



Sydney College of Professional Education Pty Ltd
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Course Progress Policy & Procedure

Course Progress Policy & Procedure (Table of Contents)

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Definitions

Academic staff includes staff involved in Teaching, Training and/or Assessment to overseas students for Vocational Education and Training

eCoE means Electronic Confirmation of Enrolment

DET means Department of Education and Training

DHA mean Department of Home Affairs

ESOS Act means the Education Services for Overseas Students Act 2000

National Code means National Code of Practice for Providers of Education and Training to Overseas Students 2018

Study period is defined as a discrete period of study within a course, namely term, semester, trimester, short course of similar or lesser duration, or as otherwise defined by the registered provider as long as that period does not exceed six months.

PRISMS mean Provider Registration and International Student Management System (PRISMS).

Training Product means AQF qualification, skill set, unit of competency, accredited short course or module.

Monitoring Course Progress refers to an active checking of course progress as per the eCOE duration and College's training and assessment strategies.

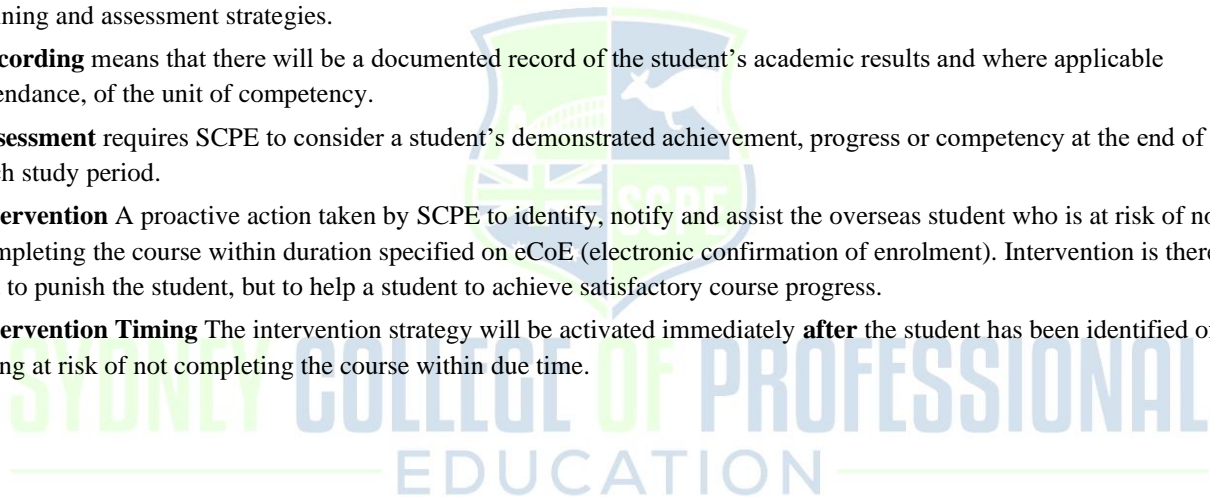
Monitoring Course Attendance refers to an active checking of the student's attendance for the course as per RTO's training and assessment strategies.

Recording means that there will be a documented record of the student's academic results and where applicable attendance, of the unit of competency.

Assessment requires SCPE to consider a student's demonstrated achievement, progress or competency at the end of each study period.

Intervention A proactive action taken by SCPE to identify, notify and assist the overseas student who is at risk of not completing the course within duration specified on eCoE (electronic confirmation of enrolment). Intervention is there not to punish the student, but to help a student to achieve satisfactory course progress.

Intervention Timing The intervention strategy will be activated immediately **after** the student has been identified of being at risk of not completing the course within due time.



Purpose

The purpose of this policy is to ensure that Sydney College of Professional Education Pty Ltd (SCPE) monitors international students to ensure that they can complete their course within the duration specified on their confirmation of enrolment (CoE) and that timely intervention strategies are implemented for students who are at risk of failing to meet course progress and student visa requirements.

The intention of this policy is to provide all students with the best opportunity to meet their study goals and aspirations and to ensure that students do not breach their overseas student visa requirements.

This ensures compliance with Standard 8 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018.

Reporting in this policy refers to communicating the **Student Course Progress Breach** to the Secretary of the Department of Education through PRISMS. Not achieving satisfactory course progress in one (1) study period and after the academic intervention strategy has been completed, and after all complaints and appeals processes have been finalised, the student will be reported via PRISMS under section 19(2) of the ESOS Act.

Student Course Progress Breach

SCPE will report a course progress breach in PRISMS in accordance with **Section 19(2) of the ESOS Act** as per the following criteria for the enrolled Course.

