VICTORIA UNIVERSITY
MELBOURNE AUSTRALIA

POLICIES AND ASSOCIATED PROCEDURES

POLICY NUMBER:	**POA110112000**
PREVIOUS POLICY NUMBERS:	**POA090212000** *(updated 12/01/11 via minor amendment)* This policy is the result of revision and combination of two previous policies: POA060207000 Student Assessment, and POA051121000 Student Progress
POLICY NAME:	**Student Assessment and Progress**
DATE APPROVED:	**10 January 2011**
POLICY TYPE AND CATEGORY:	**Academic (Academic and Educational)**
RESPONSIBLE OFFICER:	**Pro Vice-Chancellor (Teaching and Learning)**
FIRST EFFECTIVE DATE:	**22 February 2009**

1.0   PURPOSE

The purpose of this policy and its associated procedures is to set out the principles that will apply and the procedures for:

- Carrying out assessment for the purposes of certification by the University.
- Managing the progress of students through the various stages of any defined *program* of study except Doctoral programs and *programs* designated Higher Degree by Research (HDR).

The implementation of this policy is intended to ensure that:

- The University maintains consistent standards in assessment and management of progress across the breadth of its operations.
- The monitoring of student progress is carried out in a manner that is timely and efficient and ensures early identification and support for students having difficulties.
- All students have access to clearly defined, equitable and fair processes for handling matters in relation to assessment and progress issues.
- There are appropriate, clearly defined avenues of appeal against significant decisions.
- The University is compliant in matters relating to student assessment and student progress with all relevant legislative, Government and similar requirements.

2.0   BACKGROUND

Victoria University is a multi-sector university serving about 45,000 students with a portfolio of over 700 *programs* ranging from pre-apprenticeships to PhDs. The University's students come from a diverse range of socio-economic, educational, cultural and linguistic backgrounds and include indigenous Australians and students with special needs.

The University requires an assessment and student progress policy that enables and supports this diversity of *programs*, regulatory environments and students. This has been achieved by a single policy for coursework *programs* covering principles applicable across the whole University together with procedures specifying details of implementation of policy that acknowledge the distinct operational and regulatory requirements of the sectors. Doctoral and HDR *programs* are managed differently and covered in a separate policy.

3.0   DEFINITIONS

The definitions in this section apply throughout the entire Policy and Procedures. These are supplemented by additional specific definitions sections in each of the two sets of attached Procedures. Words defined in this Policy (but not those defined in attached Procedures) are italicised in the Policy text. Words defined in either Policy or a particular set of Procedures are italicised in that Procedure.

AQTF 2007: Australian Quality Training Framework (AQTF). The AQTF is a set of nationally agreed quality assurance standards for training and assessment services delivered by registered training organisations. See http://www.training.com.au/aqtf2007/ for details and particularly AQTF 2007: Essential Standards for Registration and AQTF 2007: Users Guide to Essential Standards for Registration.

Designated Teaching Faculty: This is the Higher Education, Vocational Education or Further Education (VE/FE) Faculty, College or other similar functioning teaching unit designated by the University as having overall responsibility for a particular *program*. In the case of multi sector, cross-disciplinary or other special awards the University may designate that two or more such teaching units share responsibility.

Department of Immigration: The Commonwealth Government Department with responsibility for immigration matters (currently the *Department of Immigration* and Citizenship (DIAC)).

Faculty: Includes any Higher Education, Vocational Education or Further Education Faculty or VU College or similar functioning major teaching unit created by the University for the teaching and management of its *programs*.

Faculty Leader: An Executive Dean, Executive Director or Dean of VU College or other person occupying an equivalent position in a *faculty* or similar teaching unit or person acting in such a role during the absence of the *Faculty Leader*

Learning Outcome: A statement identifying what students should have achieved as a result of successfully completing a *unit*. The term includes elements of competency.

Natural Justice Principles: The principles of *natural justice* that decision makers under this policy must follow can be broadly summarized as follows:

(a) All parties to the matter(s) in dispute, including respondent(s), shall have a right to be heard before a decision is made, including the right to respond to any statements or evidence that may prejudice their case.
(b) All relevant submissions, information and evidence to be considered by the decision-maker should be disclosed, where requested, to all parties to the complaint prior to the hearing. Matters that are not relevant shall not be taken into account by the decision-maker.
(c) The decision maker/s shall not be biased or appear to be biased (by a reasonable and informed bystander) nor have a vested interest or personal involvement in the matter being considered.
(d) In addition to these principles of *natural justice*, there should be no undue delay in responding to complaints or appeals and all parties to such matters under this policy shall have the right to a representative of their choice, other than a currently practicing solicitor or barrister (except in extraordinary circumstances at a hearing with the prior leave of the Chair)

Program: A course or other set of subjects, *units* of study/competency or other defined work requirements, the completion of which makes the student eligible for the granting of an Award or other

formal record of achievement by the University or some other body on whose behalf the University is conducting the *program*.

Unit: A *unit* of study, subject, unit of competency, module or other similar component of a *program* that has an allocated identification code and is given a result which appears in a student's record. This term includes *units* offered by the University as part of its own *programs* or as part of a *program* conducted on behalf of another body.

Unsatisfactory Progress: Where a student fails to meet defined required minimum standards for progression in a *program* or fails to comply with a valid conditional enrolment agreement or other requirement, progress may be deemed to be unsatisfactory. Information on minimum standards for progression in coursework *programs* is contained in the attached Procedures.

4.0   KEY WORDS

Assessment, *learning outcomes*, moderation, validation, result, grade, conceded pass, supplementary assessment, special consideration, student progress, *unsatisfactory progress*, at risk, Assessment and Student Progress Board, appeal

5.0   POLICY

5.1 Introduction

Student Assessment has a profound effect on the quality of student learning. Decisions about assessment therefore lie at the heart of teaching and learning. In designing assessment systems it is necessary to focus on the effect assessment tasks have on student learning (assessment for learning) as well as the effectiveness of those tasks in assessing what has been learned (assessment of learning). The University is also aware of the importance of formative and diagnostic assessment in supporting student learning. This policy focuses on these aspects of assessment as well as on essential requirements for how assessment is conducted and managed. The policy pays particular attention to ensuring equivalence in assessment and consistency in criteria and standards used in making assessment judgments, no matter where or how that assessment occurs. This includes assessment outcomes determined through recognition of prior learning which is an assessment process which must be fair, transparent and consistent. Students may apply for RPL to become eligible for entry into a course or for the award of credit in a course leading to partial completion of the requirements for that course.

The University's approach to monitoring progress places students at the centre of the process and encourages them to work together with staff to reflect upon their progress in a purposeful and critical way. In doing so, students are encouraged to own their learning experience so that they can shape supportive strategies best suited to meeting their personal objectives.

This policy applies to all *programs* offered by the University, (excluding Doctoral and HDR degrees), as well as *units* that are taken individually rather than as part of a *program*. The concepts involved in assessing student progress need to be interpreted in a manner that is reasonably aligned with the length of the *program*. For single *units* or *programs* that are of six months duration or less, the general policy principles and focus for an educative and enabling approach leading to positive *learning outcomes* will apply.

5.2 Assessment

5.2.1   For each *unit*, students shall have access to documentation (e.g., Unit Guide), prepared in accordance with any University and relevant *Faculty*/College/School requirements, which includes a clear statement of the intended *learning outcomes,* details of assessment to be undertaken or performance criteria, information about recognition of prior learning and the requirements for satisfactory completion/competency.

5.2.2   Assessment should be based on specified explicit criteria (criterion-referenced assessment).

Students should be provided with information on criteria and requirements for satisfactory completion / competency before any assessment. The University does not support assessment decisions made solely on the basis of student performance relative to that of the rest of the cohort (norm-referenced assessment).

5.2.3   Feedback on assessment must be provided to help students understand how well they are learning and where they need to improve. This feedback needs to be prompt, informative and constructive.

5.2.4   Assessment practices must be fair, equitable and transparent and be applied across all assessment modes. Information on assessment tasks should be clear, concise and informative. Consistent information should be provided to all students. All students must be provided with reasonable opportunities to demonstrate achievement of intended outcomes.

5.2.5   Assessment practices must be appropriate, consistent and reliable. There must be consistency in criteria and standards for assessment across all individuals involved in the assessment no matter where or how a *unit* is offered.

5.2.6   To ensure that criteria and standards are applied consistently in making assessment judgments and also that the criteria and standards used are appropriate for that level of education, group of students and assessment content, all *units* must incorporate assessment moderation and validation procedures.

5.2.7   Assessment practice must be clearly aligned with planned *learning outcomes* including generic outcomes such as graduate capabilities or employability skills. The design of assessment tasks must reflect the *learning outcomes* specified for the *unit* and assessment should incorporate a range of types or modes of assessment appropriate to the nature of the *unit*, method of delivery and the students involved.

Wherever appropriate, the assessment tasks should be informed and assessed by undertaking activities through learning in the workplace and community.

5.2.8   The University has the final responsibility for summative assessment of University *units* and *programs* even when assessment is performed by external assessors.

5.2.9   Academic honesty is an essential foundation for student assessment.   Students must ensure that the work they submit for assessment is their own and that they acknowledge the work of others appropriately. Assessors must ensure that students receive feedback on and due credit for their work (see Academic Honesty and Preventing Plagiarism Policy and *AQTF 2007* requirements for authenticity).

5.2.10 *Faculties* will ensure the confidentiality of any student work submitted for assessment as well as the results and feedback arising from that assessment. In addition, student work must not be used as teaching or research material without the approval of the student(s) and/or *Faculty* Human Research Ethics Committee where appropriate.

5.2.11 *Faculties* will ensure that results of assessment are recorded in a systematic, timely and accurate manner and that students are advised promptly of their results.

5.3 Student Progress

5.3.1   The University's approach to dealing with student progress applies to all award *programs* and is premised on the principles of:
- Provision of entry processes that ensure best fit placement of a student to a *program*.
- Early identification of students not making satisfactory progress.
- Responsive communication.
- Supportive intervention.
- Tracking and reporting.
- Open and fair processes and transparent decision making.
- Continuous improvement.

5.3.2   The *Designated Teaching Faculty* is responsible for all matters involving the administration, monitoring and management of student progress in a given *program* in accordance with this policy and its associated procedures.

5.3.3   *Faculties* should provide a supportive teaching and learning environment that gives students every opportunity to make satisfactory progress. *Faculties* must ensure that students receive timely feedback on performance and progress.

5.3.4   The University expects students to be committed to their learning, including taking responsibility for monitoring their own progress. This means that students have a responsibility to understand the structure of their *program* and the requirements for satisfactory progress. Students should make use of the assessment criteria that they are given, incorporate feedback into their learning and provide teaching staff with feedback on their assessment practices to inform the teaching process.

