

## **UTP19 Completion within the expected duration of study**

### **1.0 Purpose**

1.1 . *Standard 8 of the National Code 2018* requires Registered Providers:

- a) to monitor the enrolment load of students at all times to ensure they are able to complete the program within the duration specified on their Confirmation of Enrolment (CoE);
- b) ensure students do not exceed the allowable portion of online or distance learning;
- c) only extend the duration through the issuing of a new CoE in limited circumstances.

1.2. This procedure describes how Melbourne College of Hair and Beauty (MCOHB) meets these requirements.

1.3. This policy and procedure applies to all students who are enrolled in qualification courses with MCOHB.

1.4. This policy meets the requirements of the:

- a. *ESOS Act*
- b. *National Code of Practice for Providers of Education to Overseas Students 2018 (CRICOS Standards)*
- c. *Standards for Registered Training Organisations (RTOs) 2015,*
- d. ASQA Fact sheet: overseas student attendance,
- e. ASQA's Users' guide to the Standards for Registered Training Organisations (RTOs) 2015
- f. Relevant MCOHB Training and Assessment Strategies,
- g. MCOHB Student Code of Behaviour,
- h. MCOHB Attendance Policy and Procedure and
- i. MCOHD Course Progress Monitoring and Intervention Policy and Procedure.

## **2.0 Responsibility**

- 2.1 . The Director of Studies is responsible for the implementation of this policy and procedure. The Operations Manager, Student admin manager, Head trainers are responsible for ensuring that all staff and students are aware of its application and that staff implement the policy and procedure requirements.
- 2.2 . All trainers at MCOHB are responsible for recording students' attendance.
- 2.3 . All students enrolled within vocational courses at MCOHB must comply with this policy and procedure.
- 2.4 . This policy is made available to staff and students on MCOHB website and staff portal.
- 2.5 . Students are provided with this policy and procedure during the pre-enrolment phase and again they will have this attendance policy explained to them during orientation and it is also accessible to students on MCOHB's website.
- 2.6 . On orientation day, new students will also be given a timetable and class rolls.
- 2.7 . Each student will be given the details of the classes such as date, start and end time, total contact hours, type of contact hours that is lecture, practical, tutoring, etc Students are allocated to classes on the SMS and new rolls are issued to trainers by the end of orientation week 5.

## **3.0 The principles guiding this policy are:**

1. All students shall be treated fairly and openly.
  2. All students are responsible for their own course progress.
  3. Appropriate learning and other support will be offered to students identified as at academic risk of not achieving satisfactory course progress.
  4. Appropriate information will be made available to students identified as at academic risk of not achieving satisfactory course progress regarding their course status.
  5. The principles of equity, consistency, transparency, procedural justice and procedural fairness are observed.
- 3.1 . A student may also be identified at academic risk or at risk during their study at MCOHB, MCOHB staff come to be aware of:
- a.... academic misconduct (see the Student Code of Behaviour Policy),
  - b.... an ongoing, serious medical situation,
  - c. ... some other compelling circumstance beyond the control of the student, but which is likely to prevent the student achieving satisfactory academic progress for the period of their study.
- 3.2 . In such circumstances, the student will be referred to the Student Services Manager for assistance.
- 3.3 . When the student has been assessed in regards to the non-academic cause of their poor course performance and progress the Student Services Manager will advise the students:
- .... Head Trainer
  - .... Trainer/s
  - .... Student services and admin officers.

## 4.0 Definitions

<b>Academic progress</b>	Successful completion of units of the course or course increments of the course the student is enrolled in, and the time frame specified in the students CoE
<b>Assessment</b>	Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or a vocational education and training (VET) accredited course.
<b>Attendance</b>	The number of hours or percentage of time present in class to successfully complete the course and/or unit of competency, inclusive of all theory and/or practical components required. In order to complete the course work an 80% attendance rate is recommended for all nationally recognised qualification training courses.
<b>Attendance warning letter</b>	Letters that are sent to students due to non-compliance with their course attendance requirements. Issued as a first warning and second warning.
<b>Assessment system</b>	A controlled and ordered process designed to ensure that assessment decisions made in relation to many individuals, by many assessors, in many situations, are consistent, fair, valid and reliable, and may include: grievances and appeals processes; validation systems and processes; reporting/recording arrangements; acquisition of physical and human resources; administrative procedures; roles and responsibilities; partnership arrangements; quality assurance mechanisms; risk management strategies; and documented assessment processes.
<b>Being AT Risk</b>	<p>1.1 Being “at risk” of failing to achieve satisfactory course progress requirements occurs when a student does not meet the course progress requirements and:</p> <ul style="list-style-type: none"> <li>• fails to achieve more than 50% of the expected course progress requirements of a specific qualification as defined in the training plan undertaken in any study period;</li> <li>• is in danger of being unable to complete a course within the expected duration of study as recorded on the PRISMS register after having their program reviewed by the Academic/Student Support Department.</li> <li>• fails to achieve pre-requisite units.</li> </ul>
<b>Candidate</b>	The person presenting for an assessment.

