International Inbound Students Monitoring of Course Progression Procedure Version 2.1

Authorised by: CEO

Document:	International Inbound Students Monitoring of Course Progression Procedure	
Document No.:	AAS-AA-PRO042	
Process Area:	International	

Contents

1   Document Control

Version	Date	Amended by	Changes Made
1	26/08/2014	Manager International	Initial document
1.1	08/01/2018	International Senior Office Administrator	Update policy to new template. Update changes to National Code 2018
1.2	23/08/2019	Manager, Educational Quality & Manager International Student Policy & Monitoring	Updated procedure. Included VRQA requirements for VCE and VCAL students, update work instructions
2	23/10/2019		Final
	29/11/2019	Manager, Access Pathways / Manager Edu Quality	Minor administrative changes to ELICOS course progression and attendance
2.1	06/04/2020	Manager International Student Policy & Monitoring & Director of Higher Education	Minor administrative change to include consistency for students at risk and reporting to align with TEQSA requirements

2   Purpose

To determine the policy and principles that apply to course progression monitoring, recording of attendance, intervention strategies and reporting requirements.

3   Scope

This procedure applies to all Box Hill Institute (the Institute) staff delivering qualifications and courses to international inbound students enrolled at the Institute.

4 Responsibilities

- Teaching Faculties delivering VCE/VCAL/ELICOS are responsible for monitoring students' course progress and attendance towards completion or implement intervention strategy where necessary. The Faculties must retain attendance records, result outcomes and intervention strategy documentation in accordance with Retention of Teaching and Learning Records Policy.

- Teaching Faculties delivering VET and Higher Education courses are responsible for monitoring students' course progress towards completion or implement intervention strategy where necessary. The Faculties must retain assessment records, result outcomes and intervention strategy documentation in accordance with Retention of Teaching and Learning Records Policy.

- Student Life must have a dedicated person as an official point of contact for international students and is responsible for providing transition and welfare support, including support to 'At Risk' Students.

- The Manager, International Student Policy and Monitoring is responsible for formally notifying the student of Institute's intention to report unsatisfactory course progression and reporting of visa requirements on PRISMS. The Manager, International Student Policy and Monitoring is also responsible for officially withdrawing international inbound students from their course in S1.

5 Definitions

Term	Definition
At risk students	Are students whose academic performance is deemed unsatisfactory within a defined study period, and have failed 50% or more of his/her enrolled load.
eCoE	Electronic Confirmation of Enrolment is the document issued by the provider on PRISMS that is the accepted evidence of enrolment by (DoHA) for processing a student visa or for the change of providers.
Course duration	Is the expected duration of the course specified on the Commonwealth Register of International Courses for Overseas Students (CRICOS). The expected course duration should be the same as the expected duration for domestic students.
Compassionate or compelling circumstance	These are generally those beyond the control of the international student and which have an impact upon the international student's course progress or wellbeing. These could include, but are not limited to; - serious illness or injury, where a medical certificate states that the international 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 international 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 international student (these cases should be supported by police or psychologists' reports)

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	▪ where the Institute is 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.
DoHA	Department of Home Affairs
Enrolment Load	Is the scheduled course load including hours of attendance and intensity of study. A student's enrolment load can vary throughout the course. Students may take a normal, reduced or increased study load in each study period, so long as their work load is monitored by the teaching centre to ensure the student completes the course within the duration of the specified eCoE.
Enrolment Load Variation	Is an increase or decrease of the student's enrolment load
International Inbound students	Are overseas students studying in Australia on a student visa
Learning Block	A discrete period of study within a course as may defined by the faculty
Modes of Delivery	Online learning is study where the teacher and international student primarily communicate through digital media, technology-based tools and IT networks and does not require the international student to attend scheduled classes or maintain contact hours. For the purposes of the ESOS framework, online learning does not include the provision of online lectures, tuition or other resources that supplement scheduled classes or contact hours. Distance learning is any learning that an international student undertakes off campus and does not require an international student on a student visa to physically attend regular tuition for the course on BHI campuses
Programs	Course or qualification
Scheduled Course Contact Hours	The hours for which students enrolled in a course are scheduled to attend classes, course-related information sessions, supervised study sessions and examinations
Study Period	Is defined as a ten week period (VET and Senior Secondary) and twenty week period (HE) in which the student must enrol unless granted a deferment, suspension or leave of absence. The study period is considered to be the length of time in which it is reasonable for the teaching faculty to make an assessment of a student's course progress.
Unsatisfactory Course Progression	Is defined as: ▪ Not successfully completing or demonstrating competency in at least 50% of the course requirements in the defined study period. ▪ Not meeting unit and/or qualification or course attendance requirements as specified in Unit Outlines or the Course Handbook. ▪ At risk of non-completion of the qualification or course within the duration as stated on the student's eCoE.

