1. Policy

The following procedures are to ensure that all students' academic performance is monitored and students are given every opportunity to achieve the required academic progress for each course they are enrolled in. Lonsdale Institute systematically records and monitors student results for each unit of their enrolled course delivery for the purposes of assessing successful course progress. For each course that Lonsdale Institute may deliver, successful course progress is clearly defined, and a key point is determined whereby intervention is initiated for any student who is deemed at risk of not progressing satisfactorily. Staff and students are provided with information on course progress and intervention strategies prior to, during and after course commencement.

Definitions

Study Period: 1 semester of 20 weeks delivery
Satisfactory Course Progress: Achieving competency (C - Competent unit result) for a minimum of 50% of units assessed within a study period
Intervention Activation Point: A point at which it is determined that a student is at risk of not achieving successful course progress for the semester. Interventions may occur wherever a student is deemed at risk, however at a minimum an intervention will be activated where the student has not achieved competency (NYC Not Yet Competent unit result) in a minimum of 50% of the units assessed within a study period.

2. Scope

This policy applies to all course participation for courses on Lonsdale Institute Pty Ltd scope of registration.   `

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3.   Regulation

This policy/procedure supports:
ESOS National Code – Standard 10 – Monitoring course progress' which states:
"Registered providers systematically monitor students' course progress. Registered providers are proactive in notifying and counselling students who are at risk of failing to meet their course progress requirements. Registered providers report students, under section 19 of the ESOS Act, who have breached the course progress requirements."

ASQA Standard 1
Learner Support
1.7 the RTO determines the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to emet the requirements of the training product as specified in training packages or VET accredited courses

4.   Procedures

Information Dissemination
Information on course progress monitoring processes and requirements and intervention strategies and their implementation are provided to staff and students through pre-enrolment material, induction and orientation programmes and material.

Course requirements are clearly identified for each study period in the Student Training Log provided to each student at course commencement.

Where course requirements vary, through intervention or course suspension a revised Training Log is issued and provided to the student.

Monitoring
Each individual student has a file created in the student management database (wise.net) at enrolment in which every unit to be delivered in the enrolled course is programmed and each unit is allocated a start and end date of delivery that coincides with the semester dates in which the units are timetabled to be delivered.

At specified points throughout delivery Course Progress reviews are held
At the end of week 2, attendance is reviewed to ensure all students have commenced or re-commenced their course

In the first week of a mid semester break the Student Administration Officer completes a Course Progress Mid Semester Review – students identified as being at risk are contacted via email

At week 15 of the semester a further report is completed by the Student Administration Officer to confirm course progress.
Where this date coincides with the three quarter point of the student's qualification enrolment, this data is also used in evaluation for Course Completion review

At the end of each semester a review is made of the unit results for that study period

Recording
A Student Training Log defines course requirements for each study period

An Intervention Record is created for a student when it is implemented

A note is placed in the student management system (wise.net) client journal

Assessing
Mid Semester Review evaluations are based on review of assessment progress within the semester. Assessment tasks are allocated due dates identified in the Student Training log and where a student has not presented the required material or the presentation reveals inadequacies the trainer will deem this to place the student at risk

End of semester course progress reviews unit results. Successful course progress requires a minimum of 50% of the units assessed within the study period to be competent. Where this has not been achieved the student is deemed to have unsatisfactory course progress

Where a qualification is delivered over two study periods at the completion of the second study period the students' progress is further reviewed against course progress results for the previous study period

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Where a student has not achieved successful course progress in two consecutive study periods the student is assessed as in breach of course progress requirements.

Intervention
Where a student is identified as being at risk of not successfully completing course progress an intervention strategy is implemented.

Within a study period, where a risk is identified, the student is contacted and an intervention strategy is implemented as soon as practicable.

At the end of a study period, where unsuccessful course progress is identified the student is contacted and consulted and an intervention strategy put into place that best supports the student's progress, no later than week 4 of the following study period

Reporting
A student not making satisfactory course progress in a second consecutive compulsory study period in a course is notified in writing of the intention to report for unsatisfactory course progress in the Satisfactory Course Progress Breach Recorded Letter.

The Satisfactory Course Progress Breach Recorded Letter includes notification to the student on the ability to access the Complaints and Appeals process and that this needs to be done within 20 working days

If the student does not access the appeals process within the prescribed time, or the appeal outcome supports the breach, Administration will notify Department of Immigration and Border Protection through PRISMS as advised as soon as practicable.

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Providing Information on Course Progress

Two flow chart information summaries on course progress and intervention requirements are provided to students and staff.

The *Satisfactory Course Progress Requirements Information* specifies the following:
a. requirements for achieving satisfactory course progress
b. process for assessing satisfactory course progress
c. procedure for intervention for students at risk of failing to achieve satisfactory course progress
d. process for determining the point at which the student has failed to meet satisfactory course progress, and
e. procedures for notifying students that they have failed to meet satisfactory course progress requirements.