<b>Compassionate and compelling circumstances</b>	Serious illness or injury, where a medical certificate states that a student was unable to attend classes, bereavement of close family member such as parent or grandparent, major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on the student's studies or witnessing or being the victim of a serious crime, and this has impacted on the overseas student (these cases should be supported by police or psychologists' reports) where the registered provider was unable to offer a pre-requisite unit, or the overseas student has failed a prerequisite unit and therefore faces a shortage of relevant units for which they are eligible to enrol.
<b>Client</b>	A person (learner/candidate) or an organisation that uses or purchases training and/or assessment services.
<b>Confirmation of Enrolment (CoE)</b>	The <b>Confirmation of Enrolment (CoE)</b> is an official document that provides important information about an international student's <b>enrolment</b> status. This document is required to be submitted to the Department of Home Affairs before applying for a student visa.
<b>CRICOS</b>	Commonwealth Register of Institutions and Courses for Overseas Students.
<b>Competence (Competent)</b>	An individual is considered competent when they are able to consistently apply their knowledge and skills to the standard of performance required in the workplace, assessed benchmarks or the training package requirements. When assessed is recorded as " <b>COMPETENT or C</b> ".  Both workplace and off the job training and assessment aim to ensure that individuals participating in the training have the competence to undertake their work role to the standard expected in a range of employment situations.
<b>Compulsory Study Period</b>	A period of study in which the student must enrol unless granted a deferment or suspension from enrolment or leave of absence under Standard 9 (Deferring, suspending or cancelling the student's enrolment). A compulsory study period does not include periods in which the student can elect to undertake additional studies.
<b>Consecutive unsatisfactory progress</b>	Is defined as not meeting the course progress requirements or alternatively not successfully completing or demonstrating competency in at least 50% of the course progress requirements of that study period as defined and implemented in the training plan.
<b>Course</b>	Full time registered University or Vocational Education and Training courses or ELICOS courses offered by or through an RTO and registered on Registered Providers CRICOS scope of registration.

<b>Course progress</b>	Course progress requirements are met on the successful completion of units and/or pre-requisite units where the assessments are scheduled in each study period and identified in the training plan. These requirements are used to benchmark against a student's progress. The course progress requirement varies due to different courses and study periods.
<b>Credit transfer</b>	The agreed value of the achievement or partial achievement of one qualification when related to another qualification. This value translates to the learner as equivalent to an exemption from undertaking a component or components of the destination qualification based on the acceptance that these components have already been successfully completed through previous formal study. This exemption reduces the amount of time and learning required in achieving the second qualification.
<b>Enrolment</b>	Enrolment means where an International student has been issued with a CoE and written Student Agreement to confirm acceptance by the registered provider and is occupying a place in the CRICOS registered course for which the student was accepted and is progressing towards the completion of the course requirements. The period of enrolment includes scheduled breaks between study periods.  For Domestic Students it when they have been issued a written Student Agreement.
<b>ESOS Act</b>	<i>Education Services for Overseas Students Act 2000</i> revised 2018 of the Commonwealth of Australia.
<b>Full time study</b>	The amount of study for a particular Course which is approved by the accrediting body for the Course, or in cases where the accrediting body gives no such approval, <b>means minimum of 20 contact hours per week.</b>
<b>Intervention Strategy Plan (ISP)</b>	A documented process which outlines the academic support and/or assistance to a student identified as "being at risk" of or not achieving satisfactory course progress in any study period. The strategies in the ISP may include but are not limited to counselling, assistance with study, extra classes, additional training or tuition, reducing the student's workload temporarily, referring to student support services, assisting with welfare, housing or other personal issues that are impacting upon student.
<b>Integrated learning</b>	An approach to learning that covers the clustering of multiple units/elements from relevant competency standards. This approach focuses on the assessment of a 'whole of job' role or function that draws on a number of units/elements of competence. This learning approach also integrates the assessment of the application of knowledge, technical skills, problem-solving and demonstration of attitudes and ethics. <i>From National Quality Council, Training Package Glossary.</i>