- I. Not achieving satisfactory course progress in less than 50% of course work within a single study period, **and**
- II. the internal and external complaints processes have been completed and the decision or recommendation still supports the student breach, **or**
- III. the overseas student has chosen not to access SCPE's internal complaints and appeals process within the 20-working day period, **or**
- IV. the overseas student has chosen not to access the external complaints and appeals process, **or**
- V. the overseas student withdraws from the internal or external appeals processes by notifying SCPE in writing.

Policy

1. Completion within expected duration

- International students must complete their studies within the expected duration specified on their Confirmation of Enrolment (CoE). The duration of the course as specified on the student's CoE will never exceed that registered on the CRICOS register.
- SCPE monitors student progress to ensure that students to complete their studies within the expected duration specified on their Confirmation of Enrolment.

2. Study Period

- 20-week period constitute a single study period
- **For VET Students**
 - Study periods may also be known as '**terms**' and are described Training and Assessment Strategies and course outlines. Study period length in Course progress and attendance progress is 20 weeks. They are designed to ensure the academic integrity of the course is upheld.
 - Each study period is divided in half forming a monitoring point at mid and end points at which students are assessed for satisfactory course progress. A student must be identified as at risk prior to being reported as having not met satisfactory course progress requirements.

3. Determining if a student has met course progress requirements

- Students who do not meet course progress requirements are at risk of having their visas cancelled.
- Students must have demonstrated satisfactory course progress requirements by the end each study period.
 - **For VET students-** this means, they must have successfully completed all the required assessment tasks.

4. Determining at risk students

For overseas VET Students

- Overseas VET Students will be deemed at risk of not meeting course progression requirements if they:
 - do not participate in a summative assessment task.
 - do not submit an assessment task within 2 weeks of the due date.
 - have received an assessment outcome of Not Competent for one or more assessment tasks.

5. Progress Monitoring

- All students' progress will be monitored using the Course Progress and Attendance Monitoring Tool.
- At the end of each monitoring period:
 - The monitoring report is updated by the Academic Coordinator including a status of progressing, at risk or not progressing for all overseas students on each reporting date. This is based on current evidence located in student files and other academic records.
 - The Academic Coordinator will consult with academic staff if there is any uncertainty or more evidence needed to confirm or deny a student's course progress status.
- The monitoring report will also record commencement and review dates for all Intervention Strategies.

6. Intervention Strategy

- SCPE ensures that it identifies, notifies, and assists students where there is evidence that the student is at risk of not meeting course progress requirements. Intervention strategy will be activated as per intervention processes outlined.

Intervention Strategy Steps

Intervention strategy entails three (3) important steps:

- I. SCPE will identify the student of not meeting course progress from the results of assessment tasks,
- II. the student will be notified that SCPE has initiated an intervention strategy so then student can report to SCPE with reasons of not meeting course progress, or to ask for help
- III. The intervention strategy is used to assist the student in catching up with the course progress using available means as per the Intervention Policy & Procedure.

7. Intervention Processes

Once, the student explains the reasons for falling behind in the course; *SCPE* will help students using the following means if the student accesses available intervention/support:

- SCPE can provide additional trainer/assessor contact.
- SCPE can offer extra classes to the identified student (s) while giving the student the exact timetable for extra classes. This will allow the student to focus on their academic weaknesses while getting individualised help from our trainers and assessors and other support staff.
- SCPE trainers can provide extra off-campus support via phone, Zoom and email whenever students feel stuck during a task. This will allow students to gain immediate help so that you can move on in your assessment task. We believe that sometimes, even little external guidance can help the student to finish the whole work. Slowly, the student can gain momentum in his / her independent task completion.

- SCPE can make a study group for the student. This is a great way to study while collaborating as the group.
- SCPE assessors can make reasonable adjustments during assessment processes. Our adjustments are mentioned in our student handbook. For example, giving extra time to identified students to complete a test, presenting assessments using alternative modality (e.g., presenting verbal material visually, reading out assessment orally etc.).