5.3.5   In order to enhance the overall level of student progress, the University will provide support to staff and students to develop appropriate strategies, programs, services and processes to help overcome problems or improve standards.

5.3.6   Unsatisfactory Progress

5.3.6.1   Any decisions made or actions taken in accordance with this policy shall, where possible, take into account the individual circumstances presented by the student. Relevant student records and evidence of previous results and supportive interventions should be available at every stage of the process.

5.3.6.2   Student progress procedures will incorporate reasonable provisions for appeal of decisions.

5.3.6.3   The principles of *Natural Justice* will apply in all formal *unsatisfactory progress* proceedings. Non-compliance with, or non-attendance at, proceedings by a student will not be grounds for delay or invalidation of decisions.

5.3.6.4   Where formal *unsatisfactory progress* proceedings are implemented, these must allow for student representation at all stages of the process, principally by a Student Adviser from the Student Services Department and/or any other person nominated by the student (for possible exclusions see definition of *Natural Justice Principles*).

5.3.7   Overseas students studying in Australia on a student visa

5.3.7.1   Any determination involving the alteration of an onshore international student's enrolment status as a consequence of *unsatisfactory progress* must be compliant with the requirements of the Education Services for Overseas Students (ESOS) Act 2000 and National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (the National Code).

5.3.7.2   All decisions and subsequent actions on student progress with respect to onshore international students must be taken in consultation with Victoria University International (VUI) in order to ensure adherence to reporting and other requirements under the National Code and the *Department of Immigration*.

5.3.8   The spirit and intent of this policy and its associated procedures will be communicated to all offshore partners associated with the delivery of Victoria University *programs*.

5.4 Regulatory Requirements for Onshore International Students

The University will comply with the ESOS ACT 2000, the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students and for Vocational Education and Further Education (VE/FE) onshore international students only, the DEEWR-DIAC Student Progress Policy and Procedures for CRICOS Providers of VET Courses.

In the event of any conflict between the ESOS ACT 2000, the National Code, DEEWR-DIAC Student Progress Policy and Procedures for CRICOS Providers of VET Courses and the University's Student Assessment and Progress Policy and Procedures, involving the fore mentioned documentation, the following will be the order of precedence:
- ESOS ACT 2000, National Code, DEEWR-DIAC Student Progress Policy and Procedures for CRICOS Providers of VET Courses

- The University's Student Assessment and Progress Policy and Procedures

6.0   PROCEDURES

Student Assessment and Progress Procedures (Higher Education) - Appendix 1
Student Assessment and Progress Procedures (Vocational Education and Further Education) - Appendix 2
Higher Education Recognition Procedures – Appendix 3
Vocational Education and Further Education Recognition Procedures – Appendix 4

The Procedures attached to this policy are subject to on-going review and approval of the Pro Vice-Chancellor (Teaching and Learning).

7.0   CONGRUENCE WITH LEGISLATION AND RELATED POLICIES

Education Services for Overseas Students Act 2000 (ESOS Act)
National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students
AQTF 2007
Victoria University Statute 6.3 – Assessment and Examination
Victoria University Statute 6.4.1 Unsatisfactory Progress
Learning and Teaching Policy
Academic Honesty and Preventing Plagiarism Policy
Core Graduate Attribute Policy
Learning in the Workplace
Student Feedback and Complaints Policy

8.0   ACKNOWLEDGEMENT

The following websites, policies and guidelines were accessed in the development of this policy and procedures or its predecessors.

www.usa.edu.au
Monash University – Faculty Academic Progress Committees – functions and procedures
University of Newcastle – Procedures for Review of Progress
The University of Sydney – Rules relating to Coursework (Rule 2000)
University of South Australia – Academic Review of Student Progress
ANU – Policy on Academic Progress in Undergraduate Awards
QUT – Unsatisfactory Academic progress and Exclusion
Charles Sturt University – Supporting CSU On-shore International Student Academic Progress
UNSW – Academic Standing
University of Queensland – Student Access to Feedback on Assessment

RMIT University – Academic Progress (Higher Education) – Unsatisfactory Progress
Swinburne University of Technology – Assessment and Appeals (Higher Education) and Assessment and Appeals (TAFE)
AQTF 2007

9.0   CONSULTATION

Extensive consultation has been undertaken as part of this policy review with a wide range of groups, organizational units and individuals.   Two principal reference groups (Higher Education and Vocational / Further Education) played a major role guiding, overseeing and providing input to the review process.

10.0 REVIEW

The Policy should be reviewed by 31 December 2013 (5 years of operation). The procedures are subject to ongoing review at the discretion of the Pro Vice-Chancellor (Teaching and Learning). It is suggested that the VE/FE Procedures be reviewed after one year of full operation. Reviews of procedures should include an analysis of evidence of compliance provided by *Faculty Leader*s.

11.0 ACCOUNTABILITIES

11.1   RESPONSIBILITY
Responsibility for implementation of this policy and its associated procedures rests with:
Pro Vice-Chancellor (Teaching and Learning)
Faculty Leaders
Heads of School.

11.2   IMPLEMENTATION PLAN

It is planned to have this modified policy and procedures fully operational within the Higher Education Vocational / Further Education sectors by the commencement of Semester 1 2009.

Faculty Leaders will produce individual implementation plans tailored to the needs of their *Faculty*.

11.3   TRAINING PLAN

Faculty Leaders will produce individual staff training plans for their *faculties*. The Centre for Innovation in Learning and Teaching (CILT) will collaborate with *faculties* in their training plans and provide assistance.

11.4   COMPLIANCE

Faculty Leaders will be responsible for compliance monitoring processes operating within their *Faculty* or College and regular sampling of the operation of this policy and procedures in *units* for which the *Faculty* is the *Designated Teaching Faculty*. *Faculty Leaders* will report the results of monitoring to the Faculty Board of Studies and the Pro Vice-Chancellor (Teaching and Learning) within three months of the end of each major teaching period.

11.5   EFFECTIVENESS OF THIS POLICY

The effectiveness of this policy and procedures will be gauged by the results of *faculty*/college monitoring of compliance with its requirements within Higher Education and Vocational/Further Education sectors. *Faculty Leaders* and Faculty Boards of Studies should be encouraged to suggest improvements to the Pro Vice-Chancellor

(Teaching and Learning).

12.0 POLICY ADVISER

Head of Unit, Quality Teaching and Innovation Unit, Teaching and Learning Support

13.0 FORMS

A number of forms and letter outlines are attached to the procedures. These are not part of the Procedures but merely an aid for users. Use of these is designed to ensure consistency of approach by *faculties* and in some cases details on forms are designed to aid compliance with external requirements such as the ESOS Act and the National Code.

14.0   APPENDICES

Appendix 1: Student Assessment and Progress Procedures (Higher Education)
Appendix 2: Student Assessment and Progress Procedures (Vocational Education and Further Education)
Appendix 3: Higher Education Recognition Procedures
Appendix 4: Vocational and Further Education .Recognition Procedures

POLICIES AND ASSOCIATED PROCEDURES

TITLE: **Student Assessment and Progress Procedures (Higher Education)**

DATE APPROVED
(if different to the policy):

MANAGER(S) RESPONSIBLE
FOR IMPLEMENTATION,
COMPLIANCE AND REVIEW: **Pro Vice-Chancellor (Learning and Teaching)**

1.0   DEFINITIONS SPECIFIC TO THE PROCEDURE

Note: These definitions are additional to those in the Policy section of this document. Those in the Policy section have not been repeated below.

The definitions in this section apply throughout the entire Higher Education (HE) Procedures but not in the Vocational or Further Education Procedures as terminology can be used differently in the sectors. These are supplemented by additional specific definitions sections in the Policy. Words defined in the Policy (but not those defined in attached Procedures) are italicised in the Policy text. Words defined in either Policy or the HE Procedures are italicised in that Procedure.

Academic Adviser: An academic staff member who has been assigned to be a point of contact for a cohort of students for the purposes of providing guidance and support on student progress matters.

Academic Standing: A five-level rating (Level 1 – Level 5) that characterises the state of a student's progress in a *program* (see Clause 4.3.1)

Exclusion: This is the cancellation of a student's enrolment in a *program*. The student may re-apply for entry into that *program* after a period of twelve (12) months.

Formal letter: The words "*formal letter*" means a letter by registered or express post to the current semester address of the student. This may be supported, but not replaced, by an email and/or sms to the student.

Hurdle Assessment Task: A *hurdle assessment task* is one that must be passed or completed to a specified level of performance before a student may pass or satisfactorily complete a *Unit*. The specified level of performance in such a task is mandatory irrespective of the level of performance in other components of the total assessment.

Moderation: A process of independent checking or verification by a properly qualified person.

Moderator: A suitably qualified academic or other person, appointed from within or outside the teaching unit by the relevant *Faculty Leader* or nominee to perform *moderation* or *validation*.

Modified Assessment: *Modified assessment* refers to an alteration of the nature of an assessment task or the manner in which it is undertaken in ways which maintain its integrity while ensuring that a particular student is not unnecessarily disadvantaged by some significant condition which is not under his/her control. Such conditions might include disability, temporary illness / injury or religious / cultural practice.

Program Coordinator: A Course Coordinator, Program Manager or any person given the responsibility for overall coordination and management of a *Program*. This term is used throughout this document so that a single term can apply to all sectors. There is no intention that any sector adopt this title for common use.

Progress Committee: A Committee set up by an Assessment and Student Progress Board to consider and make decisions concerning students identified as being at *Academic Standing* Level 5 (see Clause 4.3.3)

Special Consideration: *Special consideration* provisions in these procedures may allow a student to apply for supplementary assessment or some other form of consideration in situations where it can be demonstrated that assessment has been affected by some situation or circumstance beyond the student's control.

Student Advisor: A staff member of the Student Advisory Services who provides information, advice and referral services to students on key University issues and processes which impact on them, and where requested by students, represents them at meetings and hearings related to progress, grievances and discipline.

Suspension of Enrolment: This involves putting a student's enrolment in a *program* on hold for a pre-determined period not exceeding twelve (12) months. For international students this can have serious implications including cancellation of student visa and restrictions on returning to Australia and so this should not be done without prior consultation with *VUI*.

Unit Guide: A document giving information about a *Unit*, prepared in accordance with Clause 5.2.1 of the Policy, these Procedures and with any other requirements of the University or *Faculty*.