<b>Learning</b>	An active process of the acquisition of skills, knowledge and emotional dispositions that is influenced by external contributions, but ultimately determined and regulated by individuals. The learning process occurs with the integration of intellectual development and experience.
<b>Medical Certificate</b>	A signed statement from a registered medical practitioner, health practitioner or approved health specialist certifying a period of time during which a student is/has been affected by a medical condition impacting on their participation and/or attendance of scheduled course hours.
<b>Mode of Study</b>	Attendance including face-to-face in a classroom, supervised study on the registered provider's campus, distance learning, online learning and work-based learning.
<b>Monitoring of student course progress</b>	4.1 . Monitoring refers to an active checking of course progress; 'Recording' means that there must be a documented record of the student's achievement within each unit; 'Assessing' requires the provider to consider a student's demonstrated achievement, progress or competency.
<b>Not Yet Competent (NYC)</b>	An individual is considered Not Yet Competent when they are unable to consistently apply their knowledge and skills to the standard of performance required in the workplace, assessed benchmarks or the training package requirements. When assessed is recorded as " <b>NOT YET COMPETENT or NYC</b> ".
<b>Principal Course of Study</b>	The principal course of study that refers to the main course of study to be undertaken by an overseas student where a student visa has been issued for multiple courses of study. The principal course of study would normally be the final course of study where the overseas student arrives in Australia with a student visa that covers multiple courses.
<b>PRISMS</b>	The Provider Registration and International Students Management System (the electronic system that holds CRICOS course and provider registration details and the electronic Confirmation of Enrolment) and reporting changes in course enrolment, particularly where study ceases (non-compliance), or the duration of the study changes. PRISMS also facilitates the monitoring of student compliance with visa conditions, as well as provider compliance with the ESOS Act.

<p><b>Recognition processes</b></p>	<p>A term that covers Recognition of Prior Learning (RPL), Recognition of Current Competency (RCC) and Skills Recognition. The term refers to assessment processes that enable recognition of competencies currently held, regardless of how, when or where the learning occurred.</p> <p>Under the relevant VET regulatory framework, competencies may be attained a number of ways, including through any combination of formal or informal training and education, work experience or general life experience.</p> <p>In order to grant RPL/RCC, the assessor must be confident that the candidate is currently competent against the endorsed industry or enterprise competency standards of training packages or competency outcomes specified in AQF-accredited courses. The evidence may take a variety of forms and could include certification, references from past employers, testimonials from clients, and work samples. The assessor must ensure that the evidence is authentic, valid, reliable, current and sufficient.</p>
<p><b>Recognition of Current Competency (RCC)</b></p>	<p>Assessment of a person's current capacity to perform; it applies if an individual has previously successfully completed the requirements for a unit of competency or a module and is now required to be reassessed to ensure that the competence is being maintained.</p>
<p><b>Recognition of Prior Learning (RPL)</b></p>	<p>An assessment process that assesses an individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards, for entry to and/or partial or total completion of, a qualification.</p>
<p><b>Satisfactory course progress</b></p>	<p>4.2. Satisfactory course progress means that students have successfully completed the competencies in 50% or more of the course requirements scheduled for the study period and have not been identified as being "at risk".</p>
<p><b>Skill</b></p>	<p>An ability to perform a particular activity, which may be developed by training or practice, and which may be intellectual, manual, motor, perceptual or social. Specified skills are identified as part of each competency standard, and competence usually requires a combination of skills in the application of cognitive and psycho-motor functions.</p>

<p><b>Study Period</b></p>	<p>4.3. A study period is a period of time measured in weeks. The study period begins from the student's actual commencement date. The course may contain one or more study periods. For courses of less than 15 weeks, the entire course will be a single study period. For longer courses, there will be more than one study period. Different courses have study periods of different duration. All study periods within a course will be the same except for the final study period which may be shorter due to a course coming to an end, but it will still be considered as a full study period. The study periods of all courses are prominently listed in the Enrolment Form, Letter of Offer, and Student Agreement so that students have full access to all necessary information regarding study periods prior to commencing their course.</p>
<p><b>Student Course Variation (SCV)</b></p>	<p>1. Is a <b>Student Course Variation</b>, created through PRISMS to inform the Dept. Home Affairs of any change to an accepted student's enrolment, or their failure to meet visa conditions.</p>
<p><b>Student Management System (SMS)</b></p>	<p>2. An approved NCVET AVETMISS Data Entry Tool for the collection and storage of a VET students information, collected by an RTO during the students course of study of an AQF accredited qualification.</p>
<p><b>VET Student Loan</b></p>	<p>VET Student Loans (VSL) is an Australian Government loan program that is available to eligible students studying higher-level vocational education and training qualifications to pay for their tuition fees.</p> <p>The VET Student Loan is a loan from the Commonwealth and:</p> <ul style="list-style-type: none"> <li>• The loan will remain a personal debt until it's repaid to the Commonwealth</li> <li>• The loan may, until the debt is repaid, reduce a student's take home (after tax) wage or salary and may reduce the student's borrowing capacity</li> </ul>

