

## STUDENT HANDBOOK

### Part B – International Students

#### Section 10 – Monitoring Course Progress

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##### ***Foreword to International Students on Course Progress Monitoring***

ALG is required to systematically monitor International students' compliance with student visa conditions relating to course progress and must report students under Section 19 of the ESOS Act who have breached the course progress requirements. International students should additionally refer to general section in this handbook on monitoring course progress for all Students. **See Part A of this handbook.**

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##### **ALG's role in course progress monitoring**

- ALG must systematically monitor international students' compliance with student visa conditions relating to course progress.
- ALG must report students to the Secretary of the Australian immigration department via PRISMS, under Section 19 of the ESOS Act, who have breached the course progress requirements.
- ALG must be proactive in notifying and counselling students who are at risk of failing to meet their course progress requirements.
- ALG attempts to support students via an Intervention Strategy who are failing to meet course progress requirements

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##### **Intervention Strategy Procedure and Process**

###### Within the Study Period or Term

During term the following intervention strategies and procedures are provided:

- ALG will maintain standard reporting and recording procedures to record class attendance as class attendance provides one guideline for measuring adequate course progress.
- ALG will maintain an assessment recording strategy whereby assessments are marked and recorded systematically no more than 4 weeks after assessment has taken place. Marking and recording of assessment marks are first noted down by trainers & assessors on class rolls and assessment cover sheets, and are then transferred by administration onto the student database.
- If a student is deemed Not Yet Competent (NYC) in their first attempt at assessment ALG has a strategy in place whereby it is the trainer's responsibility to inform the student directly and immediately on issuing the results of the assessment and inform Student Advisors of the NYC result
- Warning letters sent to student including invitation to contact Student Services for support
- Ability for students to discuss course progress issues directly with their trainer

- Availability of timetabled catch up classes
- Availability of timetabled assessment resits

### At the End of a Study Period

At the end of a study period the following intervention strategies and procedures are provided:

- Recording the student on a “NYC Class roll” to track progress and outcomes of the intervention strategy into the upcoming new study period
- Students will be notified in writing if they are not meeting course progress requirements and the strategies that are available to them at this point.
  - Discussing the students case with the relevant trainer what the problems are and possible solutions for them i.e. additional practice or tuition, student has not turned up for the assessment.
  - Inviting students to request counselling or support session if they wish.
  - Documenting of all actions and outcomes in the student’s file.

### After the above interventions have failed

ALG will be required to further intervene in student’s course progress in the event that one or more of the following arise:

- The student fails re-assessments,
- The student fails to meet attendance requirements and subsequent make up classes/assessments
- The student is not co-operating with the intervention strategies being put in place
- The student is deemed to have an identified issue affecting study in the course (language difficulty, unsuitable course, classroom behaviour, other issue)
- As assessed by ALG, the student will not be able to complete the course within the expected duration of study.
- Or any other event, as determined by ALG where support strategies are no longer effective

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### **Intention to Report Letter for Course Progress**

ALG must notify the student in writing of its intention to report the student for not achieving satisfactory course progress as per the policy and procedure of reporting International students for a breach of visa conditions for not achieving satisfactory course progress whereby it is determined:

- a) the student is no longer responding, co-operating or able to get their course progress back on track and/or
- b) no further intervention strategies are available

## Support Strategies

To aid course progress a variety of support strategies are available.

Any student experiencing difficulty in maintaining course progress should contact a student advisor as soon as possible. Support strategies earlier a student seeks a support strategy, the more options that can be provided.

Support strategies are subject to availability and individual circumstances.

Examples of support strategies that may be available to include, but are not limited to:

- Timetabled catch-up classes within the same term of study – fee
- Timetabled catch-up classes outside the original term of study – fee
- Timetabled assessment resits within the same term of study – fee
- Timetabled assessment resits outside the original term of study – fee
- Private catch-up classes – fee
- Private assessment resits – fee
- Additional practice sessions in student clinic (Massage students only) – no fee
- Matching with peer-to-peer study partner – no fee
- Review tuition in additional classes or streams - fee
- Extra tuition from teacher – fee
- Being placed in a suitable alternative module within a course or a suitable alternative course – fee
- Modifying the training or assessment methods to better suit the learning needs of students where possible.
- Or any other action the International Student Advisor feels may help situation.

### *Example – Support strategies for missing too many classes*

*A student misses too many classes for a module and will not reach satisfactory course progress. What should they do?*

*Answer:*

- *If the student leaves it until the end of the term to seek support strategies they are limiting their options.*
- *The first strategy would be to contact student admin during the same term and see if timetabled catch-up classes are offered for that module that term*
- *Other strategies that may be available, subject to availability, include private catch-up classes or exam resits*

## Support Strategies specifically for International Students

The range of support strategies available do vary for international students.

Often based on visa requirements or completion of study requirement some support strategies cannot be offered to International students e.g. attending a catch up class next time the modules runs is not an option for an international student whose COE is expiring before that class is timetabled.

Additional support strategies that are offered to international students are a series of written warnings to alert students on course progress issues.

### *Example – Support strategy for missing classes as International Student*

*A student misses too many classes for a module and now at risk of being reported for unsatisfactory course progress – attendance. They know an Australian student in similar situation was given a take home assignment to cover the missing training. Can they do the same as an International Student?*

*Answer:*

- *No. International Students are regulated to only complete a certain percentage of their course via distance education. So a support strategy to complete a module with home study assignments may not be available to the international student.*
- *As a non-International Student they may be able to complete the module with a home study assignment if that was an available support strategy.*

## Course Progress Criteria - Attendance (Written Warnings)

Warnings for attendance to modules will be sent systematically throughout the study period. These warning letters are sent to students for both their delivery module attendance which by default also contributes to their overall course attendance for that same study period.

