POLICY AND PROCEDURE

Audience	Internal ⊠	External ⊠
Policy ID	**EDN-010-I-POL** Monitoring Course Progress	
Responsible officer	Manager International Education	
Contact officer	Education Manager	
Endorsed by	Continuous Improvement Committee	
Endorsement date	27/03/19	
Effective date	01/04/19	
Version	Version Feb 2019	

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1. INTRODUCTION

1.1 Purpose

This policy satisfies the requirements of the Standards for Registered Training Organisations (RTOs) 2015 to monitor and record student academic progress for all students enrolled with MEGT. This policy is in place to ensure course progress is regularly monitored to ensure students are progressing satisfactorily towards expected completion.

2. SCOPE

This policy applies to:

- international students enrolled at Sydney City Campus and Melbourne City Campus
- MEGT Education Marketing, Admissions, Academic, Student Services and Administrative staff.

3. LEGISLATIVE CONTEXT

In compliance with Standard 8 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018 registered providers systematically monitor students' course progress. Registered providers are proactive in notifying and counseling students who are at risk of failing to meet their course progress requirements. Registered providers report international students, under section 19 of the ESOS Act, who have breached the course progress requirements.

Standard 1 of the Standards for Registered Training Organisations (RTOs) 2015

4. DEFINITIONS

AQF is the Australian Qualifications Framework.

Course refers to the specific course a student is enrolled in such as a "*Certificate III in Early Childhood Education and Care.*

CoE refers to a Confirmation of Enrolment being issued from PRISMS.

Census Date is the last date which you can withdraw from a unit/s without incurring financial liability for the fee**.**

International Student refers to a student of MEGT Education who is not an Australian Citizen or Permanent Resident.

ESOS Education Services for Overseas Students Act (2000).

Learning Management System (LMS) refers to the Online Platform used by MEGT students for the delivery of teaching and learning, alongside assessment / grading feedback records.

MEGT Education refers to the MEGT (Australia) Ltd, trading as MEGT Education.

National Code of Practice for Providers of Education and Training to Overseas Students 2018.

PRISMS The Provider Registration and International Student Management System used to process information for the Department of Home Affairs provided by registered providers.

Satisfactory Course Progress is determined by the satisfactory completion of Units of Competency within a specified timeframe. For students studying on campus this is determined by the satisfactory completion of 50% of assessments in each 10-week term.

Competency definition from the 2015 standards.

Satisfactory Completion is the academic outcome of "Competent" for VET programs aligned to the AQF.

Unit (Unit of Competency) the specification of the standards of performance required in the training package.

VET is Vocational Education and Training.

5. POLICY STATEMENT

MEGT Education provides high quality educational services to students and applies its policy and procedures according to the National Code of Practice for Providers of Education and Training to Overseas Students 2018 applicable to international students, and the Standards for Registered Training Organisations (RTOs) 2015.

Course Progress is monitored on a regular basis and students who are identified as having difficulty are offered a range of support options. When a student does not meet course progress requirements for two consecutive terms they may be reported via PRISMS as required under section 19 of the ESOS Act (2000) and this may result in their enrolment at MEGT not being continued and/or their CoE being cancelled.

This policy and procedure applies to all MEGT Institute students at Sydney City Campus and Melbourne City Campus.

The Manager International Education, Education Managers and relevant Trainers are responsible for the implementation of the course progress and intervention strategies.

6. PROCEDURES

In order to ensure satisfactory course progress in courses delivered at Melbourne City Campus and Sydney City Campus, MEGT Institute will monitor all students' academic performance at the end of each term in which they are enrolled, or earlier if identified as being at academic risk. Students are expected to achieve the following in order to meet the satisfactory course progress requirements and be allowed to continue in the next term without restriction:

- an outcome of Competent in at least 50% or more of the assessments that are required for submission for each unit in which a student is enrolled for that particular term
- at the commencement of the second last term in the students enrolled course an outcome of Competent in at least 75% or more of the assessments that are required for submission for each unit in which the student is enrolled must be achieved
- actively participate in tuition activities in the classroom, online and at vocational placement. Maintain a participation rate of no less than 70% for all classroom and online tuition activities
- maintain and conduct themselves in a professional and ethical manner in all tuition activities and interactions with all stakeholders.