**Requirements/Process**

**5.0 Maintaining a Full Time Enrolment Load**

- 5.1. In a competency-based training environment, which is centred on demonstrated competence against industry defined standards of performance rather than strict course durations, students aren't required to study for a specified number of weeks or months.
- 5.2. Competency-based training is the concept that individuals learn at different rates as well as through different modes and different environments and that the skills and knowledge that a student has acquired previously are able to be formally recognised.

- 5.3. However, to ensure that knowledge and skills are inculcated by the learner to the standard required by the workplace and the relevant training package the identification of any significant variations from the time periods described in the AQF must be identified and explained.
- 5.4. Decisions in relation to course duration/s must ensure that the integrity of the qualification outcomes is maintained.
- 5.5. Students must enrol in sufficient units in each study period to ensure that the total number of units required to complete the course will be completed within the expected duration.
- 5.6. The expected duration for a course is determined using an enrolment load identified in the relevant Training and Assessment Strategy in each compulsory study period in an academic year.
- 5.7. Students may vary their enrolment load to below a full time load in a study period provided that:
  - a. they are on an intervention strategy; or
  - b. they have negotiated an arrangement to spread load over teaching sessions (including non-compulsory teaching periods) in an academic year; or
  - c. they undertake additional units in future study periods to ensure course completion within the expected duration.
- 5.8. Students who are not on an intervention strategy and wish to vary their enrolment load below a full time load in a study period must:
  - a) attend a meeting with their Head trainer to outline their enrolment plans; and
  - b) complete a 'Study Load Variation Request'; and
  - c) seek the written permission from the Director of Studies.

## **6.0 Failure to Enrol in a Full Time Load**

- 6.1. If the Director of Studies determines that a student has not enrolled in sufficient units to complete their course within the expected duration, they will notify the student in writing in Week 1 that they must:
  - increase their unit enrolment in the current study period, by:
  - the end of week two; or
  - in a future study period.

### ***International Student:***

- 6.2. Failure to enrol in increased load as directed by the Director of Studies will be grounds for refusal by MCOHB to extend course duration through the issuing of a new CoE and the reporting of the student under Student Code of Behaviour for failing to comply with a direction given by MCOHB. The latter may result in cancellation of enrolment and being reported to the Department of Home Affairs for a breach of visa conditions.

### ***Domestic Student:***

- 6.3. Failure to enrol in increased load as directed by the Director of Studies will be grounds for refusal by MCOHB to extend course duration identified in the student's agreement. and the reporting of the student under Student Code of Behaviour for failing to comply with a direction given by MCOHB. The latter may result in cancellation of enrolment.

### **Increased Load to Account for Failed Units**

6.4. Students must make up for failed units by proportionally increasing their enrolment load in future study periods, including by enrolment in non-compulsory study periods.

### **Online or Distance Learning Enrolment**

6.5. An international student cannot study more than one third (1/3) of their total course by Online Learning and in every compulsory study period there must be at least one unit that is not delivered by Online Learning.

6.6. The limit to Online Learning applies only to onshore international student visa holders. If a student returns to their home country and their COE is cancelled, then they can enrol in Online Learning units.

### **Domestic Students**

6.7. MCOHB does not offer online learning and distance learning. MCOHB offers no more than 25% of student's total course with computer aided learning (CAL). All records of CAL are retained on the Learning Management System (LMS).

6.8. Units studied Online in non-compulsory study periods are counted for the purposes of the "one-third" limit.

6.9. If a student is in the final study period of a course, with only one subject to complete the course, the student may study this unit via Online Learning.

6.10 International onshore students must enrol in at least one face-to-face unit in any compulsory study periods.

## **7.0 Provision for Covid19 Lockdowns**

7.1. The exception to paragraphs 6.5 to 6.10 is when either the State Government or the Federal Government instigate lockdown procedures to contain outbreaks of Covid19 infections and the RTO is closed and is not able to deliver face to face training.