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6 Procedure

Item	Procedure	Course Coordinator / Mgr	Student	Student Life	International	Registrar	Appeals Panel
	Monitoring international student progress, attendance and course duration						
1.	The Teaching Faculty must monitor international inbound student's course progress and attendance for each course in which the individual student is enrolled.	R					
2.	The expected duration of the course must not exceed the time required to complete the course on the basis of full-time study. The expected duration of the course includes any holiday periods or any work-based training.		R		R		
3.	Faculty Course Coordinator/Manager must monitor the progress of each individual student to ensure the student is in the position to complete the course within the expected duration as specified in the student's CoE.	R					
	Student Support Services						

4.	The Institute must:
	
	– give international inbound students information on, or access to an orientation program about living in Australia;
	
	– where the student requests access to services and programs included in the orientation program, the Institute must give information or referrals at no additional cost to the international student
	
	– offer reasonable support to students to enable them to achieve expected learning outcomes, irrespective of their place or mode of study at no additional cost to the student;
	
	– facilitate access to learning support services consistent with the requirements of the course;
	
	– give international students access to a range of services, including:
	
	    ▪ English and academic support services;
	    ▪ tutoring support;
	    ▪ Library;
		R		R	R		

Item	Procedure	Course Coordinator / Mgr	Student	Student Life	International	Registrar	Appeals Panel
	▪ counselling and mental health support;						
	▪ career services;						
	▪ housing and tenancy services;						
	▪ financial support services; and						
	▪ emergency and health / disability services						
	▪ any relevant legal services						
	▪ employment rights and conditions / Fair Work Ombudsman						
	Where a service is not available in-house, refer the international students to an affordable externally provided services.						
	Support Staff						
	The Institute will have a designated staff member as an official point of contact to provide support and advice to international students who request assistance.			R			
	All staff members who interact directly with international inbound students will ensure they are aware of their obligations under ESOS framework, including attending any external and/or professional development as directed by their manager.	R		R	R	R	R
	Orientation Program						
	a. The Faculty and Student Life must deliver a comprehensive and integrated student orientation to ensure the students transition harmoniously into their study environment. Student orientation must be conducted in accordance with International Student Orientation Policy.	R		R			
	b. Ensure the completed International Student Orientation Checklist is retained and made available during internal and/or external audits				R		
	c. Before course commencement, the Faculty must clearly outline and inform the students the requirement to	R			R		

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Document:	**International Inbound Students Monitoring of Course Progression Procedure**	
Document No.:	AAS-AA-PRO042	
Process Area:	International	

Item	Procedure	Course Coordinator / Mgr	Student	Student Life	International	Registrar	Appeals Panel
	achieve satisfactory course progress and attendance in each study period. d. Course requirement must be defined by the teaching faculty for each study period and identify when a student is deemed to have not passed or demonstrated competency achievement in 50% or more of the course requirements.	R					
	Course Progress and Attendance Requirements						
5.	**VCE and VCAL course progress and attendance requirement** a. Students must have a written agreement with the Institute specifying: – the requirement for achieving satisfactory attendance for the course which at a minimum must be 80% of the scheduled contact hours of the course b. Faculties must record student attendance using the Institute endorsed relevant attendance roll book (or electronic equivalent). c. Teachers must mark attendance using only the symbols indicated in the roll book. Teachers are required to initial the roll for each day after each session. d. Where the attendance is below 90%, the Course Coordinator must issue a low attendance warning letter reminding the student of the obligation to achieve an overall attendance of at least 80%. e. Faculties must monitor course progress and attendance regularly and develop, implement and record an intervention strategy to assist international student not making satisfactory course progress.	R R R			R R		
	ELICOS course progress and attendance requirement a. Students must have a written agreement with the Institute specifying:				R		

