Australian Institute of Science and Technology
Sea English Academy International Pty. Ltd.
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PP-37 Attendance Monitoring Policy

POLICY SCOPE
This policy applies to International Students with visa **Subclass 500.**

POLICY INCLUSIONS
The Policy requirements for attendance, how attendance is monitored and recorded by AIST, and when and how the student is assisted and reported under PRISMS.

POLICY STATEMENTS

1. AIST monitors both Course progress and Course Attendance guided by its Policies and Processes.
2. AIST monitors overseas students' course attendance for each course in which the overseas student is enrolled.
3. The expected duration of study specified in the overseas student's CoE does not exceed the CRICOS registered duration unless the RTO intervention, student deferment, or other circumstances allow for eCoE extension.
4. AIST monitors course attendance of each overseas student to ensure the overseas student is in a position to complete the course within the expected duration specified on the overseas student's eCoE.
5. AIST has documented policies and processes to **record and pro-actively identify, notify** and **assist** an overseas student at risk of not meeting minimum attendance requirements where there is evidence from the overseas student's daily / weekly participation in tuition activities and class attendance.
6. AIST's Study period comprises **10 weeks/ 200 hours** of classroom training for calculating attendance *percentiles* for monitoring and reporting purposes.
7. AIST outlines and informs the overseas student before they commence the course (i.e., student contract, student orientation) of the requirements to achieve satisfactory course attendance in each study period.
8. AIST implements its documented policy and process for assessing course attendance that includes:
   - requirements for achieving satisfactory course attendance, including policies that promote and uphold the academic integrity of the course and meet the training package or accredited course requirements.
   - processes for recording and assessing course attendance requirements.
   - processes to identify overseas students at risk of unsatisfactory course attendance.
   - details of AIST's intervention strategy to assist overseas students at risk of not meeting course attendance requirements allowing sufficient time for those overseas students to achieve satisfactory course attendance.
   - processes for determining the point at which the overseas student has failed to meet satisfactory course attendance.

9. Where AIST assesses the overseas student as not meeting course attendance or attendance requirements, AIST gives the overseas student a written notice as soon as practicable which:
   - notifies the overseas student that AIST intends to report the overseas student for unsatisfactory course attendance.
   - informs the overseas student of the reasons for the intention to report.

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- advises the overseas student of their right to access AIST's complaints and appeals process, in accordance with Complaints and appeals policy & procedure, within **20 working days.**

10. AIST reports students breaching course attendance requirements under section 19(2) of the ESOS Act as per the breach Criteria mentioned for each course.

11. AIST will not extend the duration of the overseas student's enrolment if the overseas student is unable to complete the course within the expected duration, unless:
    - there are compassionate or compelling circumstances, as assessed by AIST on the basis of demonstrable evidence, or
    - AIST has implemented, or is in the process of implementing, an intervention strategy for the overseas student because the overseas student is at risk of not meeting course attendance requirements, or
    - an approved deferral or suspension of the overseas student's enrolment has occurred as per the Policy on Deferring, suspending or cancelling the overseas student's enrolment.

12. If AIST extends the duration of the student's enrolment, the provider advises the student to contact *Immigration* (Department of Home Affairs) to seek advice on any potential impacts on their visa, including the need to obtain a new visa.

ATTENDANCE MONITORING & REPORTING PROCESS

For your convenient understanding, AIST has captured the whole procedure on monitoring the overseas student's Satisfactory attendance. The aim is to clearly inform how AIST identifies and assists students proactively for those who are at a risk of not progressing as required.

