

Course Progress monitoring policy and procedures

In order to ensure satisfactory student course progress the College will record and monitor course progress in each Unit of Competency for which the student is enrolled. Course progress will be assessed at the end term (the study period). A term is nine weeks. In order for a student to be making satisfactory course progress, a student will be required to achieve competency in at least 50% of the units of study attempted in any study period.

1.0 Overview – course progress monitoring

Cambridge International College will keep academic progress records for each Unit of Competency for all students who are enrolled in courses with the College. These records will be able to reflect in a progressive manner the course progress for each student in each Unit of Competency of the course in which the student is enrolled. Individual course progress details for each student will be maintained on the student data base.

2.0 Process for assessing and monitoring satisfactory course progress

The College has procedures in place to help students meet their course progress requirements. These are as follows:

Within each Study area/Training package delivered:

2.1 Assessment Tasks:

- Assessment tasks are ongoing throughout the course of study. Students receive on going feedback about their course progress through these assessment tasks.
- In the first instance it is the responsibility of individual trainers/teachers to monitor the on-going progress of students within their classes and to intervene in a timely and appropriate manner where they feel that the student is at risk of not making satisfactory course progress in the normal course of their responsibilities as a trainer/teacher. These interventions are to be documented via the Assessment Feedback Forms, Trainer Diary Notes, email records
- Trainers may provide opportunities for students to undertake further assessment tasks, attend nominated workshops and/or to re submit and re sit tasks if they have not completed these tasks successfully within the study period. Such opportunities are provided as Stage 1 intervention strategies.

2.2 Recording of Results:

- A document (spread sheet) to record the results/course progress of students (trainees) is generated for each unit of competency delivered in each study period. The trainer who is responsible for delivering training in each unit of competency is provided with a spread sheet for recording student progress results at the commencement of each study period by Student Administration.
- At the end of each study period, all results for that period are finalised within the study area. After review by the HoS or their nominee to ensure that all students do have a result that can be entered, these results are then forwarded to Student Administration and entered onto the student data base (TEAMS) by student administration.
- Course progress records will be kept in both hard-copy (within the Study area) and student database form (TEAMS).

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2.3 Identification/Monitoring of Students who are at risk with regards to course progress

- During the study period, trainers are responsible for giving students feedback about their course progress, and for implementing any appropriate Stage 1 intervention strategies. They should also refer any students that they have identified as being at risk not meeting course progress requirements to the Coordinator for counselling as per Intervention Strategy ((Stage 2)
- At the end of each study period, and after the student results are entered into the data base, a report will be generated for each study area which identifies students who are not yet competent (NYC) in the units of competency they have undertaken in that study period.
- The Coordinator will review these reports to identify students who may be at risk with regards to their course progress requirements (failing to achieve competency in at least 50% of the Units of Competency undertaken in any study period). These reports are to be ready for review by the second week of the next study period.
- Students who are identified as being at risk with regards to their course progress will then be advised in writing (by mail/email) that they are to attend a Course Progress review with the Coordinator. At this meeting, course progress counselling notes which identify the reasons for the lack of course progress, and any intervention strategies that are agreed to being implemented. (Stage 2 Intervention).
- The Coordinator will need to advise those students who have not made satisfactory academic progress in the study period as to any requirements to re-enrol and repeat those units of study. This may include a review of the normal timetabling arrangements for the student (for example, “make up” classes in study break times)
- Students who are NYC in a Unit of Competency for the second time may only repeat the unit after attending a counselling session with the Coordinator. At this counselling session, an intervention strategy for the unit to address the reasons for the student being deemed NYC for a second time would need to be identified
- Any counselling and Intervention Strategy/ies undertaken and identified should be made on the Counselling for Course Progress Form, and logged in a register held in each study area
- Counselling notes are to be kept in the student file and a copy given to the student (Documentation: Counselling for course progress) and are to be uploaded on to TEAMS.

3.0 Intervention strategies for students at risk of not making satisfactory course progress

The intervention strategy or strategies identified could include:

Stage 1 (Undertaken by the trainer)

- Attendance at nominated workshops
- Resubmission of assessment task
- Alternative re-submission dates identified
- Further opportunities for practical demonstration of competency identified
- Review of work groups for students if appropriate
- Referral to HoS/Academic coordinator in the department

Stage 2 – Undertaken by Coordinator

- the need to repeat a Unit of Competency
- the need to re-sit/re-submit an assessment task
- further workshop attendance
- advice re study skills
- a review of groups and teams that the student is working with could be undertaken
- advice with regards to seeking external study skills support

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- agreement of a revised study plan
- access to academic support classes, for example English language support, or seeking peer tutors
- referral to personal guidance counselling, internal and external
- counselling about the potential of transferring to another program in the College and in which the student would meet the entry requirements
- development of a mentor/buddy system for the student
- attendance at individual case management sessions

4.0 Intention to report a student for not making satisfactory course progress

A student will be defined as not making satisfactory course progress if:

- they have not responded as required to the intervention strategy identified for them in their counselling for at Risk of not maintaining satisfactory course progress and/or
- they are deemed not yet competent in 50% or more of the Units of Competency attempted in the next study period (for example in Term 1, NYC in 50% or more of units of competency undertaken in that term, and in Term 2, NYC in 50% or more of the units of competency undertaken in that term)

In this situation, the student will be informed by the College in writing of their intention to report the student for not achieving satisfactory course progress

(Documentation: Intention to Report Letter- Course Progress)

- The written notice will inform the student that he/she will have 20 working days plus 5 working days to access the College Complaints and Appeals process.
- Where the student does not access the Complaints and Appeals processes within the specified period, or withdraws from the process or the process is completed and results in a decision in favour of the College, the College will notify DEEWR/DIAC through PRISMS of the student not achieving satisfactory course progress as soon practicable.