SCPE staff can provide personal and study counselling. Personal counselling example is:

- having a friendly chat with the student,
- helping the student to form a study group,
- referring the student to specialist external help if a serious condition has been identified,
- * SCPE can assist students with issues outside SCPE. For example, student accommodation problems, assistance with information regarding health professionals as per *Non-academic support policy*.
- * SCPE has transition support available for students who are finding it difficult to adjust to the Australian study environment. This support might include SCPE having a chat with the student, forming a group of like-minded students, referring students to their local communities outside SCPE and around their suburbs of accommodation.
- * SCPE Trainers and assessor will provide study tips. For example, study tips to do practical tasks whereby the students will be assigned simulated roles to give a real feel of the assessment task. Other methods are also employed based on the individual problem identified.
- * Available academic support includes:
 - *English language support*
 - *reviewing learning materials with the student and providing information to students and in a context that they can understand*
 - *providing extra time to complete tasks*
 - *Decreasing study load*
 - *Allowing distant / online education as per Intervention*
 - *Providing access to resources via Zoom*
 - *Re-assessments(2 free attempts)*
 - *attending study groups*
 - *attending classes during term-breaks*
 - *attending counselling*
 - *receiving assistance with personal issues which are influencing progress*
 - *referral to external organizations where SCPE is unable to address the identified learning or academic issues*
 - *being placed in a suitable alternative subject within a course or a suitable alternative course; or releasing the student to go to another education provider if it is in the long-term benefit of the student.*

SCPE can alter students' course length by adjusting study load on eCoE. This can only happen in limited circumstances. List of circumstances:

- a) there are compassionate or compelling circumstances, as assessed by SCPE by verifiable evidence,
- b) SCPE has approved deferral or suspension of the overseas student's enrolment as per the Policy on Deferring, suspending, or cancelling the overseas student's enrolment.
 - Extensions to the course duration specified on the CoE are only allowed where a student is complying with an intervention strategy implemented for students identified at risk of not making satisfactory course progress.
 - Note: If the student does not comply or respond to Intervention, Staff will follow reporting procedures.

8. A combination of the above intervention support strategies and processes.

Table 1: Intervention Staff Procedure

1.	Student has responded to the Intervention letter within time frame specified on the letter	Student will have a chat with the Staff members identified on the notice of Intervention.
2.	SCPE Responsible Staff will Diagnose or identify the issues the student is facing. Documentary evidence is examined to prepare an Individualised Support Plan for the student. The CEO will gain evidence from the Student and anecdotal evidence from their trainers and assessors.	The student will provide SCPE staff with detailed reasons and documentary evidence in support of the reasons. Documentary evidence include medical certificate, other evidence of hard ships, evidence of personal or family issues that are beyond the student's scope of control. SCPE staff will sensitively listen to the student's problems.
3.	SCPE, CEO will ask the student as to how SCPE can bring the student back on track with course progress.	This is the student's opportunity to tell the staff about how he / she can be helped. We believe that the student is the best judge of how they can be helped.
4.	Once, the student provides their expectations as to how SCPE can help them, SCPE staff will align the available support with the support the student expects.	This is the student's time to collaborate with SCPE's staff to agree on an Individualised Support Plan.
5.	SCPE, CEO and the identified student make an Individualised Support Plan while collaborating with each other.	A copy of the Individualised Support Plan is provided to the student. For example, Individualised Support Plan will include what help is provided, how the help will be provided, who will provide the help and when the help will be provided. Individualised Support Plan will also include short-term and long-term goals for the student and SCPE staff. In short, the Individualised Support Plan will have Timetable and goals of the plan.
6.	The Individualised Support Plan is executed and implemented.	Weekly goals are assessed by the Assessor and the student.
7.	If the Individualised Support Plan works, no amendment is made till the Student is on track.	Regular goals of the Support are met by the student and assessor till the student achieves satisfactory course progress.
8.	The student and SCPE CEO make modifications to the Individualised Support Plan if the goals of the plan are not met for some reasons.	The student provides feedback and reasons for not meeting the goals of the Individualised Support Plan. The reasons are evaluated, and some modifications are made to the Individualised Support Plan.
9	Once, the student has reached all milestones of the Individualised Support Plan, the student is re-assessed in the unit of competency. If the student achieves competent grade upon re-assessment, the student Intervention will be concluded.	Upon achieving the competent grade, student Intervention including the Individualised Support Plan will be concluded.
10.	SCPE, CEO will alert its trainers and assessors to make some adjustments to the training and assessment strategies while adopting helpful strategies from the Individualised Support Plan.	The Student is back on track and progresses as per the eCoE. However, SCPE trainers and assessors will modify their style so that the student is always on the track.
11	SCPE records all notes and re-assessment results on the Student file and PRISMS (if and when applicable).	SCPE Trainers and assessors and other support staff consistently monitor the identified student.

