

# Academic Progression

## Policy & Procedure

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## 1. PURPOSE

The purpose of this policy is to assist AFTT Team Members and students to delineate what AFTT constitutes as academic progression and to identify and assist students who are at risk of not achieving satisfactory academic progression.

## 2. SCOPE

This policy and procedure applies to all students, both domestic and international. The process of academic monitoring does apply to ESOS NC #8 (Education Services for Overseas Students National Code) in that international student may be reported to DoHA (Department of Home Affairs) on the basis of recording academic progression requirements.

## 3. DEFINITIONS

All definitions are located in the *AFTT Glossary*.

## 4. POLICY

AFTT will regularly assess and monitor student attendance, completion of assessment tasks, and academic progress for each subject in which the student is enrolled, to identify potential at-risk students and implement one or more intervention strategies.

The AFTT Academic Team, when identifying students at risk of not making satisfactory course progress, will work with the Head of Department, Head of Student Services and Admin and/or Counsellor to implement a relevant strategy to assist these students.

In the event when a student's progression remains unsatisfactory, despite academic and pastoral support and assistance, AFTT may impose conditions on the student's continued enrolment or advise the student that other courses of study may be more appropriate.

All AFTT Academic Team members are available to discuss and support students with any concerns that may arise during the period of study at AFTT.

### 4.1 Attendance Requirements

Daily attendance is recorded, monitored, and addressed through Attendance Alert Notices and Professional Conduct Meetings with the Head of Student Services & Admin or Head of Department. Students must maintain an 80% attendance rate for every subject per semester (Tier) to complete the Tier successfully, in addition to obtaining a satisfactory result in all Tier assessments, including the production.

Class absence is often an indicator that the student is suffering some learning or personal difficulty or issue.

In such cases, AFTT is keen to support the individual by implementing a mutually agreed intervention strategy and monitoring its progress until the student regains the 80% attendance mark and is working confidently.

### 4.2 Assessment Structure

Assessment requirements for a unit of competency may include, but are not limited to, tasks of the following types: assignments, portfolio of evidence, essays, student presentations, reviews, practical reports, written examinations/tests, open book examinations, group assessment, computer based assessment, oral tests, class quizzes,

role plays, short answer tests, experiential activities, simulations, clinical experiences, multiple choice tests, practical exercises, presentations, workplace observations, and other assessment strategies. The unit of competency methods of assessment will guide the forms of assessment.

The units of competency that comprise these courses are delivered and assessed through a range of industry focussed subject areas, projects, and productions. This structure ensures that skills and knowledge are developed holistically, thus enabling the student to integrate and apply workplace competencies across industry focussed learning and assessment activities.

Assessment tasks assigned to each tier provide for competency to be achieved in those units allocated for completion in each tier. In order for students to progress into the following tier a satisfactory result for all assessment tasks is required. Students will be assessed as 'Satisfactory' (S) or 'Not Yet Satisfactory' (NYS) against the listed assessment criteria for each task.

Students will need to achieve a satisfactory result for each assessment criteria in order to meet the requirements of that Assessment Task. If 'Not Yet Satisfactory' in one or more Assessment criteria, students will discuss feedback with their assessor and/or Head of Department who will arrange an opportunity for re-assessment. Upon successful completion of all specified Assessment Tasks, a judgement of Competency is then made against the allocated Units of Competency for that Tier.

#### **4.3 Continuous Improvement**

As part of AFTT's quality assurance procedures, each student will periodically be asked to complete a Learner Survey. This is the student's opportunity to provide AFTT with honest feedback on the course, the Academic Team, the Admin Team, the training facilities, the learning activities, resources, materials, and assessments.

Tier Milestone Self Reflections are used by students critically examine their performance across their educational experience. Reflecting on their learning is an important part of their growth at AFTT and something that will assist students towards successful completion of their course. The Milestone Review Reports are utilised by the Academic Team to track the student's progress in each subject area. The report focuses specifically on areas around their commitment, participation, and approach to their learning. Criteria covered include the:

- Demonstrating respect for others,
- Possessing a positive energy in ensemble work,
- Working collaboratively with others,
- Approaching training with a willingness to explore and learn
- Actively participating in class
- Contributing to class discussions
- Holding interest and being engaged in their work
- Responding well to feedback
- Showing interest in the work of others

#### **4.4 Course Completion**

*All assessments listed in the Tier Assessment Plan must be completed satisfactorily every Tier for course progression and completion.*

In extenuating circumstances, a student may negotiate a formal written extension with the Head of Department in order to achieve the necessary competencies. This will be decided on a case-by-case basis.

