension is necessary for the implementation of the course intervention strategy;
- When the student has been granted a deferral or suspension of study under Standard 9 of the National Code.
- When the course is still offered by Shafston.

If a student's duration of study has been extended via PRISMS, Shafston will record the change (and the reasons for the variation) in the Student Management System.

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 grand parents (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 or
 - the student has been a witness to a crime and this has impacted on the student
- Please note: these cases must be supported by police or psychologists' reports.

Shafston will assess based on the evidence provided if the compassionate or compelling circumstances have impacted upon the student's ability to maintain satisfactory course progress.

Erratic course progress as a potential indication of non-bona fide students

If Shafston suspects that a student is not a bona fide student, Shafston may cancel the student's enrolment. Through the monitoring of course progress, students who are identified as having erratic course progress may be excluded from commencing further Vocational Education and Training stages or courses with Shafston.

This includes students who have enrolled on a packaged program. Students will be notified in writing in relation to their course where erratic progress was demonstrated, that they will not be eligible to commence future courses with Shafston and that their CoE will be cancelled on their future course start date.



Course Progress Flow Chart