Reporting students

9. Where a student has demonstrated unsatisfactory course progress despite interventions implemented, SCPE College will be required to report the student to DHA via PRISMS and the student will receive a written notice informing them of the intention to report for non-satisfactory course progress and the reasons for the intention to report. The student will have received first and second warning letters before the notice of intention to report is issued.
10. Where the variation is reported, SCPE will advise the student to contact the Department of Home Affairs (DHA) to seek advice on any potential impacts on their visa, including they need to obtain a new visa.
11. SCPE will only report unsatisfactory course progress in PRISMS if:
 - a. the internal and external complaints processes have been completed and the decision or recommendation supports the registered provider; or
 - b. the overseas student has chosen not to access the internal complaints and appeals process within the 20-working day period as per the SCPE policy on complaint & appeals; or

- c. the student has chosen not to access the external complaints and appeals process: or
- d. the overseas student withdraws from the internal or external appeals processes by notifying the registered provider in writing.

12. Publication

- This policy will be published in the International Student Handbook to ensure that course progress requirements are clearly communicated to students before they commence their course.
- This policy will also be covered during orientation for international students and induction for all academic staff.

13. Records

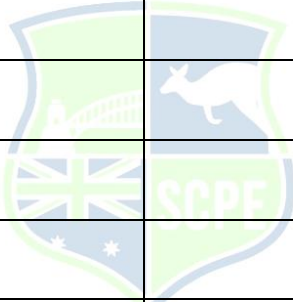
- All records will be kept on the student's file including warning letters and the notice of intention to report.
- All variations are reported in PRISMS with records retained in student's admin file in **SCPE**
- All records of student to college correspondence (i.e., text, emails, phone chat, Zoom activity, results, PRISMS variations, student appeals) are to be retained in the student file
- At a minimum, all intervention & reporting records are to be retained for 2 years. This is in addition to "General direction made under section 28(1) of the National Vocational Education and Training Regulator Act 2011 (Cth) (the Act)", Course progress breach student assessments are to be retained for 2 years.

14. Individualised Support Plan (See Table)

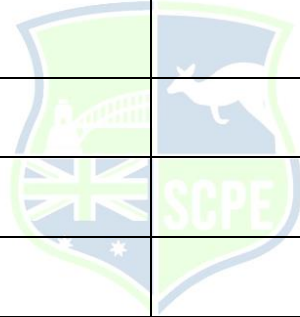


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Name of Student	Identified Reasons for low progress	Course length adjustments (if approved by CEO)	Course Change / CEO discretion	Extra Support Classes [Dates and time]	Online / distant learning as intervention	Decreasing study load / CEO discretion	Exemption on Medical / compassionate / compelling reasons	Outcomes of support Intervention



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EDUCATION

Invitation to access intervention / Template

Appendix A: Warning Letter for Unsatisfactory Academic Progress – Invitation to access SCPE Support

Date: 07/10/2022

«Client Title»«Client First Name»«Client Last Name»
«Client Post Add1»«Client Post Add2»
«Client Post Suburb»«Client Post State»
«Course Enrolled»«Course Code & name»
«eCoE Start Date»« eCoE End Date »

Re: Warning letter for unsatisfactory course progress

Dear «Client First Name»,
Student ID «Client RefInternal»«Client RefExternal»

The purpose of this notice is help you catch up your study progress so you could finish your course within expected duration as per the eCoE. Your enrolment in «Course Code»«Course CRICOS CODE» COURSE Name at SCPE began on «COE Start Date». During the orientation program and in the student offer and written agreement, you were informed of the student visa condition relating to course progress. You were also informed that SCPE is required to monitor your course progress so that you can finish your course within the eCoE Course End date: -----.

As per the unit results, you have failed to meet satisfactory course progress for the unit of competency [Unit Code & Unit Name] for the Study period (number) in the Enrolled Course. You are advised to contact SCPE's CEO, **Bipin Velera via phone: 0452389499**, or via email (scpe.ceo@outlook.com) to arrange a time and date for a meeting. This is your chance to tell the CEO if you are facing any difficulties that have affected your study progress. Once, we know your circumstances, we will try to support you using various intervention strategies. At this meeting, we will discuss and confirm intervention strategies to ensure you are able to complete your studies within the required timeframe as per your CoE. Intervention can be seen as support and help by SCPE so that you catch up with your study. You may read the Intervention Policy provided to you during your Orientation and Student offer.

This meeting will also allow you raise your concerns if:

- SCPE assessor has not recorded or marked your assignments correctly. In this case, you have the right to appeal any assessment decision within 20 working days of the results finalisation date.
- There are compassionate or compelling reasons which have contributed to your unsatisfactory course progress.

We look forward to hear from you and helping you to achieve satisfactory course progress.