The consequences of failure to meet one or more of the requirements for satisfactory progress are as follows:

- students who fail to achieve a final outcome of Competent in at least 50% or more of the assessments that are required for submission for each unit in which they are enrolled for that particular term will be deemed as not meeting course requirements and placed on an Academic Intervention

- students who fail to achieve a final outcome of Competent in at least 75% or more of the assessments that are required for submission for each unit in which the student is enrolled must be achieved. In the case of students not reaching this requirement they will be asked to extend their course and/or re-enrol and repeat identified units of concern.
- students who are identified by Trainer to not actively participate in tuition activities in the classroom, online or at vocational placement will be placed on academic intervention. This can include consistently not attending class, consistently arriving late to or leaving early from class, not concentrating in class or not participating in classroom activities through active discussion, involvement and listening, completing unrelated activity in class
- students of do not maintain a participation rate of no less than 70% for all classroom and online tuition activities will considered as a high risk to not meet satisfactory course progress and placed on academic intervention.
- students who do not maintain professional or ethical conduct will be placed on academic interventions or have their enrolment cancelled or suspended as per EDN-013-I-POL Deferral, Cancellation, Withdrawal and Suspension Policy and Procedure.

Students will be required to meet with their relevant Education Manager or Trainer to establish a program of support for their continuing studies. It is the responsibility of the student to maintain contact with the relevant Education Manager or Trainer, as agreed within the Academic Intervention.

7. SUPPORT AND INTERVENTION STRATEGIES

For students identified as being at risk of not meeting course requirements or who have not met course requirements, the following support / intervention strategies may be implemented to assist the student:

- English language support for oral and written comprehension
- assistance with academic skills such as essay and report writing, meeting assessment requirements and research skills, time management skills
- training plan adjustment
- attending a study group
- meeting with the Education Manager or member of Student Services Department for assistance with personal issues affecting course progress
- opportunity for reassessment/resubmission
- changing courses
- mentoring by the trainer
- referral to external organisations for assistance
- reduction in course load
- targeted learning coach (trainer) to address specific assessment problems over (up to) 3 sessions
- re-enrolment into unit
- extension of course
- referral to the Wellbeing Team
- any combination of the above.

When an intervention strategy is implemented the student will be required to meet the relevant Education Manager, trainer or support service on a regular basis for follow up. This is to be determined as part of the intervention strategy.

8. NOTIFICATION TO REPORT

When an international student fails to meet the course progress requirements in two consecutive terms they will be sent a letter warning them of MEGT's intention to report them to the Department of Education via PRISMS for unsatisfactory course progress.

The student will be advised in writing that they have 20 working days to make an appeal in accordance with EDN-008-I-POL - Complaints and Appeals Policy and Procedure.

In the event a student lodges an appeal the student will only be reported when the appeal process is completed.

Students must maintain their enrolment during the appeal process.

9. RELATED POLICIES AND PROCEDURES
EDN-008-I-POL Complaints and Appeals Policy and Procedure
EDN-006-I-POL Student Support Services Policy and Procedure
EDN-013-I-POL Deferral, Cancellation, Withdrawal and Suspension Policy and Procedure
EDN-016-I-POL Compassionate and Compelling Circumstances Policy
EDN-036-I-POL Assessment and Resit Policy and Procedure

10. IMPLEMENTATION
EDN-010-I-POL Monitoring Course Progress Policy and Procedure is made available via MEGT Education's website externally and on the MEGT Intranet internally.

11. RESPONSABILITIES
The Manager International Education will review this policy annually in conjunction with Education Managers, or in case of legislative changes requiring amendments.

12. ATTACHMENTS
EDN-010-FORM A Academic Intervention
EDN-010-FORM B Intention to Report Plagiarism Template
EDN-010-FORM B Intention to Report Unsatisfactory Progress Template

13. PROCESS MAP
N/A