Validation: A process in which a suitably qualified *Moderator* appointed by the relevant *Faculty Leader* or nominee checks the *Unit Guide* for compliance with all relevant University and *Faculty* policies and requirements. The *Moderator* must check for compliance with section 5.2 of the Assessment and Progress Policy, compliance with the requirements of these Procedures and also that the details of assessment in the *Unit Guide* are appropriate to the nature of the content and stated *learning outcomes*.(Note: This definition applies to Higher Education only. Validation is defined differently in the VE/FE Procedures)

Victoria University International (*VUI*): This is the section of Victoria University with primary responsibility for managing the matters associated with recruitment of international students including maintenance and care for international students studying in Australia. It has principal responsibility for reporting and compliance issues associated with such students. There are many references to the need to seek advice of *VUI* before taking unsatisfactory performance action for international students. A convenient initial contact can be made through vuicompliance@vu.edu.au

2.0   REVIEW TIMELINE FOR PROCEDURES
These procedures are subject to ongoing review by the Pro Vice-Chancellor (Teaching and Learning) and should be reviewed by 31 December 2013 (5 years of operation).

3.0   PROCEDURES ADVISER
Head of Unit, Quality Teaching and Innovation Unit, Teaching and Learning Support

4.0 THE PROCEDURES

4.1 MANAGEMENT STRUCTURES FOR STUDENT ASSESSMENT AND PROGRESS

4.1.1 *Unit* and *Program Coordinators*

4.1.1.1 The *Faculty Leader* or nominee (e.g. relevant Head of School) will ensure suitably qualified coordinators are appointed for all *Units* offered by the *faculty* and for all *programs* for which the *faculty* is the *Designated Teaching Faculty*.

4.1.2 Assessment and Student Progress Boards

4.1.2.1 The *Faculty Leader* or nominee will ensure that Assessment and Student Progress Boards (ASPBs) are set up to consider results for each *program* for which the *faculty* is the *Designated Teaching Faculty*. Such Boards may be set up at Department, School or *Faculty* level

4.1.2.2 As part of the overall teaching quality management of the *faculty*, the ASPB will consider overall student performance in all *Units* and satisfy itself that *Units* are operating satisfactorily. *Unit* results will not be finalised until approved by the ASPB. Where the ASPB is not satisfied with some aspect of the conduct or assessment of a *Unit* it may direct some action(s) be taken before results are finalised.

4.1.2.3 The ASPB is responsible for:

4.1.2.3.a.1 Reviewing and finalizing the results recommended by *Unit Coordinators*.

4.1.2.3.a.2 Reviewing the progress of individual students.

4.1.2.3.a.3 Identifying students for follow up action, including supplementary assessment, consideration of possible conceded passes and referral to Student *Progress Committees*.

4.1.2.3.a.4 Deciding on applications for *Special Consideration*.

4.1.2.3.a.5 Establishing Student *Progress Committees*.

4.1.2.3.a.6 Monitoring and acting, where appropriate, on assessment *moderation* results.

4.1.2.3.a.7 Monitoring the assessment performance of *Units*

4.1.2.3.a.8 Other matters as required by the Faculty Board of Studies

4.1.2.4 The membership of the ASPB includes:

4.1.2.4.a.1.1 All *Program and Unit Coordinators* in areas covered by the academic unit at which level the ASPB is constituted.

4.1.2.4.a.1.2 A Chair appointed by the *Faculty Leader* or nominee; normally the Head of the Academic Unit level at which the ASPB is constituted. The Chair may delegate this role to another member of the fulltime academic staff.

4.1.2.4.a.1.3 Secretarial and administrative assistance for the ASPB will be provided in a manner determined by the *Faculty Leader* or nominee.

4.1.2.5 Meetings of the ASPB

4.1.2.5.a.1 The ASPB will meet at least twice per year.

4.1.2.5.a.2 The quorum for meetings is the Chair or nominee and at least one *Program Coordinator* and four *Unit Coordinators*.

4.1.2.6 The ASPB will report to the Faculty Board of Studies as follows:

4.1.2.6.a.1 Minutes of meetings (where necessary names may be omitted to preserve privacy).

4.1.2.6.a.2 Statistics covering enrolments, assessment results and student progress issues for each *Unit* and *Program* at least once per year.

4.1.3 Progress Committees

4.1.3.1 An ASPB may set up *Progress Committee(s)* as required to investigate and make decisions concerning students identified as making *unsatisfactory progress* at Level 5. The *Progress Committee* will comprise:

4.1.3.2 Onshore *Progress Committee*:

4.1.3.2.a.1.1 A Chair, who is a senior member of the fulltime academic staff not involved in the student's *program*, nominated by the *Faculty Leader* or nominee.

4.1.3.2.a.1.2 The *Program Coordinator* or other member of the fulltime teaching staff who teaches in the *program*.

4.1.3.2.a.1.3 Three members of the teaching staff who teach in the *program*.

4.1.3.3 Offshore *Progress Committee*:

4.1.3.3.a.1　A Chair who is the Head of School / Department or equivalent person in the offshore institution, nominated by the *Faculty Leader* or nominee.

4.1.3.3.a.2　The Victoria University *Program Coordinator* or a fulltime member of the teaching staff of Victoria University who teaches in the *program*, nominated by the *Faculty Leader* or nominee.

4.1.3.3.a.3　Two members of the teaching staff of the offshore institution who teach in the *program*.

4.1.3.4 A quorum for a *Progress Committee* meeting is 3 which must include the Chair and a fulltime member of Victoria University staff who teaches in the *program*.

4.1.3.5 All reasonable efforts should be made to have both genders on *Progress Committees*.

4.1.3.6 *Progress Committees* convened to consider student progress for dual sector or combined degrees should have a composition that appropriately reflects the different elements.

4.2　ASSESSMENT

4.2.1　Assessment Quality

4.2.1.1 *Faculty Leader*s are responsible for ensuring that processes are in place to both assure the quality of the assessment process for *Units* and *Programs* offered by their *Faculty* and support the continuous improvement of assessment in the *Faculty*

4.2.2　Attendance

4.2.2.1 The University does not generally support attendance being used as a mandatory requirement for satisfactory completion of *Units*. However it does recognize that there are situations in which this may be necessary. A *Unit Coordinator* may impose an attendance requirement in one or more components of a *Unit* provided both conditions listed below are satisfied:

4.2.2.1.a.1　The attendance requirement(s) and any penalty for non-compliance have been approved by the relevant Faculty Board of Studies.

4.2.2.1.a.2　The attendance requirement(s) and any penalty for non-compliance are properly detailed in the *Unit Guide* provided to students at the start of the *Unit*.

4.2.3　*Unit Guides* and *Validation*

4.2.3.1 All *Units* must have *Unit Guides*. The content and format of *Unit Guides* must be in accordance with this Policy and Procedures and any current requirements of the University and *Faculty* responsible for the *Unit*.

4.2.3.2 *Unit Guides* must be made available to students at the start of any *Unit* and should also be available on any *Unit* web site.

4.2.3.3 *Unit Guides* must be validated at least once every 12 months or whenever the stated *learning outcomes* or assessment tasks are substantially changed. This *validation* will be performed in accordance with procedures defined by the responsible *Faculty*. At that time student feedback on *Units* since the last *validation* should be considered and changes incorporated where it is clear that improvements can be made to the *Unit*. Significant changes may require prior approval through the relevant University processes for major or minor changes to *Programs* and *Units* as well as consideration of any issues relating to the University handbook.

4.2.3.4 While the responsible *Faculty* will define the details of how *validation* is carried out, in considering the proposed assessment it would normally ensure the following:

4.2.3.4.a.1.1　The assessment tasks are clearly defined and fair in that all students are given reasonable opportunities to demonstrate what they have learned.

4.2.3.4.a.1.2　The assessment tasks are consistent in that, for *Units* being conducted at multiple sites, equivalent tasks are used in different places and at different times.

4.2.3.4.a.1.3　The assessment tasks, including any hurdle tasks, are aligned with the planned *learning outcomes*.

4.2.3.5 *Validation* may be performed by an individual assigned by the *Faculty Leader* or nominee or may be undertaken by a group of staff acting in a "collegiate" manner to validate a number of *Units* where this is considered to have advantages for the linking (e.g. Psychology 1, 2, 3) or simultaneous operation of *Units* (e.g. a group of *Units* which commonly comprise a particular semester of study in a *program*). The person(s) performing the *validation* must sign off on, or provide a report in a required format for, the completed *Unit Guide(s)*. The *Faculty Leader* or nominee should ensure that appropriate records are kept of *Unit Guides* and *validation*.

4.2.3.6 *Unit Guides* are intended to play a central role in ensuring that the University provides quality teaching and learning for its students. They are intended to contain proper and useful detail of matters such as aims and objectives, content, delivery and assessment of *Units* for the coming teaching period which can be relied on by students. Details such as type, weighting and timing of assessment should be provided at the start of the *Unit* and should not be able to be changed after the *Unit* has commenced. While this is intended to be the norm, it is not possible to mandate such a requirement as there are legitimate circumstances, such as late arrival or appointment of teaching staff to the *Unit*, where it might not be possible. *Faculty Leaders* or their nominees will be responsible for ensuring that Faculties and Schools comply with the spirit of this clause and in particular ensuring that systematic or unnecessary inclusion of vague or incomplete details of assessment in *Unit Guides* does not occur. Faculties and Schools should have processes which prohibit changes to details of assessment after the commencement of *Units* without agreement of the *Faculty Leader* or nominee and consultation with affected students.

4.2.4 Assessment *Moderation*

4.2.4.1 The *Faculty Leader* or nominee will appoint suitable assessment *moderators* for all *Units* for which the *faculty* is responsible.

4.2.4.2 *Moderation* is a two stage process. In stage 1 the *moderator* will check major assessment items before use. In stage 2 the *moderator* will check, or oversee the checking process, for appropriate and consistent marking of these items after completion by students (see below for details). In moderating major assessment items prior to use, the *moderator* will ensure that the assessment processes are consistent with the *Unit Guide* and appropriate.

4.2.4.3 All mandatory hurdle assessments or assessment items contributing 25% or more to the *Unit* outcome must be moderated prior to use. The *Moderator* should check for absence of errors as well as consistency of content and level of difficulty with the nature of the *Unit* and *Unit Guide*. The *Moderator* shall be supplied with assessment criteria, marking or grading scheme and where possible written solutions or other written information on what is intended to constitute acceptable answers.

4.2.4.4 All completed mandatory hurdle assessments or assessment items contributing 25% or more to the *Unit* outcome (other than those involving laboratory experimentation) must also be moderated after completion by students and before marks or grades are finalized. *Moderation* will normally take the form of independent assessment by the *moderator* of a sample of assessment items from students. The sample size is determined by the *Faculty Leader* or nominee and is dependent on the nature of the assessment and should reflect the number of students, sites and assessors involved in the assessment.

4.2.4.5 Marks or grades must not be altered as a result of independent assessment of only a sample of assessment items. Problems identified at *moderation* stage may be corrected by re-marking of an appropriate section(s) of all student assessments. Where it is believed an issue may exist which cannot be resolved between the assessor and *moderator*, the *Faculty Leader* or nominee will be responsible for devising and putting in place a process designed to resolve the specific problem.