PROCESS FOR MONITORING, RECORDING & REPORTING BREACH

*STEP 1 – Trainers and Assessors monitor student **daily** class attendance for the scheduled session on Attendance sheet. Students sign in and out on class attendance sheet.*

STEP 2 – Trainer and responsible 550 use daily attendance and calculate weekly percentile of the student's absence

*STEP 3 – Only if the percentile reveals the student's absence **10% or more (40 hours or** more}, or the student failing to attend classes for **5 consecutive class days** – A/ST will proceed with STEP 4 – Invite students for available help from A/ST.*

*STEP 4 – 550 sends correspondence to the student inviting the student for intervention by specifying how the student can be helped by whom. Correspondence will be initiated by **Warning Letters.** The warning letters are intended to advise the student of the risk of not maintaining satisfactory attendance.*

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*STEP 5 -A/ST staffkeep the Intervention and correspondence phase active until the student is back on the track, or the student reaches the BREACH point (absence for greater than **40hours** in a study period of **200hours**)*

⬇

STEP 6 – Intention to Report {!TR) ***See Figure 1.***
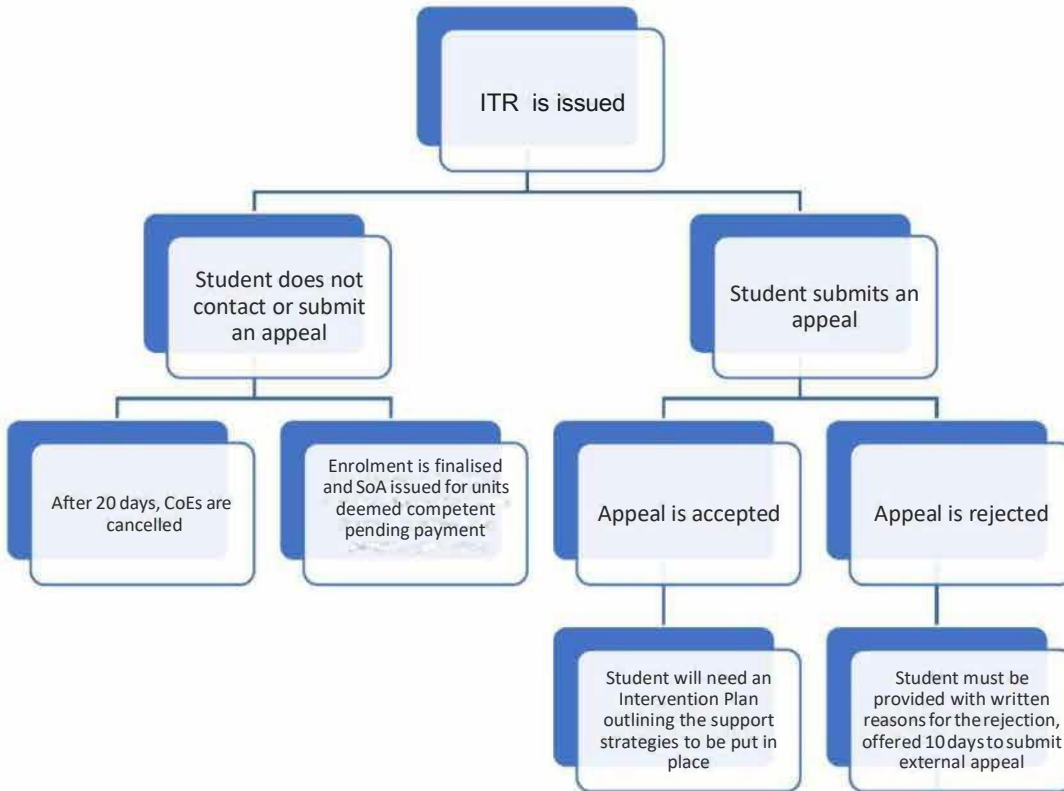
STUDENT BREACH

AIST will report student breach of attendance in PRISMS in accordance with section 19(2) of the ESOS Act as per the following criteria for the enrolled Course.