Yours sincerely,

CEO: Bipin Velera
Sydney College of Professional Education Pty Ltd
RTO Code: XXXXX | CRICOS Provider Code XXXXXX
Delivery Address: Level 1, 133 Parramatta Road, Granville, NSW 2142
ACN: 648 109 040 | Email: scpe.ceo@outlook.com
Website: www.SCPE.edu.au

Appendix B: Student Poor Academic Progress – Notice of Intention to Report / Template

Date: 07/10/2022

«Client Title»«Client First Name»«Client Last Name»
«Client Post Add1»«Client Post Add2»
«Client Post Suburb»«Client Post State»
«Course Enrolled»«Course Code & name»
«eCoE Start Date»« eCoE End Date »

URGENT: NOTICE OF INTENTION TO REPORT FOR UNSATISFACTORY COURSE PROGRESS

Dear «Client First Name»,

Student ID «Client RefInternal»«Client RefExternal»

Your enrolment in (Qualification Name) at SCPE began on «eCOE Start Date». When commenced your course with “SCPE” you signed a written contract that you would abide by your visa conditions including maintaining satisfactory course progress as required by SCPE and Australian legislation for holders of student visas including: The ESOS Framework: The Education Services for Overseas Students Act, National Code 2018 and SCPE Policies and Procedures. In addition to the Student offer, during the SCPE’s orientation program, you were informed of the student visa condition relating to course progress. You were also informed that SCPE is obliged to monitor your Course Progress for Vocational Education and Training (VET) Courses. You have been sent a formal warning letter on <insert date> for Unsatisfactory Academic Progress. However, despite SCPE’s warning you have not maintained your course progress and in a breach of Academic Course progress. Since the following condition (s) are applicable to your (Student name) individual case:

- «Not achieving satisfactory course progress (i.e., failing 50% or more units) in one study period», and
- «the internal and external complaints processes have been completed and the decision or recommendation still supports the student breach», or
- «You (Student name) have chosen not to access SCPE’s internal complaints and appeals process within the 20-working day period», or
- « You (Student name) have chosen not to access the external complaints and appeals process, or
- « You (Student name) have withdrawn from the internal or external appeals processes by notifying SCPE in writing».

Therefore, SCPE informs you in writing that you are at a risk of breaching your student visa conditions for Course Progress. Because of this you were required to <insert details of what they had to do> and invited to be placed on an intervention strategy. We asked you to arrange a meeting with the CEO [Bipin Velera via phone: 0452389499], or via email [scpe.ceo@outlook.com]. SCPE sent correspondence via email and post previously. However, you have not responded to our invitation to access RTO intervention by contacting the CEO. Our records indicate that you were first identified (i.e., date of progress assessment: Date -----) as at risk of not making satisfactory progress in your course at SCPE. To assist you to meet course progress requirements, SCPE undertook all necessary actions as a part of its intervention strategy and course progress policy and procedure. As you have been assessed as in breach of course progress, this letter is to formally advise you that you have breached your student visa requirements to maintain satisfactory course progress. In accordance with National Code 2018, I must now inform you of SCPE’s intention to report you to the Secretary of the Department of Education through PRISMS for unsatisfactory progress as per Section 19(2) of the ESOS Act.

<Insert details of the units they have failed>

Despite our intervention strategies and assistance offered, you have not taken necessary action to improve your academic performance. If you think there are reasons why you should not be reported, you may appeal against the SCPE’s decision if you believe one of the following has happened: SCPE has not recorded or calculated your marks correctly

There are compassionate or compelling reasons demonstrable by evidence which have contributed to your unsatisfactory progress that have not yet been considered.

SCPE has not implemented our intervention strategy in accordance its policy and procedures.

Also, find attached SCPE’s Complaints and Appeals Policy and Procedure and forms. You have 20 working days commencing from <insert date> to make a compliant/appeal. If the appeals process is initiated, SCPE will maintain your enrolment until the appeals process is complete, as per our policy. In this case, SCPE will await the outcome of the internal and / or external appeals process before reporting you for unsatisfactory course progress. If after receiving the Intention to Report letter you choose not to initiate an appeal within 20 working days or access the RTO intervention; you will be reported for Unsatisfactory Course Progress via PRISMS. This may result in the cancellation your student visa. You should seek advice from immigration regarding the actions you need to take. If you feel you have reasonable grounds for your poor academic progress in your course, you must contact SCPE in writing within 20 working days from the date «Date: -----»outlining your circumstances. If you wish to discuss this matter further, please make an appointment with the CEO by sending an email to the attention of CEO [Bipin Velera: scpe.ceo@outlook.com], or via, Phone: 0452389499 and you can bring a friend with you if you wish. We look forward to hear from you and helping you to achieve satisfactory course progress.

Yours sincerely,

CEO: Bipin Velera
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