4.2.4.6 Where possible a single person will be responsible for all *moderation* of a *Unit's* assessment and, where relevant, *validation* of the *Unit Guide*. However, nothing in this clause should in any way restrict the *Faculty Leader* or nominee using some form of "collegiate" process where a group of staff jointly moderate a set of *Unit* assessments, provided the essential elements of these *moderation* requirements are complied with and an appropriately qualified member of the group signs off on, or provides a *moderation* report, for each *Unit*.

4.2.4.7 The *Moderator* should sign off on the results or provide a *moderation* report for components of assessment that have been moderated. The *Faculty Leader* or nominee should ensure that appropriate records are kept of *Unit moderation*.

4.2.4.8 Whenever a *Unit* is conducted at a new location, the *Faculty Leader* will put in place such additional arrangements as are sufficient to ensure comparable standards apply in the conduct and assessment of the *Unit*

4.2.4.9 Where a *Faculty Leader* is of the opinion that the above assessment *moderation* procedures are not practicable in a particular *Unit* because of the large number of students enrolled or the nature of the assessment undertaken, he or she will be able to substitute alternative procedures provided that

    a)   the alternative procedures are consistent with the Assessment and Progress Policy; and

    b)   the alternative procedures provide in their own way the essential elements of the assessment *moderation* procedures above; and

    c)   the assessment *moderation* procedures are documented and the Faculty Board of Studies is informed.

4.2.5   Result and grade sets

4.2.5.1 The use of graded or non-graded assessment will normally be determined at the time of course development or review. At that time a rationale for the choice will be provided.

4.2.5.2 Non-graded assessment (pass/fail or competency-based assessment) of a *Unit* may be appropriate if it is

    4.2.5.2.a.1 not possible to define appropriate criteria to distinguish between levels of satisfactory performance; or

    4.2.5.2.a.2 not practicable or meaningful to distinguish between levels of satisfactory performance; or

    4.2.5.2.a.3 based on a competency model of assessment.

4.2.5.3 Where a combination of competency-based assessment and graded assessment is used, grades of pass and above may only be used when the required competency has been achieved.

4.2.5.4 Grades for *units* using graded assessment in undergraduate or postgraduate *programs* are as follows:

Notation	Grade definition	Percentage range
HD	High Distinction	80%-100%
D	Distinction	70%-79%
C	Credit	60%-69%
P	Pass	50%-59%
N	Fail	0%-49%

4.2.5.5 Results for *Units* using Pass / Fail Assessment:

Notation	Grade Definition
S	Ungraded Pass
U	Ungraded Fail

4.2.5.6 Results for *units* using competency-based assessment

Notation	Grade Definition
PP	Achieved Competency
NN	Competency Not Achieved

4.2.5.7   Grades for honours years, honours degrees and degrees with honours

Notation	Grade Definition	Percentage Range
H1	First Class Honours	80% - 100%
H2A	Second Class Honours, Upper	70% - 79%
H2B	Second Class Honours, Lower	60% - 69%
H3	Third Class Honours	50% - 59%
N	Fail	0% - 49%
S	Ungraded Pass	

4.2.5.8   Additional Notations:

Notation	Definition
CE	Joint *Program* / Complementary Enrolment
L	Not Yet Assessed – Special Cause (an L grade must be converted to a final result within one semester and prior to the commencement of the following academic year, otherwise assessment automatically lapses to a fail)
E	Supplementary examination assessment to be completed (an E grade must be converted to a final result within one semester and prior to the commencement of the following academic year, otherwise assessment automatically lapses to a fail)
PC	Conceded Pass
RO	Result Outstanding
SC	Satisfactory Completion of Class Hours
SE	*Unit* Exemption / Credit Transfer
SR	Recognition of Prior Learning / Recognition of Current Competence
UC	Unsatisfactory Completion of Class Hours
UM	Fail - unsatisfactory completion of a mandatory component of assessment
WD	Withdrew – without academic penalty
WN	Withdrew - failed
X	Continuing *Unit*

4.2.6   *Special Consideration*

4.2.6.1 In order to be eligible for *Special Consideration*, the student must complete a *Special Consideration* Application and submit it to the relevant *faculty* office. Where this application relates to a specific assessment task, it must be submitted within 3 working days of the due date for the assessment task. Where an application is more general and relates to problems experienced during the *Unit*, the application must be submitted as early as possible and no later than the end of the teaching period of the semester. Under exceptional circumstances, the Chair of the ASPB may waive these time requirements.

4.2.6.2 Provisions for *Special Consideration* will be consistent across all *programs* in the Higher Education Sector of the University.

4.2.6.3 Situations which may lead to an application for *Special Consideration* could include:

- Sudden ill health or injury of the student.

- An adverse event relating to the student, a family member or close associate of the student.

- Curtailed period of time for an assessment task, such as late arrival at an examination, through no fault of the student.

- Less than optimal conditions while addressing an assessment task that significantly disadvantage the student, where these conditions could not be improved.

- A situation where an application for *modified assessment* is successful but arrangements could not be made before the assessment was conducted.

4.2.6.4 Applications for *Special Consideration* must be accompanied by relevant supporting documentary evidence (e.g. Police report, death notice or certificate, letter from a minister of religion or statutory declaration) or a written document / certificate from a relevant professional practitioner that explicitly articulates that *Special Consideration* is warranted.

4.2.6.5 In order to protect the privacy of the student, the information provided about the event / condition will remain confidential to those involved in assessing and processing the application .

4.2.6.6 Students should receive formal acknowledgement of receipt of an application for *Special Consideration* and advice as to what further action is proposed by the *faculty*. Generally this will simply be that it will be considered by the ASPB when it meets to review results.

4.2.6.7 The *Unit* and/or *Program* Coordinators will assess an application and make a recommendation to the ASPB to assist it in making a decision. The ASPB may accept, partially accept or reject a claim. It will also determine what remedy, if any, is offered to the student. Such remedies may include, but are not limited to, supplementary assessment or an alteration to the mark or grade allocated to the *Unit*.

4.2.6.8 The student will be formally advised of the decision of the ASPB within 5 working days of the decision being made. If the claim is disallowed the student will be advised of the reason(s) for disallowance and the result that will be recorded in the *Unit*. The student will also be provided with information on how to appeal the decision.

4.2.6.9 The student may appeal to the *Faculty Leader* within 5 working days of written notification of the outcome of an application. The *Faculty Leader* or nominee will then institute a process to review the original decision and decide the outcome of the appeal. The decision of the appeal will be final. This finality of appeal does not affect a student's ability to initiate further action on relevant matters under the Student Feedback and Complaints Policy

4.2.7 Supplementary Assessment

4.2.7.1 Supplementary assessment (or re-submission) is a form of second chance assessment which may be offered to students who have marginally failed a *Unit*. Supplementary assessment may also be offered when a student is unable to complete an assessment task due to an event, condition or circumstance(s) not under the student's control.

4.2.7.2 Except as provided in clauses below, supplementary assessment will normally be available in all *units* of study. Where supplementary assessment is not made available, students must be advised of it in the *unit guide*. Where supplementary assessment is made available in an unusual or non-standard way or under unusual or non-standard conditions, notice of its availability, the conditions under which it may be offered and the grade set used for supplementary assessment must be included in the *unit guide*. Nothing in this clause will prevent a student being offered supplementary assessment as a result of a successful application for *Special Consideration* or Special Examination.

4.2.7.3 ASPBs will offer supplementary assessment in *Units* as required by the relevant *Faculty Leader* or person specifically nominated by the *Faculty Leader* to determine such requirements. As a guide it would be expected that supplementary assessment would be available at least in *Units* which are part of the early stages of a *program* (e.g. a *faculty* may decide that supplementary assessment must be made available in all first year *units*) or for *Units* where a student has been granted *Special Consideration* or a Special Examination. When available, supplementary assessment will be provided to students whose performance meets any of the following conditions:

4.2.7.3.a.1 A total *Unit* assessment mark of 45% - 49% (or equivalent results in ungraded *units*). Students failing to sit for a final examination as part of a *Unit* assessment task will not be eligible unless they have proceeded and received approval in accordance with the provisions for Special Examination (below) and/or *Special Consideration*.

4.2.7.3.a.2 A student being unable to undertake or complete an assessment task due to an event, condition or circumstance(s) not under the student's control (as defined in the *Special Consideration* procedures).

4.2.7.4 In the case of 4.2.7.3.b) only, the student must apply to the *Unit* Coordinator for *Special Consideration* within 3 working days of the due date for the original assessment. If the assessment is an examination, the student must instead complete a Special Examination application and submit it to the relevant *faculty* office within 3 working days of the examination as required in the Examination Rules. The *Unit Coordinator* or *Program Coordinator* may waive the 3 day requirement when circumstances make this impractical.

4.2.7.5 While supplementary assessment is awarded based on the total *Unit* mark or grade, the actual assessment may be for one or more of the tasks that are part of the *Unit's* total assessment or for all of the assessment tasks of that *Unit*. Generally, where the supplementary assessment is only for a subset of *Unit's* assessment tasks, these assessment tasks will be those for which the student has not achieved a satisfactory grade or met minimum requirements. The choice of tasks is at the discretion of the *Unit* or *Program Coordinator* or the ASPB. As an example, if a student did well in an exam but badly in some other components of the assessment then one would not simply make the supplementary assessment another exam.

4.2.7.6 Supplementary assessment may take the form of a Special Examination, an assignment, an oral examination or any other appropriate assessment instrument within the particular discipline, with the proviso that the supplementary assessment task(s) must be equivalent, though not necessarily identical, to the initial assessment task(s).

4.2.7.7 Students will be formally advised as soon as is practicable that they have been offered supplementary assessment and the form of the supplementary assessment task(s). If the supplementary assessment takes the form of an examination, the time and place of the examination will be provided a minimum of 3 working days before the examination takes place. Where the supplementary assessment takes another form, the *Unit Coordinator* will provide information to the student on the assessment task and its required completion date as early as possible.

4.2.7.8 Students offered supplementary assessment will be awarded grades in accordance with the following conditions:

4.2.7.8.a.1 Where a student is offered supplementary assessment for an individual assessment task which is a component of the original total assessment, the maximum mark allocation will be 50% of the original mark allocated for that assessment task (exemption may apply under Special Examination / *Special Consideration*).

4.2.7.8.a.2 Under 4.2.7.3.a) above, the highest grade which can be awarded for supplementary assessment will be the pass grade which in turn will only attract an aggregate (total) score of 50%.

4.2.7.8.a.3 Where a supplementary assessment is offered under 4.2.7.3.b) above, the full grade set and / or mark will be used for that assessment task and the *Unit*.