I. *Student attendance falling below 80% attendance in **a study period (1.0 weeks – 200 hours), and***

II. *the internal and external complaints processes have been completed and the decision or recommendation still supports the student breach,* **or**

III. *the overseas student has chosen not to access A/ST internal complaints and appeals process within the 20-working day period,* **or**

IV. *the overseas student has chosen not to access the external complaints and appeals process,* **or**

V. *the overseas student withdraws from the internal or external appeals processes by notifying A/ST in writing.*

Note: If the Student maintains 70% course attendance with Satisfactory Academic Course progress, the CEO may decide not to report the student, however, the student must make satisfactory attendance.

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Figure 1: **A figure describing students step-by-step process on Intention to Report (ITR)**

Figure flowchart:

- ITR is issued
  - Student does not contact or submit an appeal
    - After 20 days, CoEs are cancelled
    - Enrolment is finalised and SoA issued for units deemed competent pending payment
  - Student submits an appeal
    - Appeal is accepted
      - Student will need an Intervention Plan outlining the support strategies to be put in place
    - Appeal is rejected
      - Student must be provided with written reasons for the rejection, offered 10 days to submit external appeal

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Intervention Strategy and Process for Unsatisfactory Attendance

TIME POINT OF INTERVENTION

At a minimum the *intervention strategy will be activated* when the student reaches the following stages in class attendance:

- Failing to attend classes for more than **5 consecutive class days**
- Absence of class attendance reaching a threshold of greater than 10% (more than 20 hours out of 200 hours)

Intervention strategies and processes

AIST systematically assesses the student attendance on daily and weekly basis. When there is need for intervention, AIST invites the student for a chat via email and written correspondence, explicitly mentioning that Intervention Strategy has been activated. AIST Correspondence will be initiated by **Warning Letters.** The warning letters are intended to advise the student of the risk of not maintaining satisfactory attendance.

AIST will conduct a *diagnosis* as to what factors lead to poor course attendance. For example, the student may feel homesick; the student might face difficulties relating to accommodation, the student might not understand some aspects of the course etc. So, this step allows the Student to provide reasons explaining course attendance. Depending on the reasons provided, AIST's staff will help the student until the student maintains satisfactory attendance.

Intervention and assistance available

If the student *responds to warning letters in due time* and explains the reasons for falling behind in the course supported by documentary evidence; AIST will help the student using the following means:

a. AIST can provide **additional trainer/assessor contact.** In this case, the CEO, Assessor and the student agree on a method of trainer / assessor contact and put together the *Progress Improvement Plan (PIP).* The Trainer/ assessor maintains a log of daily/weekly support in the *PIP (log).* Finally, the trainer/ assessor maintains the Log of the Outcome of Additional Trainer Contact given. This is used for continuous improvement purpose and whether this kind of support will be useful compared to other support.

b. AIST can offer **extra classes** to the identified student (s) while giving the student the exact timetable for extra classes. This will allow the student to focus on their academic weaknesses while getting

individualised help from our trainers and assessors and other support staff. The Trainer/ assessor maintains

a log of daily/weekly support in the *PIP {log).* Finally, the trainer/ assessor maintains the Log of the **Attendance of Extra Classes** provided to the student as support. This is used for continuous improvement purpose and whether this kind of support will be useful compared to other support interventions.

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c. AIST trainers can provide extra off-campus support via maintaining contact. This will allow the student to gain immediate help so that they can progress in the assessment task. We believe that sometimes, even a little external guidance can help the student to finish the whole work. Slowly, the student can gain momentum in his / her independent task completion. The Trainer / assessor maintains a log of daily/weekly support in the *PIP {log).* Finally, the trainer / assessor maintains the Log of the **extra off-campus support, Skype and email** provided to the student as support.

d. AIST can make a **study group** for the student to encourage **more attendance.** This is a great way to study while collaborating as the group. In this case, the CEO, Assessor and the student agree on the timing and duration of **Study Group** and put together the *Progress Improvement Plan.* AIST trainer maintains the PIP log via *the PIP.*

e. AIST CEO can alter the Student's course length by adjusting study load on *eCoE.* This can only happen based on compassionate and compelling circumstances and significant documentary evidence:

