

# SC9-I: Course Progress and Attendance Policy and Procedures

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## Purpose

The purpose of this policy is to ensure that Trinity Institute (Australia) 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 or attendance 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 visa requirements.

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

## Definitions

**CoE** means Confirmation of Enrolment

**CRICOS** means the Commonwealth Register of Institutions and Courses for Overseas Students

**DoE** means Department of Education

**DHA** mean Department of Home Affairs

**ESOS Act** means the *Education Services for Overseas Students Act 2000* and Regulations

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

**PRISMS** means the Provider Registration and International Student Management System

**Study Period** is defined at Trinity Institute (Australia) as a Trimester or a Semester. Trimesters usually consist of two to three terms plus holidays, and Semesters usually consist of four terms plus holidays (depending on course structure)

**Term** means a timetabled 4-6 week learning period within a Semester or Trimester.

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### Policy

#### 1. Completion within expected duration

- International students must complete their studies within the expected duration specified on their CoE. The duration of the course as specified on the student's CoE will never exceed that registered on the CRICOS register.
- Trinity Institute (Australia) monitors student progress to ensure that students complete their studies within the expected duration specified on their CoE.
- The steps outlined within this policy and associated procedures do not impede early interventions where Trinity Institute (Australia) deems necessary. Early interventions may be triggered via, for example: student disengagement; low participation; low assessment submission rates; if the student has not attended intervention meetings; where vocational placements are not being attended; misbehaviour as per Code of Conduct. Early interventions may occur via formal or informal monitoring.
- Any student who may be at risk of not completing their course within its expected duration are termed 'At Risk' students.
  - Trinity Institute (Australia) considers a student to be 'At Risk' for academic progress where they have:
    - one or more Not Yet Competent or Withdrawn results for unit/s of competency within a Study Period (Semester or Trimester); or
    - not submitted assessments or not yet received 'satisfactory' outcomes for assessments submitted for unit/s of competency with a Study Period (Semester or Trimester).
  - Any student will be considered by Trinity Institute (Australia) to have unsatisfactory progress and deemed 'not progressing' if:
    - they have previously been identified as 'At Risk' and have not met the requirements of their Intervention Plan or not accepted an Intervention Plan; then, refer to the options below (Note: If the student has met the requirements of a previous intervention plan, then the options below do not apply and the student is considered 'At Risk' as per above); or
    - they have one or more Not Yet Competent or Withdrawn results for unit/s of competency within two consecutive Study Periods (Semester or Trimester) OR have had one or more Not Yet Competent or Withdrawn results for unit/s of competency within their final Study Period.

#### 2. Study Periods and Monitoring Points

- Study Periods are known as Semesters and Trimesters at Trinity Institute (Australia). They comprise two or more Terms plus holidays. They are designed to ensure the academic integrity of the course is upheld.
- Each Study Period has one Formal Monitoring Point after allowing for assessment submission, marking and feedback to have occurred, and after unit of competency outcomes have been finalised and released.
- Informal monitoring of progression occurs at periodic intervals throughout Study Periods, including after marking of each Term's assessments. All instances of informal monitoring are recorded on the SMS.

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### 3. Progress Monitoring

- All students' academic progress for a Study Period will be monitored at least at the Formal Monitoring Point:
  - The monitoring report is reviewed and updated by the Academic Support and Administration Manager including a status of 'progressing', 'at risk' or 'not progressing' for all students. This is based on current evidence located in student files and other academic records.
  - The Academic Support and Administration Manager will consult with academic staff if there is any uncertainty or more evidence needed to confirm or deny a student's academic progress status.
- Trinity Institute (Australia) ensures that it identifies, notifies and assists students where there is evidence that the student is 'At Risk' of not meeting course progress requirements or has been determined to be 'not progressing'.