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Item	Procedure	Course Coordinator / Mgr	Student	Student Life	International	Registrar	Appeals Panel
	– the students are required to attend a minimum of 20 hours face-to-face scheduled course contact per week for the course.	R					
	b. Students must be placed in a class appropriate to their current language and proficiency level, learning goals and learning needs that are consistent with their written agreement to ensure successful course progression.						
	c. Record attendance using the Institute endorsed relevant attendance roll book (or electronic equivalent).	R					
	d. Teachers must mark attendance using only the symbols indicated in the roll book. Teachers are required to initial the roll for each day after each session.	R					
	e. Where the attendance is below 90%, Course Coordinator must issue a low attendance warning letter reminding the student of the obligation to achieve an overall attendance of at least 80%	R			R		
	f. Teacher-to-student ratio must not exceed 1:18 per class in the 20 hour face-to-face context.	R					
	g. Faculties must monitor course progress and attendance regularly and develop, implement and record an intervention strategy to assist the international student not making satisfactory course progress.	R					
	• Student academic course progress is evaluated weekly by way of formative assessment tasks completed in class						
	• Student academic course progress against course outcomes is evaluated in weeks 5 and 10 of each level within the course.						
	• In week 5 of each 10 week study block, summative assessment results against course outcomes are recorded on a student report which is shared with students at a mid-course progress meeting with the classroom teacher						
	– Students who achieve less than 50% of course outcomes on one or more summative macro-skill						

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Item	Procedure	Course Coordinator / Mgr	Student	Student Life	International	Registrar	Appeals Panel
	assessment task will be identified as <u>at risk</u> of making unsatisfactory course progress – For students deemed at risk at the mid-course evaluation, further academic counselling between course coordinator and/or academic manager will take place and an academic progress commitment developed and recorded on the student's individual counselling file to be revisited weekly between the classroom teacher and student • In week 10 of each 10 week block, students will receive a final Progress Report for the level of study or course of study (depending on whether they are finishing the course or progressing to the next level) – this report must include a statement of assessment results against course outcomes for all tasks undertaken during the term and a statement of teacher's feedback outlining students' strengths and areas for improvement - Students who achieve less than a 65% average in any macro-skill across the week 5 and week 10 tasks are deemed to have made unsatisfactory course progress and the ELICOS intervention procedure will then be implemented: ▪ The student will have a meeting with the classroom teacher and academic manager or course coordinator to identify problem areas and suggest strategies to overcome these issues. ▪ The student will be placed on an academic progress commitment plan signed by all parties ▪ The student will attend weekly progress meetings with the classroom teacher to discuss progress and further areas for improvement Academic Progress Commitment Plans are reviewed upon completion of the next study block in a meeting between the student, classroom teacher and academic manager.						
	VET course progress requirements				R		

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Document:	**International Inbound Students Monitoring of Course Progression Procedure**	
Document No.:	AAS-AA-PRO042	
Process Area:	International	

Item	Procedure	Course Coordinator / Mgr	Student	Student Life	International	Registrar	Appeals Panel
	a. Students must have a written agreement with the Institute specifying: − the student is enrolled in a full time course and is required to attend a minimum of 20 hours scheduled course contact per week for the course in addition to any other scheduled course contact hours required by the course.	R	R				
	b. Teaching Faculties must ensure the student progresses through their courses and meets the requirement to attend classes on a full-time basis in-line with Training and Assessment Strategy and class timetables.	R			R		
	c. Where the attendance is below 90%, Course Coordinator must issue a low attendance warning letter reminding the student of the obligation to achieve an overall attendance of at least 80%.	R					
	d. Attendance must be recorded using Institute endorsed relevant attendance roll book (or electronic equivalent) for monitoring course progression.	R					
	e. Determine the point at which the student has failed to meet satisfactory course progress.	R					
	f. Faculties must monitor course progress regularly and develop, implement and record an intervention strategy to assist international student not making satisfactory course progress.						
	Higher Education course progress requirements a. Students must have a written agreement with the Institute specifying:				R		
	b. the requirement for achieving satisfactory attendance for the course which at a minimum must be 60% of the scheduled contact hours of the course	R					
	c. When student attendance falls below 90%, the Course Manager must issue a low attendance warning letter reminding the student of the obligation to achieve an overall attendance of at least 80%.	R					

				Document:	International Inbound Students Monitoring of Course Progression Procedure	

Document: International Inbound Students Monitoring of Course Progression Procedure

Document No.: AAS-AA-PRO042

Process Area: International

Item	Procedure	Course Coordinator / Mgr	Student	Student Life	International	Registrar	Appeals Panel
	d. Attendance must be recorded using Institute endorsed relevant attendance roll book (or electronic equivalent) for monitoring course progression.	R					
	e. Determine the point at which the student has failed to meet satisfactory course progress.	R					
	f. A progress review is held each semester at the end of week 5, week 10 and at the end of each semester.	R					
	g. The end of semester review is conducted by each course's Examination Board. Prior to the Examiners Board meeting the Quality Coordinator will produce a range of reports from the Student Management System including results categorised by subject and student, grade distributions and a report which identifies any student with results that deem them to be at risk.						
	h. Faculties must monitor course progress regularly and develop, implement and record an intervention strategy to assist international student not making satisfactory course progress.	R					
6.	**Reporting unsatisfactory course progression and/or attendance** Unsatisfactory course progression means a student is: – not successfully completing or demonstrating competency in at least 50% of the course requirements in the defined study period; – not meeting unit and/or qualification or course attendance requirements as specified in Unit Plan or the study guide; – At risk of non-completion of the qualification or course within the duration as stated on the student's eCoE. If a student has been assessed as not meeting the satisfactory course progress, the Faculty Course Coordinator/Manager must develop, implement & record an intervention strategy to assist the student at risk of not meeting the course progress, in sufficient time for the student to achieve satisfactory course progress.	R			R		
		R		R	R		