The *Course Progress Intervention Strategies Information* details the following:

a. procedures for contacting and counselling identified students
b. strategies to assist identified students to achieve satisfactory course progress, and
c. the process by which the intervention strategy is activated.

These information summaries are provided to students in the following:

- Pre-engagement information provided prior to enrolment
- Orientation material on arrival
- Student Training Log provided at the commencement of each study period
- Lonsdale Institute website www.lonsdaleinstitute.vic.edu.au
- Campus posters

These information summaries are provided to staff in the following:

- Induction programme on arrival
- Lonsdale Institute Policy and Procedure drive
- Course Guides provided at the commencement of each study period
- Lonsdale Institute website www.lonsdaleinstitute.vic.edu.au
- Campus posters

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Intervention

Intervention Meeting

This is an initial meeting involving the student and Student Administration Coordinator. Points of discussion include:
The intentions and implications of the intervention, and

Initial academic counselling and welfare consultation to identify any personal issues that may impede course progress, and where appropriate, assistance referral

Determination and agreement on the strategy most appropriate to the individuals needs to achieve successful course progress

Intervention and strategy documentation to be completed and signed by student and held on file

Intervention Strategies

The intervention strategies that may be implemented include (but are not limited to) the following:
  o   Academic skills programmes:
 Group or individual facilitation, focusing on general academic skills including Report writing, Reflective writing, Note taking and data collection, Information dissemination, Key point identification, Assessment evidence presentation, Work ready skills development

  o   Academic English Support programme
Targeted extended English support encompassing written and verbal skills
  o   Tutorial or study groups participation :
Planning and set up of group sessions that have identified key focus areas of particular course information presented a subject topics for discussion and clarification
  o   Individual case management – Intervention Training Plan (ITP)
Identification of ways in which the student can demonstrate competency in units where they have so far provided insufficient evidence.

Where appropriate reassessment for tasks in units previously failed or undertaking alternative assessments with reasonable adjustment.

Notifying Students of Intention to Report

Where the student has failed to meet satisfactory progress, notification is made in writing, by letter, of the intention to report breach of satisfactory course progress.

The written notice informs students that they may access Lonsdale Institute's complaints and appeals process within 20 working days.

A copy of the intention to report letter is placed on the student's file.

Under Standard 8.4 of the National Code, Lonsdale Institute will maintain the student's enrolment until the Complaints and Appeals Process is completed.

Where the student chooses not to access the Institute's Complaints and Appeals Process within the 20 working day period, withdraws from the process, or the process is completed and results in a decision supporting Lonsdale Institute, notification is made to Department of Immigration and Border Protection through PRISMS of the student not achieving satisfactory course progress as soon as practicable.

If the student's appeal is successful, the student will not be reported and Lonsdale Institute will support the student in accordance with its course progress policies and procedures.

ELICOS

Whilst ELICOS students are not subject to Unsuccessful Course Progress reporting , Lonsdale Institute still maintains a policy of monitoring the ELICOS student's progress throughout their course as a student support mechanism and as part of the system that ensures course completion within duration (ESOS 9) . As with all Lonsdale's monitoring systems , the strategy is designed to address multiple outcomes : early detection of students at risk , appropriate intervention, follow up and feedback to ensure student support and adequate and appropriate record for system feedback to inform course improvement where relevant.
ELICOS Progress monitoring includes:

English proficiency level testing at orientation to ensure placement of students into appropriate learning levels

Every two weeks, one on one tutorials with the teacher to discuss the individual's performance in the previous fortnight and to identify areas of interest and performance gaps to be addressed. At or prior to this meeting students also complete an online self assessment, the results of which are included in the progress discussion

Reports on the self assessment and the tutorial discussion and associated actions are posted to the student's private online access and copies held on file by the teacher.

Every 4 weeks the two teachers of each class meet to compare and discuss each student's achievements and progress – in this meeting any student's identified as having achieved a consistent level of competency in the existing class will be 'leveled up' and moved up to the next proficiency level to continue their extension of learning.

Reports from both teachers on all student evaluations and feedback are held on file

Monitoring of ELICOS students work achievements in addition to monitoring of their attendance, provides a comprehensive and individual focused system to support the learner's achievement of outcomes.

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5. Associated Documentation

Form	Current Version
LA102 FO Student Training Log	V1 Sep 2015
AD137 FO Course Progress Review/Intervention Strategy Record	V1 Sep 2015
AD137 FO Satisfactory Course Progress Breach Recorded Letter	V1 Jul 2015
AD137 FO Satisfactory Course Progress Requirements Information	V1 Jul 2015
AD137 FO Course Progress Intervention Strategy Information	V1 Jul 2015
AD137 FO Course Progress Mid Semester Warning	V1 Jul 2015

6. Record Management

Register	N/A
Student Administration System	Wise.net Student Journal Course Progress Review/Intervention Strategy Record
PRISMS Update	N/A unless course extension required
Student File	E file & Wise.net
Department	Administration