4.2.7.9 Supplementary assessment results should be reported in a timely manner so as not to disadvantage student progress. *Faculty Leaders* or nominees should ensure that the whole process of assessment, progress meetings/hearings and appeals are conducted as quickly as possible and, in other than exceptional circumstances, are completed early enough to not prejudice a student's ability to properly enroll for the subsequent semester..

4.2.7.10 Special provisions for *hurdle assessment tasks*: Where the assessment in a *Unit* includes one or more *hurdle assessment tasks*, a *Faculty Leader* or nominee may decide to allow supplementary assessment in these tasks even if the total mark for the *Unit* is not within the range 45% - 49%. The mark and grade set used for the final *Unit* assessment is also at the discretion of the *Faculty Leader* or nominee. The full details of how such hurdle supplementary assessments will operate and the mark and grade sets to be used must be included in the *Unit Guide*.

4.2.8 Modified Assessment

4.2.8.1 Provisions for *modified assessment* must exist and should, where possible, be consistent across all *programs* in a *Faculty*. These provisions must be consistent with these Assessment and Progress Procedures and should cover processes for making applications, considering applications and appeal against decisions. A *Faculty* may choose to have students apply through a Disability Services Unit or similar University unit in order to receive specialized advice on applications. Provisions for making applications should be readily available to students via suitable documentation or reference to a web site. No amendments should be made with effect earlier than the commencement of the following academic year.

4.2.8.2 In order to be eligible for *modified assessment* the student must make application in the prescribed manner within the first 3 weeks of the commencement of the semester and before any assessment task that is proposed to be modified. Where a condition that requires a modification in an assessment task is established later in the semester, a later application will be accepted if it takes place before the assessment task begins and there is enough time for appropriate arrangements to be put in place.

4.2.8.3 The application for *modified assessment* must be supported by suitable documentation from a relevant authority. It should explicitly address the need for modification and the nature of modifications that are proposed to address the problem with the normal assessment.

4.2.8.4 *Faculty* provisions will normally involve consideration of applications by the relevant *Unit* and *Program Coordinators* and any other individuals as required by the *Faculty Leader* or nominee to ensure that any proposed modification to assessment will not compromise assessment of the *learning outcomes* that the task is designed to assess.

4.2.8.5 Modification of assessment tasks must not impact on judgments about the merits of the student's performance, neither penalizing nor advantaging the student. Modification of assessment tasks is at the discretion of those nominated to make such decisions within the relevant *Faculty* provisions (e.g. the *Program Coordinator*) and, if allowed, must be reported to the ASPB. Suitable adjustments might include:

- The use of special equipment.

- The support of a scribe.

- The provision of a rest room.

- The provision of supervised break periods outside an examination venue.

- Variation in communication mode. For example, an oral process instead of a written one.

- Any modifications suggested as suitable for a particular student by a suitable or relevant authority (Disability Officer, relevant practitioner or community / religious leader (in the case of cultural / religious practice)

4.2.8.6 The student must be informed in writing about the outcome of an application for *modified assessment* as soon as possible. Appropriate documentation concerning the application and outcome should be attached to the student's file.

4.2.8.7 The student may appeal to the *Faculty Leader* within 5 working days of written notification of the outcome of an application. The *Faculty Leader* or nominee will then institute a process to review the original decision and decide the outcome of the appeal. The decision of the appeal will be final and the student must be advised of the decision in writing. This exhaustion of avenues of appeal does not affect a student's ability to initiate further action on relevant matters under the Student Feedback and Complaints Policy

4.2.9 Conceded Pass

4.2.9.1 A conceded pass is a terminal Pass and cannot satisfy a prerequisite requirement

4.2.9.2 A conceded pass will only be offered where all the following conditions apply:

4.2.9.2.a.1 The student has achieved a mark of 45% - 49% in the *unit*.

4.2.9.2.a.2 The student has completed all summative assessment tasks for the *unit*.

4.2.9.2.a.3 Conceded passes must contribute no more than 24 credit points towards the completion of a 3 year *program* and no more than 36 credit points towards the completion of a 4 year *program*.

4.2.9.2.a.4 Awarding a conceded pass does not compromise any accreditation requirements for the relevant *program* by a professional body.

4.2.9.3 Students must be formally advised that they have been offered a conceded pass and the conditions applying to conceded passes. If they wish to accept the offer they must respond within 10 working days of the offer being made.

4.2.9.4 A student offered a conceded pass in a *unit* may be offered the option of supplementary assessment in the *unit* and may also be permitted to re-enroll in the *unit*.

4.2.10 Errors in Published Results

4.2.10.1 If it is found after publication of results that an error has been made in the recording of a result, the error will be corrected as follows:

4.2.10.1.a.1.1   Where the published result is lower than the recorded result, the *Unit Coordinator* or *Program Coordinator* will complete a result amendment advice to be signed by the *Faculty Leader* or nominee (e.g. Head of School) and forwarded to the appropriate area for processing.

4.2.10.1.a.1.2   Where the published result is higher than the recorded result, the Chair of the relevant ASPB will, in consultation with the relevant *Program* and / or *Unit Coordinators*, forward an explanation and recommendation for a revised result to the Faculty Board of Studies.

4.2.10.2   In all action taken under the above clause, the student involved will remain anonymous.

4.2.10.3   The *Faculty Leader* of nominee will ensure that the student is notified in writing of any change of result.

4.2.11   Student Appeals Against Results

4.2.11.1   It is expected that most appeals against results for individual assessment tasks and for the *Unit* as a whole will be resolved by informal discussion between the student and individual staff members, such as the *Unit Coordinator*, *Program Coordinator* and Head of Department / School. The members of staff involved should keep records of such discussions, including outcomes. In order to facilitate record keeping, faculties or other academic *units* may require a student to complete some form of application or provide some form of written documentation and give this to the staff member at the time of request for consultation or appeal against results.

4.2.11.2   If a matter cannot be resolved by informal discussion with appropriate staff member(s), the student should take action in accordance with the Student Feedback and Complaints Policy.

4.3   STUDENT PROGRESS

4.3.1   General Requirements

4.3.1.1   Teaching staff should have in place strategies (including progressive assessment) to aid in identifying students who are not making satisfactory progress as early as possible in the teaching period. Appropriate advice and assistance must be provided to students in a timely and constructive manner to give them every opportunity to successfully complete the relevant *Unit(s)* of study. A list of students considered to be having significant difficulties and actions taken by the teacher to assist should be given to the *program coordinator* prior to the formal review of progress scheduled for the end of the teaching period.

4.3.1.2   For a *program* which has a total duration of at least a semester, students are expected to achieve satisfactory academic results for each teaching period (normally a semester).

4.3.1.3   In accordance with the Policy and Student Assessment sections of these Procedures, a formal review of the assessment results for each *program* shall be undertaken by the ASPB which will meet at least twice a year (after the relevant teaching period).

4.3.1.4   ASPBs will be responsible for identifying onshore and offshore students who have made *unsatisfactory progress* as defined in these Procedures (see later). The ASPB will be responsible for setting up *Progress Committees* (as required) and for referring students to these committees or to the appropriate *Academic Adviser* or *Program Coordinator* for further action.

4.3.1.5   ASPBs will only address student progress in undergraduate or postgraduate coursework *programs*.

4.3.1.6   The scheduling and servicing of ASPBs and *Progress Committees* including the preparation of agendas, documentation and overall record keeping, will be the

responsibility of the academic unit under which they are set up (e.g. *faculty* or school).

4.3.1.7   In the case of combined degrees, at the end of each semester there should be a joint meeting of the relevant ASPBs (or some equivalent process agreed by the relevant *Faculty Leader*(s) or their nominee(s)) to consider student progress and take action in accordance with these Procedures.

4.3.2   **"At Risk" and *Unsatisfactory Progress* (Coursework *Programs*)**

4.3.2.1   <u>At Risk</u>: Academic staff should attempt to provide early feedback to students on performance in accordance with section 5.2 of the Assessment and Student Progress Policy. An assessment that a student is "at risk" of not performing satisfactorily in a particular *Unit* can be made by a *Unit Coordinator* after students have completed an appropriate level of formative assessment. A student designated as "at risk" is one whose academic performance is such that it appears he or she may require the provision of specific learning support and assistance as a consequence of:

   a) A student's semester results displaying a level of achievement that is judged to be less than, or only marginally, satisfactory.
   b) The student's self review and subsequent declaration that some form of support is needed.
   c) Observational assessment by teaching staff that the student appears to be vulnerable in terms of achieving satisfactory learning progress.

4.3.2.2   *Unsatisfactory Progress*:

A student is considered to have made *unsatisfactory progress*, whilst enrolled in a particular *program* of study, if that student

   a) fails the same *Unit* of Study on more than one occasion; and/or

   b) fails 50% or more of the enrolled *program* load for the relevant teaching period; and/or

   c) fails to comply with a conditional enrolment agreement set by the *Academic Adviser*, *Program Coordinator*, *Progress Committee* or Faculty Board of Studies;

4.3.3   *Academic Standing* Levels

Academic standing in a *program* is rated according to a 5 level system as summarized in the table below:

Academic Standing Level	Explanation	Implication for Student
1	Good standing. Every student starts at this level	Continues in *program*
2	At Risk. A student identified as being "at risk" of not making satisfactory progress or performing satisfactorily in a *Unit*.	Continues in *program* but may require explicit learning support and assistance.
3	Referral One. A student judged to have made *unsatisfactory progress* in a teaching period for the first time in a particular *program*.	Required to meet the designated *Academic Adviser* or *Program Coordinator* to discuss progress.
4	Referral Two. A student judged to have made *unsatisfactory progress* in a teaching period for the second time in a particular *program*.	Required to attend a formal meeting with the *Program Coordinator* to discuss progress.
5	Referral Three. A student judged to have made unsatisfactory in a	Required to attend a formal meeting with the relevant

	teaching period for the third time in a particular *program*.	*Progress Committee*

4.3.4 Action to be taken after *Unit /Program Coordinator* or ASPB review of Results

Actions which are required to follow *Unit / Program Coordinator /* ASPB review of students progress are summarized in the table below:

Academic Standing Level	Action
1	No action
2	Student should be sent a letter or email communication advising them of the fact that their performance has been identified as being of concern to academic staff and advising them to discuss progress with the *Unit* or *Program Coordinator* or seek other suitable assistance.
3	Students to be sent a *formal letter* requiring them to attend a mandatory meeting with the relevant *Academic Adviser* or *Program Coordinator*.
4	Students to be sent a *formal letter* requiring them to attend a mandatory meeting with the relevant *Program Coordinator*
5	Students to be sent a *formal letter* requiring them to attend a mandatory hearing of the *Progress Committee*.