Who is responsible for recording, monitoring, counseling and reporting on course progress

- Trainers/teachers
- Coordinator
- Student Welfare Counselor
- Enrolment Variation Officer

Evidence and documentation to support these procedures

- Individual student course progress records
- Trainer Report Form- Student at Risk with regards to Course Progress
- Counselling notes including details of Intervention Strategies/records/email correspondence
- Medical records etc.
- Intention to report letter – course progress
- Breach notice
- Section 20 notice generated by PRISMS

Attachment A

Details with regards to Monitoring Course Progress **Procedure for the Intervention Strategies - Re-sit/resubmit of assessment tasks -**

1 Not Yet Competent

If a student is not able to demonstrate the attainment of all of the required competencies of the unit, the result for that unit will be recorded as Not Yet Competent, which in fact means that the student has failed the Unit.

In such a situation, and with regards to recording and supporting course progress, the following actions could occur:

a If a student has successfully completed at least 50% of the required assessment tasks for the unit, a “Not Yet Competent” will be recorded, however this situation could be managed within the study area by the trainer/s to support the student becoming Competent in the Unit. This could include the implementation of Intervention Strategies Stage 1 or Stage 2 as per the Course Progress Policy and Procedures.

b If the student is not yet competent in more than 50% of the assessment tasks, a “Not Yet Competent” will be recorded, and the student will need to repeat the unit/module. This effectively means that the student in this situation is deemed to have “failed” the unit.

2 Course progress, not yet competent and student absence

a If the student is absent with an acceptable documented reason

If a student is absent from an assessment task due to illness or other circumstances, and the student can provide documentation to explain the absence (for example, a medical certificate), the student is then able to arrange a time with the teacher/trainer to re-sit/ or submit the assessment during the study period. It is expected that the student will comply with the arrangements made for the re-sit or submission of the assessment task. If the student does not comply with the arrangements made, then a Not Yet Competent will be recorded. There are no costs to the student in this situation.

b If the student is absent without an acceptable documented reason

In this situation a *Not Yet Competent* will be recorded for that assessment task and the procedure outlined in (1a) above could become relevant at the end of the study period.

3 Failure to submit assessment tasks by the due date, and within the academic period in which the assessment task is scheduled

Students are provided with a Delivery Guide for each unit which will identify in advance the due dates for assessment tasks. Students are expected to follow those due dates, however, the trainer has the option to review these dates with the class if trainees agree with and are informed in writing of any changes to the schedule of assessment in that delivery period.

Late work will only be accepted if it is submitted within 7 days of the due date, and the teacher has granted an extension. The extension arrangements must be made between the trainer and the student.

Assessment tasks that are handed in late during the term without an agreed extension from the teacher/trainer will not automatically be accepted by the trainer. The teacher/trainer has the right not to accept such late tasks. If the assessment tasks are graded, and the trainer does accept the task, the student will lose 10% of the total mark for that assessment provided that the assessment is handed in within 2 weeks of the due date. Work submitted later than 2 weeks from the required date will only be assessed to a maximum grade of 50% (Competent).

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4 Re sits/re submits of assessment tasks – outside the academic delivery term in which the assessment was scheduled

To “re sit” means to undertake an assessment task which has not previously been attempted by the trainee in the term in which the unit was delivered. The task needs to be developed by the trainer, and the assessment to be supervised by the trainer. It occurs outside the academic term in which the task was scheduled.

To “re submit” means to submit an assessment task again that has previously been assessed as Not Yet Competent because the student has submitted the task, but they were assessed as not yet competent, and they now wish to undertake further assessment outside the academic term in which the unit was delivered in order to reach competency.

5 Procedure for applying for a re sit/ re submit

Please note that trainers/trainers are under no obligation to hold re-sits, or grant extensions or allow re-submits of work when students can provide no documentary evidence to explain why the assessment task was not completed by the due date. However, in order to manage students to achieve satisfactory academic course progress, and as part of Intervention Strategies to support course progress students are able to apply to resit/re submit outstanding assessment tasks.

If a student wishes to apply for a re-sit or re submit of an assessment task as described in (4) above, the student should:

- obtain an Application for Re-sit/Re-submission of Assessment form (CIC Intranet)
- submit the form to the relevant trainer for approval – meaning that the trainer is prepared to allow the student to undertake extra assessment outside the academic period in which the unit was delivered to the student.
- If the trainer is prepared to allow a re sit/re submit, the student should take the completed form to the Reception area located in the student’s department and pay the \$50 application fee for each individual assessment task. A fee is charged as the trainee is requesting additional time from the trainer and administration, over and above the time scheduled for assessment in the delivery of the unit.
- return the form/s to the trainer with the receipt/s
- the trainer will then re-schedule the re sits/resubmits to occur within one week of the receipt of the application **
- the trainer will provide feedback to the student as to the outcome of the re-sit/re-submit
- the trainer will update internal records as appropriate and inform the HoS or their nominee of the outcome of the re-sit/re-submit by way of a signed copy of an updated record of results.

(The above process is to be coordinated and managed by managed by the Coordinator)