If a student is assessed as Not Satisfactory in any assessment, the assessor will identify the performance criteria, skills and/or knowledge not yet achieved and guide the student towards preparation for re-assessment. Only one re-sit is allowed for each assessment event. In special circumstances and on a case-by-case basis, a learning intervention with a further re-assessment opportunity may be negotiated with the Head of Department.

Note:

- *some assessments, for example in performance-based subjects, cannot be duplicated, and:*
- *all competencies of a whole course must be achieved before being awarded the qualification, and:*
- *a Statement of Attainment will be provided for partial completion.*

#### **4.5 “At Risk” students**

Students identified as being “at risk” will be advised of the requirement to participate in an intervention program designed to assist them in being successful in their studies and completing the course in the expected timeframe.

Participation in the recommended intervention program will be documented.

A copy of the recommendation will be placed in the student file, and a copy will be given to the student.

During the monitoring period, the impact of any decision relating to the implementation of intervention strategies on the expected course duration for a student will be examined.

For international students, the student enrolment period may be extended by issuing a new Confirmation of Enrolment (CoE) when the Academy has implemented or is in the process of implementing an intervention strategy for the student who cannot reasonably complete his or her course within the expected duration as specified on the student’s CoE.

Students have access to LLN support services provided by AFTT. If students require language learning or numeracy support, they are encouraged to speak with their Head of Department who will organise for one-on-one assistance with reading, writing and/or numeracy skills.

Students are encouraged to speak to their Academic Team or Head of Department if additional support is required with studies. Students with learning difficulties beyond the areas of AFTT expertise may be referred to an external specialist agency, for instance for English language or numeracy support. This external service may incur an additional charge to the student.

#### **4.6 Domestic students**

Domestic students, who are deemed as not achieving satisfactory academic progression, and who have been previously offered support to aid their progression, will receive a written **notice of intention to cancel** their enrolment.

Domestic students, who receive a **notice of intention to cancel** their enrolment letter are able to enter the appeal process within ten (10) working days from the receipt of the letter.

If a student does not attend any classes and the final exam and does not submit any assessment tasks for a subject, is not contactable, and does not respond to any request to contact the Academy, the student will be deemed to have withdrawn from the subject.

#### **4.7 International Students**

International students are entitled to the same services and support as domestic students. In addition, they are invited to a separate international student orientation to enable links to be formed with other students from similar backgrounds.

International students who are deemed as making unsatisfactory academic progression (UAP) as outlined in the Course Completion policy. They will receive a written **notice of intention to report** their enrolment to Department of Home Affairs (DoHA).

International students whose application to continue studying is denied will have their electronic Confirmation of Enrolment letter (e-CoE) cancelled, which may also lead to cancellation of their visa.

International students, who receive "*the notice of intention to report their enrolment*" letter are able to enter the appeal process within twenty (20) working days from the receipt of the letter.

If a student does not attend any classes and does not submit any assessment tasks for a unit, is not contactable, and does not respond to any request to contact the Academy, the student will be deemed to have withdrawn from the qualification.

#### **4.8 Cancellation of Enrolment**

Cancellation of enrolment due to academic non-progression of any student will only be executed when:

- the prescribed period of time, to enter the appeal process to object the Intention to Cancel/Report the enrolment notice, has passed, and student did not exercise their rights to do so
- the student entered the appeal process within prescribed period of time, however:
  - ✚ the final outcome of the resolution process was to support decision of cancellation, and
  - ✚ student did not enter the external/mediation process to object decision of cancellation within ten (10) working days from the date they received the written notification of the internal appeal decision,
- student entered external appeal/mediation process however the final outcome of the resolution process was to support decision of cancellation of student's enrolment.

#### **4.9 Re-Admission after exclusion**

A student who has been excluded from a course may apply for re-admission to that course or any other course offered by AFTT after the period of one (1) year.

#### **4.10 Cancellation of VET STUDENT LOAN Entitlements Due to Non-Progression**

In a case where the unit of study is part of a course leading to a Diploma or Advanced Diploma, a domestic student is not entitled to VET STUDENT LOAN

assistance if the student has already undertaken four (4) or more VET STUDENT LOAN units of study at that provider, and the student did not successfully complete at least 50% of those units.