Some actions which may follow formal meetings for students at *Academic Standing* Levels 3 – 5 are summarized below:

Academic Standing Level	Possible Action
3 - 5	A recommendation for the student to reduce their enrolment load, subject to ESOS and other requirements.
3 - 5	A recommended study *program* for a specified period of time to assist a student's progress (conditional enrolment)
3 - 5	For non-international students, a recommendation or permission to take a Leave of Absence (LOA)
3 - 5	Recommendation that the student enroll in a more suitable *program* deemed a "better fit"
3 - 5	Continuation in the *program* without condition
3 - 5	Agreement with the student that he / she withdraw from the *program*
3 - 5	Identification of support strategies to enhance the student's progress
3 - 5	A recommendation that the student seek personal and/or academic support from within or outside the University
3 – 5	A recommendation for monitoring of the progress of the student during the next teaching period
3 - 5	Attaching such terms and conditions as may be mutually agreed and relevant to his/her circumstances on the student's continuing enrolment.
5	*Suspension* from the *program* (check with *VUI* for international student)
5	*Exclusion* from the *program* (Check with *VUI* for international student)

4.3.5 Notes to accompany tables above:

4.3.5.1 <u>International students studying in Australia on a student visa</u>: The University must comply with the ESOS Act and the National Code 2007 and a range of government requirements which change from time-to-time. Thus when one is dealing with issues involving progress for such international students, one should consult *VUI* to ensure that one is aware of the full implications of any of the options above (see *VUI* entry in definitions for consultation method). At the time of writing the above requirements mean that international students must study a load that will allow them to complete their course in the specified time. Variations in load are possible in some circumstances if the course can be completed in the specified time. Students can vary completion time by methods such as studying in non-mandatory periods or overloading. The latter is not usually a good idea for a student already having progress problems. Extensions to specified completion times for international students may be possible as part of a managed intervention strategy for students with progress issues. Indeed the National Code does not permit *VUI* to *suspend* or *exclude* a student or extend the period of confirmation of enrolment (duration of *program*) unless an intervention strategy has been introduced and allowed to run its course. <u>Thus it is essential that the suggested actions listed above be part of formal intervention strategies which are documented on student files (copy to *VUI*) and monitored.</u> Again, because of the complexity of requirements and possible changes of rules, prior discussion of proposed intervention strategies with *VUI* is essential to protect the student and the University.

4.3.5.2 Any determination involving the alteration of the enrolment status of a student undertaking a combined degree or a concurrent TAFE and Higher Education award requires the formal endorsement of the relevant *Program Coordinators*

4.3.5.3 The timing of hearings to discuss student progress should be scheduled in a way that ensures internal and external reporting timelines are followed. Major reporting timelines include:

4.3.5.3.a.1 Census dates for Higher Education (semester 1, 31 March and semester 2, 31 August)

4.3.5.3.a.2 Education and Research Board (ERB) reports on unsatisfactory student progress. Semester 1 results are normally reported to ERB at its September meeting and semester 2 are normally reported at the April meeting of the following year.

All progress hearings within faculties must be scheduled to take place during the same period of time, allowing sufficient lead time for appeals to *Faculty Leaders* (or nominees) or the Faculty Board of Studies.

The current University Calendar and suggested dates for meetings for the current year can be viewed at
http://wcf.vu.edu/calendar/index.cfm?ViewCalendar=ViewCalendar

4.3.5.4 The words "*formal letter*" means a letter by registered or express post to the current term address of the student. This may be supported, but not replaced, by an email and/or sms to the student. In the case of overseas students, there are certain content requirements for letters as a result of the ESOS Act and the National Code. If the sample letters attached to these Procedures are used, these requirements will be satisfied.

4.3.5.5 Any formal notice requiring a student to attend a meeting or hearing should as a minimum contain the following information (where relevant):

4.3.5.5.a.1 Brief particulars of why the student is considered as having made *unsatisfactory progress*

4.3.5.5.a.2 Identify the *academic standing* of the student

4.3.5.5.a.3 Advice that it is the student's responsibility to provide a written response at least 3 clear working days prior to the meeting or hearing. Such documentation may provide substantiation of a claim being made or may provide a plan for improving performance.

4.3.5.5.a.4 Advice that a student who provides a written submission but fails to attend the hearing will have their case determined on the written submission only.

4.3.5.5.a.5 Advice that a *Student Adviser* from the Student Services Department (at no cost to the student) and/or another representative can accompany the student at the hearing.

4.3.5.5.a.6 Reference to this Policy and Procedures (relevant web URL)

4.3.5.5.a.7 In the case of a letter advising a decision, appeal mechanisms (including applicable timelines).

4.3.5.5.a.8 International students must be advised that a determination of *unsatisfactory progress* can lead to a breach of student visa conditions and that Victoria University is required to advise government agencies if a student is ultimately recommended for *suspension* or *exclusion*. For international students *exclusion*, *suspension* or granting of an LOA can lead to serious visa issues. *VUI* should be consulted before taking such a decision.

4.3.6 Meetings with *Academic Adviser, Program Coordinator* or *Progress Committee*

4.3.6.1 Once formally notified it is mandatory for a student to attend the scheduled meeting with the appropriate authority (individual or committee) to discuss his or her progress. If a student does not attend the meeting / hearing and has failed to notify the University (as requested in the notification) of a reasonable reason for unavailability to attend or inability to make a written submission, the individual or committee considering the student's progress will be able to consider the case and make decisions in the absence of the student or input from the student.

4.3.6.2 In all formal meetings and hearings under these Procedures (Levels 4 and above), the principles of *Natural Justice* will apply. The student will have the right to attend the meeting or hearing with an advocate, representative, friend or support person.

4.3.6.3 Decisions made at progress meetings or hearings should be consistent with those listed in the table above. Where such decisions require an amendment to enrolment for the student and no signature authorizing such changes can be obtained from the student because of absence or refusal of the student, the enrolment change can be made provided

4.3.6.3.a.1 the individual or committee documents the decision, together with reasons why the enrolment variation is recommended and communicates this documentation to the *Faculty Leader*; and

4.3.6.3.a.2 the relevant *Faculty Leader* or person specifically nominated by the relevant *Faculty Leader* is satisfied with the justification, annotates and signs the amendment form in an appropriate place and attaches the above documentation.

4.3.6.4 Where a student does not attend an *unsatisfactory progress* meeting with a *Program Coordinator* and has failed to notify the University of his or her unavailability and the *Program Coordinator* has reason to believe that the student may have unofficially discontinued his or her studies, the *Program Coordinator* may, with the agreement of the relevant *Faculty Leader* or person specifically nominated by the *Faculty* for giving such agreement, complete and lodge such forms as are necessary to give the student an LOA of up to 12 months. The student must be informed of any such decision by *formal letter*. If the student has still not contacted the University at the time of effective expiry of the LOA, the student may be *excluded* from the *program*. Note: There are serious implications for an LOA for an international student and this

provision should not be used for international students without prior consultation with Victoria University International.

4.3.7 Outcome of meetings or hearings resulting from unsatisfactory performance

4.3.7.1 The student should, wherever possible, be advised of the outcome of any *unsatisfactory progress* meeting or hearing at its conclusion. International students must also be informed that the University will advise relevant government departments and agencies of any unsatisfactory performance. The student should also be advised by *formal letter* within 5 University business days as determined in the University calendar.

4.3.7.2 A record of any *unsatisfactory progress* meeting / hearing must be documented on the relevant proforma (see attachments to these Procedures) by the *Academic Adviser*, *Program Coordinator* or *Progress Committee* Chair and retained on the official student file. For international students a copy must also be included on the student's file at Victoria University International.

4.3.8 Appeals

4.3.8.1 A student who is considered to have made *unsatisfactory progress* for the first or second time (*Academic Standing* Levels 3 or 4) and is not satisfied with the decision of the designated *Academic Adviser* or *Program Coordinator* may appeal this decision in writing to the relevant *Faculty Leader* within 10 days of the date of dispatch of the written notification of the decision. The allowed grounds for appeal are:

4.3.8.1.a.1 New information which has not been previously considered; and / or

4.3.8.1.a.2 There are grounds to reasonably believe that the Procedures were not correctly followed.

4.3.8.2 A student who has made *unsatisfactory progress* for the third time (*Academic Standing* Level 5) and who is not satisfied with the decision of the *Progress Committee* may appeal this decision in writing to the Faculty Board of Studies within 20 working days from the date of dispatch of the notification of the decision. The allowed grounds for appeal are:

4.3.8.2.a.1 New information which has not been previously considered; and / or

4.3.8.2.a.2 There are grounds to reasonably believe that the Procedures were not correctly followed.

For international students, a decision to appeal against a decision of *unsatisfactory progress* should also be taken as including an intention to also appeal against any consequential reporting of the decision to relevant government departments or agencies.

4.3.8.3 The processes adopted by the *Faculty Leader* or Faculty Board of Studies to consider appeals is, subject to these appeals provisions, at their discretion but must be in accordance with the principles of *Natural Justice*. Students will have the opportunity to present their appeal in person as well as in writing, by telephone, videoconferencing (if available) or via an advocate or other person. Written appeals must be supported by relevant evidence including any action taken by the student in response to any previous academic progress related recommendations.

4.3.8.4 The University will maintain the enrolments of students during appeals processes and students should continue to attend classes normally until avenues of active appeal are exhausted.

4.3.8.5 Appeals are not new hearings of the individual case. They only consider information relevant to the allowed grounds for appeal. However in reaching a decision the appeal may consider, and / or invite the student to present, material presented at previous meetings/hearings.

4.3.8.6 The quorum for any meeting of a Panel of the Faculty Board of Studies for the purposes of these appeals shall be 3 members including a Chair nominated by the *Faculty Leader*. A person shall not sit as a member of the Panel if he or she was involved materially in any previous decision related to the student's current case.

4.3.8.7 After considering an appeal lodged by a student against a decision of a *Progress Committee*, the Faculty Board of Studies may

a) uphold the decision of the *Progress Committee*; or

b) make any other decision the Board thinks fit, including

    i. *suspend* the student from the *program* for a specified period;

    ii. permit the student to continue in the *program*;

    iii. specify the *unit(s)* of study in which the student may enroll in any subsequent period;

    iv. grant the student LOA for a period not exceeding 1 year;

    v. permit the student to withdraw;

    vi. impose conditions on the student's candidature or enrolment in the *program*;

    vii. *exclude* the student from the *program*.

4.3.8.8 Where possible the student will be advised of the decision of the Faculty Board of Studies at the conclusion of the meeting and also by *formal letter* within 5 clear University business days as determined in the University calendar.

4.3.8.9 Where a student does not submit an appeal to the Faculty Board of Studies within the specified period, the decision of the *Progress Committee* will be implemented. Except as provided in the following clause, no further avenues of appeal are then available. This exhaustion of avenues of appeal does not affect a student's ability to initiate further action on relevant matters under the Student Feedback and Complaints Policy.