Warnings are issued as soon as practicable (usually on the day of the absence or one day later).

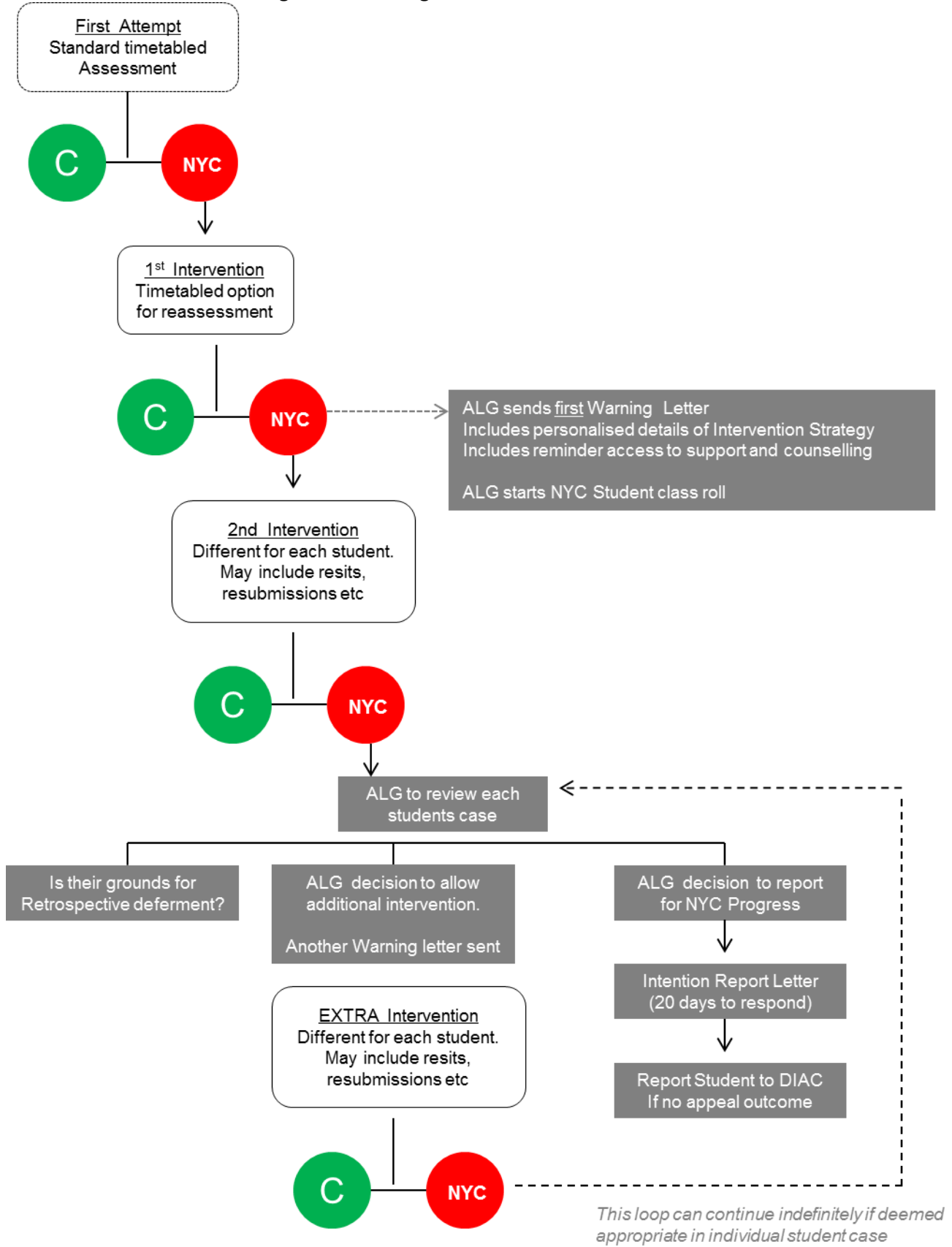
These warnings are sent to the student in writing. They will advise the student that if continued absenteeism occurs and/or the student does not seek to undertake make up classes or sessions during the same study period for a module, then the student will risk not having satisfactory attendance for both their module and their course for this study period.

As a minimum a student will be sent 3 warnings. Additional warnings may be received if the students is at risk of breaching Course Progress attendance policy on more than one delivery module they are taking in a study period.

The warnings will also offer the student an opportunity to seek counselling, advice, or intervention strategies should these be required to support the student's attendance.

	Type of Communication	What does the communication include?	Method of Contact
1	Warning #1	Informs student of breaches made, opportunities to book make up classes, possible outcomes if their attendance record does not improve and an option to discuss the matter with an IS Advisor	Email and/or Post
2	Warning #2	Informs student of breaches made, opportunities to book make up classes, possible outcomes if their attendance record does not improve and an option to discuss the matter with an IS Advisor	Email Post
3	Warning #3	Informs student of breaches made, opportunities to book make up classes, possible outcomes if their attendance record does not improve and an option to discuss the matter with an IS Advisor.	Email Post SMS (where possible)

**FLOWCHART of the Course Progress Monitoring Procedure**



## FLOWCHART - ALG Module Attendance Monitoring (International Students)