### 4. Intervention Strategy

- For students determined to be 'At Risk' or 'not progressing', an individual intervention plan will be developed with the student to document the support that will be provided by Trinity Institute (Australia). This may include:
  - English language support;
  - reviewing learning materials with the student and providing information to students in a context that they can understand;
  - providing extra time to complete tasks;
  - providing access to supplementary or modified materials;
  - providing supplementary exercises to assist understanding;
  - attending academic skills programs;
  - attending extra tutorial or study groups;
  - attending counselling;
  - receiving assistance with personal issues which are influencing progress;
  - receiving mentoring;
  - referral to external organisations where Trinity Institute (Australia) 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
  - a combination of the above.

### 5. Extension to an expected course duration

- Extensions to the course duration specified on the CoE are only allowed where:
  - A student is complying with an intervention strategy, or
  - An approved deferral or suspension of studies has been granted in accordance with Trinity Institute (Australia)'s Deferral, Suspension and Cancellation Policy and Procedures, or
  - Compassionate or compelling circumstances apply, and demonstrable evidence is provided, which may include but is not limited to:
    - serious illness or injury, where a medical certificate states that the student was unable to attend sessions
    - bereavement of close family members such as parents or grandparents

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- major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on the student's studies
  - a traumatic experience which has impacted on the student and which could include involvement in, or witnessing of, a serious accident; and witnessing or being the victim of a serious crime. These cases should be supported by police or psychologists' reports
  - where Trinity Institute (Australia) is unable to offer a pre-requisite unit, or
  - where the student is unable to begin studying on the course commencement date due to delay in receiving a student visa.
- When the student can only account for the variation/s by extending his or her expected duration of study, this will be reported to DoE via PRISMS.
  - All variations, including the reasons for the variation will be recorded on the student's file.
  - Where the duration of the student's enrolment is extended, Trinity Institute (Australia) will advise the student to contact DHA to seek advice on any potential impacts on their visa, including the need to obtain a new visa.

### 6. Reporting students

- Where a student has demonstrated unsatisfactory course progress and/or attendance despite interventions implemented, Trinity Institute (Australia) will make the decision to report the student to DoE and DHA via PRISMS. The student will receive a written notice informing them of the reasons for the decision and Trinity Institute (Australia)'s intention to report for non-satisfactory course progress.
- Students have the right to appeal against this decision as per Trinity Institute (Australia)'s Complaints and Appeals Policy and Procedures. If the student chooses to appeal, the student will not be reported until the appeal process is complete.
- Trinity Institute (Australia) will only report unsatisfactory course progress in PRISMS if
  - the internal and external complaints and appeals processes have been completed and the decision to report the student stands, or
  - the student has chosen not to access the internal complaints and appeals process within the 20 working day period, or
  - the student has chosen not to access the external complaints and appeals process, or
  - the student withdraws from the internal or external appeals processes by notifying Trinity Institute (Australia) in writing.
- All records will be kept on the student's file including warning letters and the notice of intention to report.
- Refer to the PRISMS Management Policy and Procedures for more information.

### 7. Publication

- This policy and procedure will be summarised in the International Student Handbook to ensure that course progress requirements are clearly communicated to students before they commence their course.
- This policy and procedure will be published on Trinity Institute (Australia)'s website.

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- This policy will also be covered during orientation for international students and induction for all academic staff.

### 8. Responsibility

- Trinity Institute (Australia)'s CEO has discretionary responsibility for approvals and application of this policy.