4.3.8.10 <u>Additional appeal provisions for overseas students studying in Australia on a student visa</u>. The University complies with all the requirements of the Educational Services for Overseas Students (ESOS) Act and the National Code of Practice for Registration Authorities and Providers of Education and Training for Overseas Students. Accordingly where overseas students are studying in Australia, they have access to an additional external appeal to the Victorian Ombudsman. If the student provides evidence to the University of action to access this appeal within 20 working days from the date of the letter advising the decision of the Faculty Board of Studies, implementation of the decision will be deferred pending the outcome of the appeal. The University will maintain the enrolment of the student until the external appeal process is completed and the student should continue attending classes. The student should be aware that normally the Ombudsman will not re-hear the arguments the student has put as to the merits of his or her case but consider only how the University has handled the appeals processes and whether the Policy and Procedures have been followed at all stages of the student's case.

4.3.9 Student Progress Reports to the Education and Research Board

4.3.9.1 The preparation and submission of reports to the Education and Research Board (ERB) relating to *unsatisfactory progress* will be the responsibility of the *Faculty Leader* or nominee. These reports will be integrated (where applicable) with the annual *program* reports to provide context and meaning to the information. It is expected that the reports will be endorsed by the Faculty Board of Studies prior to submission to the ERB.

4.3.9.2 Reports to the ERB should be student cohort specific and examine academic sub-*units* of the *faculty* by *program*, year and semester with reference to the number of students referred to each of the three *Academic Standing* Levels relating to *unsatisfactory progress* (3 – 5).

4.3.9.3 Apart from statistical data the reports should include reference to actions and initiatives that are intended to:

- Improve student retention rates.

- Reduce the number of students attending formal *Progress Committee* hearings.

- Establish exemplar practices that may have influenced positive outcomes in student progress and that can be introduced in other areas.

The reports should be such that there is a clear delineation between local and international students. International students are to be further differentiated between onshore and offshore. Reporting *unsatisfactory progress* should also ensure that onshore international students are listed separately to local students.

4.3.10   Student Support:

4.3.10.1 At any time, either during the informal or formal phase of *unsatisfactory progress* proceedings, a student may be accompanied by a *Student Adviser* from the Student Services Department and / or any other person nominated by the student.

4.4   EXCEPTIONAL CIRCUMSTANCES

4.4.1 On advice from the relevant *Faculty Leader* and / or Chair of the Education and Research Board, the Deputy Vice-Chancellor (Education Programs) or person occupying an equivalent position may vary any requirement for a particular student enrolled in an award *program* where in the opinion of the DVC, exceptional circumstances exist.

4.5   ATTACHMENTS (FORMS AND LETTERS) SUPPORTING STUDENT PROGRESS PROCEDURES

Note: These forms and letters are not part of the procedures but merely an aid to operation.

Supporting student progress – Notes to File

Monitoring Unsatisfactory Student Progress - Work Plan

Progress Committees – Record of student hearing

Student Progress – Request for Interview

Student Progress – Request to attend a *Progress Committee* Hearing

Student *Progress Committee* Hearing – Attendance Response Form

Student Progress – Notice of Student Appeal

Student Progress – Notice of *Progress Committee* Decision

Student Progress – International Students only – Notification of Outcome of Faculty Board of Studies Appeal

Student Progress – Local Students Only - Notification of Outcome of Faculty Board of Studies Appeal

CONFIDENTIAL

Supporting Student Progress – Notes to File
Unit of Study Co-ordinator to complete

This evaluation can be a foundation for immediate support actioning if deemed necessary by the Unit of Study Co-ordinator following the early administration of an appropriate level of formative assessment.

Student Name: _____ **Student ID**: _____

Unit of Study Enrolled Code: _____ **Title**: _____ **Semester**: _____

Course Enrolled Code: _____ **Title**: _____ **Course Year**: _____

Faculty: _____ **School** : _____

Examples of support/advice outcome(s) may be:
- Seek concurrent assistance or student learning support (contact Student Learning Unit)
- Seek assistance in referencing (contact the Library for further information)
- Submit drafts of assessments
- Meet with Unit of Study Co-ordinator on a regular basis
- Utilise WebCT
- Seek assistance from Student Services
- Others as appropriate

Date	Student Performance Issue(s)	Action(s) taken to support student success

Unit of Study Co-ordinator Name: _____ **Signature**: _____

Date: _____**Tel**: _____

Version 3

Monitoring Unsatisfactory Student Progress – Work Plan

VICTORIA UNIVERSITY
MELBOURNE AUSTRALIA

Academic Standing Level 3	**Academic Standing Level 4**
❏ Referral 1: Semester: _____ Course Year: _____	❏ Referral 2: Semester: _____ Course Year: _____

Student Name: _____ **Student ID**: _____

Course Enrolled Code: _____ **Title**: _____

Faculty : _____ **School**: _____

Possible Outcome(s) of the meeting may include: (negotiated activities not limited to the following list of possible outcomes).

- A recommendation for the student to reduce their enrolment load, subject to ESOS and other requirements
- Permission for the student to take leave of absence (higher education only)
- Agreement with the student that the student withdraw from the course
- A recommendation that the student seek appropriate personal and/or academic support from within or outside of the faculty/school

- Conditional enrolment - a recommended program of study over a specified period of time to assist the student's progress
- Continuation in the course without condition
- Identification of support strategies to enhance the student's progress
- A recommendation for monitoring the progress of the student at the next session

Student Progress Work Plan *Negotiated activities to be undertaken and directed towards:*	**Was the Objective(s) Achieved** *(Yes/No)*	**Comment on achievement of Objective(s)** • *If not achieved explain why not* • *If achieved, you may wish to indicate any performance in excess of that planned*
To be completed on/or before end of semester	*To be completed by Academic Advisor / Course Co-ordinator / Program Manager at follow-up meeting*	
1.		
2.		
3.		
4.		
Other		

*Student to schedule follow-up meeting with Academic Advisor / Course Co-ordinator / Program Manager – student to receive a copy of signed Work Plan

Student Signature: _____ **Date**: _____

Academic Advisor / Course Co-ordinator / Program Manager:

Name: _____ **Signature**: _____ **Date**: _____ **Tel**: _____

Version 3

CONFIDENTIAL

Progress Committee – Record of Student Hearing

Only students who despite intervention strategies continue to make
unsatisfactory progress as established through the formal review of progress for the <u>third and/or more time in the same course</u>
(Academic Standing – Level 5) will be required to attend a formal meeting with the relevant Progress Committee.

VICTORIA UNIVERSITY
MELBOURNE AUSTRALIA

Academic Standing Level 5
❑ Referral 3: Semester: _____ Course Year: _____

Student Name: _____   **Student ID**: _____

Course Enrolled Code: _____   **Title**: _____

Faculty: _____   **School**: _____

Student Attended Progress Hearing: ❑ Yes ❑ No

Student Advisor in Attendance: ❑ Yes ❑ No

If Yes, Name of Advisor:

Relationship to Student:

Progress Documents tabled at Progress Committee Hearing:
- Student Academic Record: ❑ Yes ❑ No
- Supporting Student Progress – Notes to File: ❑ Yes ❑ No
- Monitoring Unsatisfactory Student Progress – Work Plan (Referral 1):   ❑ Yes ❑ No
- Monitoring Unsatisfactory Student Progress – Work Plan (Referral 2):   ❑ Yes ❑ No
- Other: _____

Student Explanation/Comment re: Unsatisfactory Progress:

....

....

....

....

Progress Committee Ruling:

....

....

Reasons for Decision: ....

....

Student informed of rights of appeal: ❑ Yes ❑ No

Name of Chair: **Progress Committee**: _____   **Ext**: _____

Faculty: _____   School: _____

Signature of Chair: **Progress Committee**: _____   **Date**: _____

Attending Membership of Progress Committee:

1.   _____   2._____

3.   _____   4._____

OFFICE USE ONLY
<u>PROCESSED BY</u>
Faculty/Student Admin:
....
Name: ....
....
Date: ....

Version 3

Student Progress – Request for Interview with [*Academic Advisor/Course Co-ordinator/Program Manager – delete whichever is inappropriate*]

Victoria University allows for student representation at all stages of the Student Progress process, principally by a Student Advisor from the Student Services Department (at no cost to you) and/or any person nominated by the student. Students are advised to familiarize themselves with the Student Assessment and Progress Policy. This is available on the Central Policy Register at: http://wcf.vu.edu.au/GovernancePolicy/.

This letter is to be sent by registered or express post to both the semester and home address.

Ref:

Date:

[*Insert Name of Student*]
[*Insert Student's Address*]

SUBJECT: ACADEMIC PROGRESS

Please read this letter carefully. It is very important

Dear [*Insert Name of Student*],

I wish to advise that in accordance with the University's Student Assessment and Progress Policy and its associated Procedures you have been identified for the first *[time/second]* time as making unsatisfactory progress for the course *[insert course code and title]*.

The basis for the decision has been determined by the relevant Assessment and Student Progress Board and relates specifically to a review of your academic performance for Semester [*insert semester and year*]. The review of your academic progress shows that you have not met the academic progression rules for the following reasons:

- [*insert reasons*]

The university as part of its practice for monitoring and tracking student progress is committed to assisting you to achieve academic success by facilitating a support meeting with your [*Academic Advisor/Course Co-ordinator/Program Manager – delete whichever is inappropriate*] as soon as possible.

This meeting will occur on {*insert date*} at {insert time} in room {*insert room/office number*} at the {*insert campus*}. The meeting will be with {*title and insert name*}.   If you are unable to attend this meeting you must contact {*insert title and name of same person*} on {*insert telephone number*} as soon as possible and in no more than 5 working days to schedule an alternative meeting.

Please note that you have the opportunity to provide me with a written response 3 clear University days prior to the scheduled meeting in support of your case. This may include documentation such as statutory declarations, medical certificates and a work plan for improving your academic performance.

I should draw to your attention that it is a mandatory requirement that you attend a scheduled academic progress meeting. Failure to attend or make contact in the stipulated time can have very serious consequences as detailed in University policy and procedures. The Student Assessment and Progress Policy and Procedures is available on the Central Policy Register at: http://wcf.vu.edu.au/GovernancePolicy/

If you are an international student you should be aware that unsatisfactory academic progress can lead to a breach of your student visa conditions and that Victoria University is required to advise government agencies if there is an alteration to your enrolment status or if you are ultimately recommended for suspension or exclusion.

It is important to understand that Victoria University allows for student representation at all stages of the Student Progress process, preferably by a Student Advisor from the Student Services Department (at no cost to you) and/or any person nominated by the Student. You are also advised to familiarise yourself with the Student Assessment and Progress Policy and associated Procedures (in particular the section on student appeals). The Student Assessment and Progress Policy and associated Procedures are available on the University's Central Policy Register at: http://wcf.vu.edu.au/GovernancePolicy/.