A student will be required to apply in writing (*Application for Special Consideration Form* with supporting documents) in order to be exempted from this impediment.

## 5. PROCEDURE

### 5.1. IDENTIFICATION OF POTENTIAL “AT RISK” STUDENTS

5.1.1 Students who at enrolment are considered to be potentially at risk of non-completion without a structured academic support program.

An applicant's eligibility is assessed at the point of application and interview. Using the education history provided on the application form and the demonstration of aptitude for academic study at interview, Student Admissions and Head of Departments will make an initial assessment on whether a student might be potentially 'at risk' of not achieving satisfactory academic progression.

At the point of interview, potential 'at risk' students are usually identified as but not limited to:

- Students who have not completed Year 12 or equivalent,
- Students who have experienced 'educational disadvantage' (this may include but is not limited to illness, disability, disrupted education, family problems or misadventure),
- Students for whom English is a second language,
- International students who satisfy the academic entry criteria, but the International Services Office has concerns about the quality of education in the student's home country or the student's recent educational performance is not strong.

Where one or more of the above criteria is evident at interview, Student Admissions will seek advice from the Head of Department/Academic Staff and/or Campus Manager in order to assess the applicant's likelihood of successful completion of studies and recommend a suitable support and intervention strategy to aid the student to advance in their enrolment.

In week 1, the list of students is compiled by Student Admissions in order to contact them and offer support. Academic Team members will use the following reports:

- Domestic students identified 'at risk' at enrolment report generated from the list,
- Report with academically 'at risk' International students sent by International Services Office.

Support and intervention strategy is activated – *please see below*.

Details of students and the outcomes of the support and intervention strategies offered/implemented are compiled for further monitoring.

5.1.2 Students in their first study period who have been identified to be at risk of non-completion of a unit through the failure, or non-submission of an assessment item.

During the first study period, Head of Departments, administration, and AFTT Academic team will monitor the participation and progress of the students in their class, ensuring early support and intervention strategy is implemented when necessary to ensure student's academic success.

If a student is showing early indications of not being able to successfully complete the unit, such as lack of attendance, lack of participation or activity, failure in assessment submission, the lecturer will support the student to improve their performance and succeed academically. This may include highlighting students for appropriate support and intervention strategy to be implemented in aid of the student to advance in their enrolment.

For **non-submitted assessment tasks**, Administration compiles the list of students who did not submit their assessment piece and advises respective Head of Department. This occurs around two (2) business days after any assessment due date. Head of Departments and AFTT Academic team work closely to contact students for the next three (3) business days in order to encourage and support them to submit the assessment piece.

For **non-satisfactory assessment tasks**, a list of students is compiled by the respective Head of Department as soon as assessment competencies are available. Head of Departments work closely with AFTT Academic team to communicate to students their options to resubmit failed assessment tasks. Support and intervention strategy is activated – *please see below*. Details of students and the outcomes of the support and intervention strategies offered/implemented are compiled for further monitoring.

#### 5.1.3 Students who during the course of their studies fall in Conditional/Encumbered or Unsatisfactory or Academic Progression category.

Students who during the course of their studies fall in Conditional/Encumbered or Unsatisfactory or Academic Progression category.

During every study period, administration and AFTT Academic team members will monitor the participation and progress of the students in their class, ensuring early support and intervention strategy is implemented when necessary to ensure student's academic success.

If a student is showing early indications of not being able to successfully complete the unit, such as lack of attendance, lack of participation or activity, failure in assessment submission or/and low scores in an assessment, the lecturer will support the student to improve their performance and succeed academically. This may include referring students to AFTT Academic team to ensure appropriate support and intervention strategy is implemented to aid the student to advance in their enrolment.

Soon after the end of every study period or as soon as the results are available at the end of the study period, a list of students who failed units is generated by Administration in order to contact them and offer support. Students will receive an email with attached letter including comprehensive and detailed instructions.

Support and intervention strategy is activated – *please see below*.

Details of students and the outcomes of the support and intervention strategies offered/implemented are compiled for further monitoring.

#### 5.1.4 Students who have experienced 'educational disadvantage' (because of illness, disability, disrupted education, family problems or misadventure).