## Procedures

### 1. Monitor course progress

Procedure	Responsibility
<b>A. Proactive steps</b> <ul style="list-style-type: none"> <li>• Provide students with an assessment submission plan at the beginning of each term.</li> <li>• Send reminders (via text, call, or email) about upcoming assessment due dates every two (2) weeks.</li> <li>• In class, provide students with reminders on due dates and offer support with assessment related queries.</li> </ul>	Academic Coordinator, in consultation with Trainer/Assessor
<b>B. Undertake informal course progress monitoring</b> <ul style="list-style-type: none"> <li>• Send reminders (via text, call, or email) weekly to students with pending or not-satisfactory submissions include details of the specific units requiring completion.</li> <li>• Students experiencing difficulties in completing assessments are offered support through one-on-one sessions with Trainers or additional catch-up sessions arranged by Academic Coordinators, as appropriate.</li> <li>• Record details in SMS.</li> </ul>	Academic Coordinator, in consultation with Trainer/Assessor
<b>C. Undertake formal course progress monitoring</b> <ul style="list-style-type: none"> <li>• Conducted in the final week of the Study Period – after unit of competency outcomes have been finalised and released.</li> <li>• Monitor student's course progress to determine if students are at risk of not meeting course progress requirements.</li> <li>• Record determinations in accordance with the policy.</li> </ul>	Academic Coordinator, in consultation with Trainer/Assessor
<b>D. Unsatisfactory course progress – At Risk</b> <ul style="list-style-type: none"> <li>• Where a student's course progress is 'At Risk', send a Warning Letter for Course Progress and requiring the student to attend a meeting to develop an intervention strategy.</li> <li>• Intervention meetings are held in the first week of the new Study Period.</li> </ul>	Academic Support and Administration Manager Academic Coordinator Trainer/Assessor

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Procedure	Responsibility
<ul style="list-style-type: none"> <li>● Follow-up calls are made daily and regular emails sent to students identified as at-risk or not progressing (e.g., those issued a warning or intention to report letter).</li> <li>● Discuss the reasons for the 'At Risk' status with the student and agree on appropriate intervention strategy with the student.</li> <li>● Inform students of the implications of amending their CoE, if applicable.</li> <li>● Record outcomes of the meeting in the Intervention Plan. Intervention Plan actions are to be measurable and achievable within the Study Period.</li> <li>● Ensure Intervention Plan is signed by the student to state that they agree to the intervention strategy.</li> <li>● Immediately implement intervention strategy as documented in the Intervention Plan.</li> <li>● The student will be reminded that if they continue not to meet course progress requirements, they will be reported to DoE and DHA via PRISMS and that this will affect their visa.</li> <li>● To issue a new CoE to extend the duration of the student's study, the administrator finds the CoE concerned and selects the SCV report option, including reasons for granting the extension.</li> </ul>	
<ul style="list-style-type: none"> <li>○ <b>Monitor student's progress following first warning</b></li> <li>● Conducted in the final week of the Study Period – after unit of competency outcomes have been finalised and released.</li> <li>● Monitor student's progress according to the Intervention Plan.</li> <li>● Follow-up calls are made daily and regular emails sent to students identified as at-risk or not progressing (e.g., those issued a warning or intention to report letter).</li> <li>● In collaboration with the student, adjust the Intervention Plan as required.</li> <li>● Record outcomes of meetings in the Intervention Plan.</li> </ul>	Academic Coordinator Trainer/Assessor
<p><b>E. Inform student of intention to report following continuing unsatisfactory course progress</b></p> <ul style="list-style-type: none"> <li>● Continue to monitor course progress as above.</li> <li>● Where the student's progress is found to be unsatisfactory and/or is still not meeting course progress requirements despite interventions implemented, send the student a Notice of Intention to Report.</li> <li>● If the student has unsatisfactory course progress at their final Study Period, they will not receive a warning but a Notice of Intention to Report.</li> <li>● Inform student in the same letter of their right to access Trinity Institute (Australia) Complaints and Appeals process and that they have 20 business days in which to do this from the date specified on the letter.</li> <li>● Students who choose to access this process will not be reported if they appeal within 20 business days. Students must continue to attend sessions</li> </ul>	Academic Support and Administration Manager

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Procedure	Responsibility
during the appeals process as specified in Trinity Institute (Australia) Complaints and Appeals Policy and Procedure.	
<b>F. Following the Notification of Intention to Report</b> <ul style="list-style-type: none"> <li>If the student does not appeal against the decision to report them or if their appeal is unsuccessful, or if they withdraw from the process, report the student to DoE and DHA via PRISMS for breach of course progress requirements.</li> <li>Refer to PRISMS Management Policy and Procedures for more information.</li> </ul>	Academic Support and Administration Manager

### Document Control

<b>Document No. &amp; Name:</b>	SC9-I Course Progress and Attendance PP v2.7
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