	Document:	International Inbound Students Monitoring of Course Progression Procedure					
	Document No.:	AAS-AA-PRO042					
	Process Area:	International					

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	The intention to report a student must be conducted in accordance with Work Instructions: International Inbound Students Monitoring of Course Progression						
7.	**Misconduct and allegations of misconduct** A student commits misconduct if they engage in actions which adversely affect other students, the Institute or any member of the Institute, or which may be prejudicial to the good order and conduct of the Institute as articulated in the Student Code of Conduct. a. All issues of misconduct will be dealt with in accordance with the Institute's Student Conduct Management Policy and Procedure. b. Suspension or cancellation as a penalty for misconduct will be dealt with in accordance with International Students Deferment, Suspension or Cancellation of Enrolment Policy and Procedure	R	R		R		
8.	**Complaints and appeals process** International students' rights to natural justice through access to a professional, timely, inexpensive and documented complaints and appeals process is available to ensure our international students have easy and timely access to both internal and external complaints and appeals processes. a. All complaints must be dealt with in accordance with the Complaint: Student, Customer, Client and Stakeholder Policy and Procedure. b. Inform the students how they can access the Institute's Complaint: Student, Customer, Client and Stakeholder Policy and Procedure c. If a student is not satisfied with the decision of the Deputy Chief Executive Officer, advise the student of their external appeal rights process. They can have their complaint reviewed by Victorian Ombudsman.			R	R		R
9.	**Allowable extension of course duration** Course duration or enrolment can only be extended in the following circumstances:	R	R		R	R	

Document:	**International Inbound Students Monitoring of Course Progression Procedure**	BOX HILL INSTITUTE
	Document No.: AAS-AA-PRO042	
	Process Area: International	

Item	Procedure	Course Coordinator / Mgr	Student	Student Life	International	Registrar	Appeals Panel
	− The Teaching Faculty/International has assessed that there are compassionate or compelling circumstances and there is evidence to support this assessment; − the Teaching Faculty has implemented, or is in the process of implementing, an intervention strategy for the international student who is at risk of not meeting course progress requirements; or − an approved deferral or suspension of the international student's enrolment has occurred. Some examples of compassionate or compelling circumstances are detailed in the Definition table, however, the Teaching Faculty and/or International must use their professional judgement to assess each case on the individual's merit when determining whether compassionate or compelling circumstances exist. Teaching Faculty/International should consider the documentary evidence provided to support the claim, and must keep copies of these documents in the student's file.						
10.	**Modes of delivery** Where online or distance learning is offered, the Institute must ensure that the student is studying at least one unit that is face-to-face in each study period. The only exception to this is that if the international student is completing the last unit of their course that is only available online. The Institute must take all reasonable steps to support the international student who may be disadvantaged by: − additional costs or other requirements, including students with special needs, from undertaking online or distance learning − inability to access the resources or opportunities for engaging with other overseas students while undertaking online or distance learning. **VCE, VCAL and ELICOS Programs**	R			R		

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	Faculty can only deliver online or distance learning to international students in addition to the minimum face-to-face teaching requirements. **VET and Higher Education** Faculties must not deliver more than one-third of the units (or equivalent) of VET or HE course by online or distance learning to international students.						

7 Related Documents

International Inbound Students Monitoring of Course Progression Policy

Work Instructions: International Inbound Students Monitoring of Course Progression

Courses Offered to International Students Policy and Procedure

At Risk Proforma for intervention strategy

7.1 Documents

Term	Definition
Nil	

7.2 Risk/Opportunity Assessment

Risk	Likelihood	Severity	Assessment Method (if applicable)	Mitigation
Procedures and processes not communicated to the relevant staff members who are required to monitor international inbound students' course progression, which may adversely affect a student's visa conditions.	Possible	Moderate	Audit reports (internal/external); incident reports; interviews/meetings etc.	Review of procedures, processes and practices

8   Process Flowcharts

Nil

9   Approval Body

The CEO is the approval body.

Signature	Date of Approval
Vivienne King	23/10/2019