- there are compassionate or compelling circumstances, as assessed by AIST CEO with verifiable evidence,
- AIST CEO has approved deferral or suspension of the overseas student's enrolment as per the Policy on Deferring, suspending or cancelling the overseas student's enrolment.
- AIST staff and trainer/assessors maintain the student progress and outcomes of adjusting study length in PIP.

f. AIST staff can provide personal and study counselling to help the student's **class participation.** Personal counselling example is:
- having a friendly chat with the student,
- helping the student to form a study group,
- referring the student to specialist external help if a serious condition has been identified,

g. AIST staff can assist students with personal **issues outside AIST.** For example, student accommodation problems, assistance with information regarding health professionals etc. AIST **CEO** will maintain the outcomes of provided support in *PIP* by asking the student if their problems are resolved.

h. AIST delegated staff member can make **transition support** available for students who are finding it difficult to adjust to the Australian environment. This support might include the appointed staff having a chat with the student, forming a group of like-minded students, referring students to their local communities outside AIST and around their suburb of accommodation. AIST **CEO** will register the outcomes of the provided support in *PIP* by asking the student if they feel adjusted to local life.

i. AIST staff can provide all or some of the above in some combination.

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Steps for the Intervention & Assistance processes

The following Table 1 provides detailed information to AIST students about the intervention steps.

STEP NO.	TABLE 1: STEPS OF IMPLEMENTING INTERVENTION POLICY	
1.	Student has responded to the intervention letter within time frame specified on the letter.	Student is expected to have a chat with the Staff members identified on the notice of Intervention.
2.	AIST Staff will **Diagnose** or **identify the** issues the student is facing. Documentary evidence is examined in order to prepare an PIP for the student. The staff member will gain evidence from the Student and anecdotal and attendance evidence from their trainers and assessors.	The Student will provide AIST staff with detailed reasons and documentary evidence in support of the reasons. Documentary evidence include medical certificate, other evidence of hard ships, evidence of personal or family issues that are beyond the student's scope of control. AIST staff will sensitively listen to the student's problems.
3.	AIST Staff will ask the student as to how AIST can bring the student back on track with **course attendance.**	This is the student's opportunity to tell the staff about how he / she can be helped. We believe that the student is the best judge of how they can be helped.
4.	Once, the student provides their expectations as to how AIST can help them, AIST staff will align the available support with the support the student expects.	This is the student's time to collaborate with AIST's staff to agree on a **PIP.**
5.	AIST Staff and the identified student make a **PIP** while collaborating with each other. However, the type of support will be negotiated with the student as per their needs and expectations on be individual basis.	A copy of **the PIP** is provided to the student. For example, the PIP will include what help is provided, how the help will be provided, who will provide the help and when the help will be provided. PIP will also include **short-term** and **long-term** goals for the student and AIST staff. In short, the PIP will have Timetable and goals of the plan.
6.	The PIP is executed and implemented.	Weekly goals and attendance percentiles are assessed by the Assessor and the student.
7.	If the **PIP** works, no amendment is made till the Student is on track.	Regular goals of the Support are met by the student and assessor till the student achieves satisfactory course attendance.

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8.	The student and AIST Staff make modifications to the PIP if the goals of the plan are not met for some reasons.	The student provides feedback and reasons for not meeting the goals of the PIP. The reasons are evaluated, and some modifications are made to the PIP.
9.	Once, the student has reached all milestones of the PIP, the student is re-assessed in course attendance.	Upon achieving satisfactory attendance, student Intervention including the PIP will be concluded.
10.	AIST Staff will alert its trainers and assessors to make some adjustments to the training and assessment strategies while adopting helpful strategies from the PIP.	The Student starts satisfactory attendance as per the eCoE.
11.	AIST Staff records all notes and re- assessment of attendance percentiles on the Student file and PRISMS (if and when applicable).	AIST Trainers and assessors and other support staff *consistently monitor* the identified student for class attendance.