Identification may occur at any time during any study period, when student notifies AFTT team members about their extenuating circumstances that may affect their progression through the course of studies. The situation of the student is assessed by



Head of Department and/ Campus Manager in order to recommend a suitable support and intervention strategy.

5.1.5 Any students who have been referred directly by Academic team members and intervention strategy is activated – *please see below*.

Details of students and the outcomes of the support and intervention strategies offered/implemented are compiled for further monitoring.

## **5.2. CONTACT**

The order of contact is as follows:

A total of three (3) individual attempts of contact (after a group email) is made with every 'academically at risk' student. This is to mitigate the time spent by Administration contacting non-responsive students.

The forms of contact involve, but are not limited to:

- Group email (bcc the student addresses to maintain privacy),
- Phone call,
- Personal Email,
- Posted letter - including a consequence for not accepting academic support.

There are templates of the emails and letters available on the shared drives.

The initial attempt of contact with 'academically at risk' students occurs at the time of identification. Any other follow up attempts of reaching out to not responding students happen fortnightly.

## **5.3. SUPPORT AND INTERVENTION STRATEGIES**

A wide range of support and intervention strategies are employed when supporting students identified as 'at risk'. These include but are not limited to:

- Frequent contact and follow-up checks from Administration
- Regular 1-on-1 meetings with the AFTT Academic team for individual assistance
- Recommendation of Counsellor's assistance with personal matters and/or wellbeing if necessary
- Creation of, or amendment to, a Disability Plan wherein reasonable adjustment is instigated where disabilities or medical conditions are impacting on the student's ability to participate or progress
- Referral to a particular Academic team member for additional assistance
- Specifying attendance or participation requirements
- Other interventions appropriate to the case

Administration, in conjunction with Head of Department, Campus Manager and/or Director of International Services, is responsible for implementation, execution and completion of Academic Progression.

## **5.4. INTENTION TO CANCEL / REPORT ENROLMENT NOTICE**

Students who are not achieving satisfactory academic progression are students who:

- failed 50% or more of study load (EFTSL) in two (2) consecutive study periods, or
- failed the same task three (3) times

### Domestic students

Domestic students, who are deemed as not achieving satisfactory academic progression, and who have been previously offered support to aid their progression, will receive a written notice of intention to cancel their enrolment.

### International Students

International students who are deemed as not achieving satisfactory academic progression, and who have been previously offered support to aid their progression, will receive a written notice of intention to report their enrolment to Department of Home Affairs (DoHA) under the guidelines set down in the National Code.

International students whose application to continue studying is denied, having exhausted all possible internal and external appeals processes, will have their electronic Confirmation of Enrolment letter (e-CoE) cancelled, which may also lead to cancellation of their visa.

## **5.5. COMPLAINTS AND APPEALS**

All student complaints and assessment appeals will be recorded, acknowledged, and dealt with fairly, efficiently, and effectively. Students may make a general complaint, or they may appeal an assessment result if they dispute the outcome. AFTT will maintain the student's enrolment while the complaints and appeals process is ongoing.

Initially, parties should attempt to resolve the grievance informally by speaking directly with the person concerned.

The purpose of the complaints and appeals policy is to resolve any difficulties or disagreements as soon as possible and at little or no cost to the student.

Despite all efforts of AFTT to provide satisfactory services to its students, complaints may occasionally arise that require formal resolution.

## **6. RELATED DOCUMENTS**

- 6.1. AFTT Glossary
- 6.2. Complaints and Appeals Policy and associated procedures
- 6.3. Assessment Management Policy and Procedure (VET)

## **7. RELEVANT LEGISLATION**

- 7.1 Standards for Registered Training Organisations (RTOs) 2015, Standard 1.7
- 7.2 Education Services for Overseas Students (ESOS) Act 2000 (Cth)
- 7.3 National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018
- 7.4 ESOS National Code 2018, Part B, Standards 6 and 8

## **8. POSITIONS RESPONSIBLE**

- 8.1. Campus Manager
- 8.2. Head/s of Department
- 8.3. Director of International Services
- 8.4. Academic team
- 8.5. Administration

## 9. APPROVAL INFORMATION

<b>Approval Authority</b>	Quality Education and Risk Committee (QERC)
<b>Health Check approval authority</b>	AFTT CEO
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