7.2. Then the percentage of online learning will be 100% during the lockdown period.

## **8.0 Accelerated Progress**

8.1. Students who complete their studies early as a result of overload enrolment or units studied in non-compulsory study periods will be reported to Department of Home Affairs through PRISMS as having completed their studies, within 30 days after the release of final grades.

8.2. The minimum full-time student load is planned as a minimum of 20 hours scheduled attendance per week, however students may be engaged for less than this minimum requirement due to:

- a. Compelling and compassionate reasons to reduce the study load;
- b. The intervention strategy being implemented;
- c. The student having studied extra units or planning to study extra units in another study period;
- d. The student has only a few units left to complete the course and these do not constitute a full-time load; and
- e. Unavailability of prerequisite units at the time they are required.

8.3. Students may take the increased study load in each study period due to:

- Compelling and compassionate reasons to increase the study load.
- The intervention strategy being implemented.
- Approval to fast track their course.

8.4. Where it is clear that the student will not complete the course within the expected duration, as specified on their CoE and/or enrolment agreement, MCOHB may extend the duration of the student's course in the following circumstances:

- a. In exceptional compassionate or compelling circumstances beyond the student's control;
- b. On medical grounds (a medical practitioner's certificate must be provided indicating the student is unable to attend class);
- c. Serious illness or death of a close family member (independent evidence of the exceptional circumstances must be provided);
- d. Major political upheaval or natural disaster in the home country requiring emergency travel when this has impacted on the student's studies; or
- e. A traumatic experience which could include involvement in, or witnessing of a serious accident, and witnessing or being the victim of a serious crime;
- f. Where MCOHB is unable to offer a prerequisite unit at the time it is required;
- g. Where MCOHB is implementing an intervention strategy for students at risk of not meeting satisfactory course progress requirements.
- h. Where MCOHB has approved the deferral of commencement of studies or the suspension of study under *Standard 9 Refer to Policy Deferral, Suspension, or Cancellation of Enrolment*; and
- i. When students are transitioned to new training packages and the transition and teach out periods result in an extension of course duration.

8.5. The variation to the student's enrolment load which may affect the student's expected duration of study, and the reasons for the variation, will be recorded by MCOHB on the student's file and the Student Management System.

8.6. In case the student cannot reasonably complete their course within the expected duration, MCOHB will not issue a new CoE until the length of an extension of duration of study can be accurately predicted. When the required extension of duration of study is specified, MCOHB will adjust the CoE accordingly and issue a new CoE to the student.

8.7. MCOHB must correctly report any variation to the duration of an international student's course on PRISMS.

## **9.0 Methods to manage poor course progress and completion**

- 9.1 . At the time of initial enrolment, each student will be provided with a training plan which will identify the units required to be completed in each study period in order to complete the qualification within the normal duration as indicated on the CRICOS register and relevant Training and Assessment Strategy.
- 9.2 . For students who are identified as being “at risk” (as defined in MCOHB policy Course Progress and Intervention Strategy for International Students) for their course progress and who are under MCOHB’s intervention strategy, their training plan may be adjusted to accommodate the proposed action plan.
- 9.3 . The same process will be applied to domestic students who’s course progress is determined as not satisfactory.
- 9.4 . Where students have been identified as at risk of failing to meet satisfactory course progress, all possible efforts shall be made to ensure that the student is given the opportunity to rectify their position, but where this is not possible their non-compliance of this requirement must be managed in accordance with MCOHB’s policies and procedures.
- 9.5 . The process used in Policy Course Progress and Intervention Strategy for International Students and its associated intervention strategy will be used to monitor whether students are at risk of not completing their courses within the expected duration.

### ***Assessment during the study period:***

- 9.6 . Assessment marks during the module and/or study period are monitored by the trainer. In the event that a trainer identifies a student who is having difficulties in submitting assessments tasks on time, or is performing poorly, they may discuss the situation with the student in an attempt to resolve any issues, identify support that is available, assist the student with study / research recommendations, and/or refer the student to the Head Trainer for further intervention strategies to support the improvement of the students’ progress.
- 9.7 . Students who do not submit assessment tasks (at least two or more) will be referred to a Student Services Officer to discuss assistance under a Pre-Intervention Strategy.

### ***Repeated fails in subjects:***

- 9.8 . The student will be monitored during the next module/study period. All results are examined after final grades are published, and if the student has:
  - failed more than 50% of the subjects studied, or
  - have failed a core subject for the second time,
  - are identified as Students at Academic Risk and referred to the Student Services Manager to commence an Intervention Strategy. Where the student has already been identified as at academic risk, the assessment will be converted to unsatisfactory course progress.