Yours sincerely

[Insert Academic Advisor/Course Co-ordinator/Program Manager Signature]

Name: *[Insert Academic Advisor/Course Co-ordinator/Program Manager Name]*
Position: *[Insert Academic Advisor/Course Co-ordinator/Program Manager Position]*
Phone No.: *[Insert Academic Advisor/Course Co-ordinator/Program Manager Phone Number]*
Email: *[Insert Academic Advisor/Course Co-ordinator/Program Manager Email address]*
Campus: *[Insert Academic Advisor/Course Co-ordinator/Program Manager Campus]*
Building: *[Insert Academic Advisor/Course Co-ordinator/Program Manager Building]*
Room No.: *[Insert Academic Advisor/Course Co-ordinator/Program Manager Room No.]*

If you would like help both Student Services and the Student organizations are available. Any general enquiries can be made direct to the Student Advisory Services on **9919 4360**. Contact numbers for campus based Student Services are:

	Student Advisory Service
General Enquiries	9919 4360

	Student Services
Footscray Park Campus	9919 4418
Footscray Nicholson St Campus	9919 8801
St Albans Campus	9919 2399
City Flinders Campus	9919 4418
Sunshine Campus	9919 2399
Werribee Campus	9919 2399

Check the Student Services website for further information at: http://www.vu.edu.au/Services/Student_Services/.

Student Progress – Request to Attend a Progress Committee Hearing

Victoria University allows for student representation at all stages of the Student Progress process, principally by a Student Advisor from the Student Services Department (at no cost to you) and/or any person nominated by the student. Students are advised to familiarize themselves with the Student Assessment and Progress Policy. This is available on the Central Policy Register at: http://wcf.vu.edu.au/GovernancePolicy/.

This letter is to be sent by registered or express post to both the semester and home address.

Ref:

Date:

[*Insert Name of Student*]
[*Insert Student's Address*]

SUBJECT: ACADEMIC PROGRESS

Please read this letter carefully. It is very important

Dear [*Insert Name of Student*],

I wish to advise that a review of your academic progress by the Assessment and Student Progress Board has shown that you have not met the academic progression rules for the <u>third time</u> for [*insert course code and title*] for Semester [*insert semester and year*] for the following reasons:

- *[insert reasons]*

Please refer to your **Academic Progress Report** and the **Progression Regulations**, which are enclosed.

A meeting of the Progress Committee will be held to consider your continuing enrolment in the course. At this meeting you will be asked to explain why you should be allowed to continue in the course. Details of the meeting are as follows:

Date:	[***insert date of Progress Committee Hearing***]
Time:	[***insert time of Progress Committee Hearing***]
Venue:	[***insert venue of Progress Committee Hearing***]
Campus:	[***insert campus of Progress Committee Hearing***]

I should draw to your attention that it is a mandatory requirement that you attend this meeting at the time specified above. Please contact me on *[insert phone number]* if you will NOT be attending this meeting. You must also return the enclosed **Attendance Response Form** and any supporting documentation by **[***insert date]***.

If you are an international student you should be aware that a demonstration of unsatisfactory progress can lead to a breach of student visa conditions and that Victoria University is required to advise government agencies if there is an alteration to your enrolment status or if you are ultimately recommended for suspension or exclusion.

You are entitled to put your case in writing and to be heard personally, with a representative or through a representative. This may be a Student Advisor from the Student Services Department (at no cost to you) and/or any person nominated by yourself such as a friend or family member.

The Progress Committee in making its decision will focus on a clear outcome that may include one or more of the following options, whether you are present or not:

- a recommendation for you to reduce your enrolment load, subject to ESOS and other requirements;
- a recommended program of study over a specified period of time to assist you with your academic progress (conditional enrolment);

- permission for you to take leave of absence (Higher Education students only. International students are only able to take leave of absence in exceptional medical and/or family circumstances and generally in this situation they must leave the country);
- continuation in the course without condition;
- agreement with you that you withdraw from the course;
- identification of support strategies to enhance your progress;
- a recommendation that you seek appropriate personal and/or academic support from within or outside of the faculty/school/department;
- a recommendation for monitoring your progress over a specified period of time;
- attaching such terms and conditions on your continuing enrolment (as negotiated in consultation with you) and relevant to your circumstances;
- suspension from the course (Note: This is generally not a recommended outcome for international students except with prior agreement of arrangement with Victoria University International);
- exclusion from the course.

The Progress Committee will advise you in writing of the decision it makes. **If you attend the hearing** and you are dissatisfied with the recommendation, then you may appeal to the [*insert Faculty Board/TAFE]* within 20 working days of the date of the dispatch of the notification of the decision of the Progress Committee. If you decide to appeal, it is important that you maintain your enrolment in your current course until the [*insert Faculty Board/TAFE*] advises you of the decision. The University is obliged to maintain your enrolment during an appeal and you should therefore continue to attend all classes normally while the appeal is considered.

If you would like help to prepare and present your case at the Progress Committee Hearing, both Student Services and the Student organizations are available. Any general enquiries can be made direct to the Student Advisory Services on **9919 4360**. Contact numbers for campus based Student Services are:

	Student Advisory Service
General Enquiries	9919 4360

Student	Services
Footscray Park Campus	9919 4418
Footscray Nicholson St Campus	9919 8801
St Albans Campus	9919 2399
City Flinders Campus	9919 4418
Sunshine Campus	9919 2399
Werribee Campus	9919 2399

Check the Student Services website for further information at:
http://www.vu.edu.au/Services/Student_Services/.

Yours sincerely

[insert signature]

encl.   Academic Progress Report
              Academic Progress Regulations
              Attendance Response Form (Progress Hearing Committee)

VICTORIA UNIVERSITY

PROGRESS COMMITTEE HEARING
ATTENDANCE RESPONSE FORM

FAILURE TO RETURN THIS FORM MAY RESULT IN A RECOMMENDATION OF EXCLUSION

Attendance at a Progress Committee Hearing provides the opportunity for a student to respond to what is considered to be unsatisfactory progress in a particular course for the <u>third time</u>. It involves meeting with a Progress Committee to explain why you should be allowed to continue in your course.

Please complete this form and return it to your Faculty/TAFE Office:

Student ID: [*insert Student ID*]

Name: [*insert Given Name and Family Name*]

Address: [*Insert Student's address*]

Course: [*insert course code and title*]

Campus: [*insert campus*]

I will attend the Progress Committee Hearing on
[*insert date, time and venue of Progress Committee Hearing*]

| ☐ Yes | *To confirm your meeting attendance* |

and I enclose written evidence to support my case

| ☐ Yes | ☐ No | *This evidence may include a copy of a special consideration application, medical documents or any other written statement to support your case. Do not delay returning this form if you do not have all the documents. Send them later* |

Do you plan to send any further evidence before your hearing?

| ☐ Yes | ☐ No | *These may be documents which you do not have at present and need time to collect.* |

Signature: _____   Date: _____

PLEASE RETURN THIS FORM TO THE FACULTY/TAFE BY: *[insert date]*

Forward to: [*insert name of Faculty*]
[*insert campus*]
PO Box 14428 Melbourne 8001
Or by fax: [*insert fax number*]
Or deliver to: [*insert campus*]

Version 3

Student Progress – Notice of Student Appeal

Victoria University allows for student representation at all stages of the Student Progress process, principally by a Student Advisor from the Student Services Department and/or any person nominated by the student. Students are advised to familiarize themselves with the Student Assessment and Progress Policy. This is available on the Central Policy Register at: http://wcf.vu.edu.au/GovernancePolicy/.

Notes for Students/Student Advisors

The following instructions are provided to assist those students who wish to prepare and submit an appeal on student progress related matters that involve process and/or actions taken by the University following formal notice of unsatisfactory progress. Students are advised to access the Student Assessment and Progress Procedures with particular reference to Section 4.3.8 Appeals. The procedures are located at: http://wcf.vu.edu.au/GovernancePolicy/.

Instructions

Students submitting an appeal in relation to their academic progress should use the following format to prepare their case.

Notice of Student Appeal

Name: _____

Student ID: _____

Course Code and Title: _____

Academic Standing (see Key: Academic Standing below): _____

Faculty/School/Department:_____

Contact Address: _____

Telephone (Home): _____ **(Mobile):** _____

Email: _____

Name of Course Co-ordinator/Program Manager: _____

Under Clause 4.3.8 of the Student Assessment and Progress Procedures, appeal is only possible on one or both of the following grounds:

- **New information which has not been considered previously, and/or**
- **There are grounds to reasonably believe that the procedures were not correctly followed.**

The following issues should be addressed in preparing your appeal submission:

1. **Please summarise the nature of the new information (if any) that was not previously considered (Note: you may expand as desired on this information and include supporting documentation in an attachment).**

   _____

   _____

   _____

   _____

2. **Please state concisely on what grounds (if any) you believe that the Student Assessment and Progress Procedures have not been correctly followed (Note: you may expand as desired on this information and include supporting documentation in an attachment)**

    _____

    _____ _____

    _____

    _____

3. **What outcome is being sought from this appeal?**

    _____

    _____

4. **Please provide a list of attachments which you are including with this form:**

    i. _____

    ii. _____

    iii. _____

    iv. _____

Please ensure that all supporting documentation is securely attached and numbered.

Student Signature: _____ Date: _____

Please return Notice of Student Appeal submission to:
> [*insert Faculty Name]*
> [*insert address of Faculty office]*

Or by fax: [*insert fax number]*
Or deliver to: [*insert campus]*

Key: Academic Standing Level

3	**Referral One**. A student adjudged to have made unsatisfactory progress for the first time in a particular course. This appeal is to the relevant Faculty Leader and must be submitted within 10 days of dispatch of the written notification of the decision.
4	**Referral Two**. A student adjudged to have made unsatisfactory progress in a teaching period for the second time in the same course. This appeal is to the relevant Faculty Leader and must be submitted within 10 days of dispatch of the written notification of the decision
5	**Referral Three**. A student adjudged to have made unsatisfactory progress in a teaching period for the third time in the same course. This appeal is to the relevant Faculty Board of Studies and must be submitted within 20 working days of the date of dispatch of the notification of the decision.

Version 3

The letter on the next page is to be sent to any student (local or international) to notify him or her of the decision of a Progress Committee Hearing into their academic progress. Please note that there are sections which need to be included/excluded for an international/local student.

This letter is to be sent by registered or express post to both the semester and home address.

Version 3

Ref No:

Date:

[*Insert Name of Student*]
[*Insert Student's Address*]

SUBJECT: NOTIFICATION OF PROGRESS COMMITTEE HEARING DECISION

Please read this letter carefully. It is very important

Dear [name]

At a hearing of the Faculty Progress Committee on *{date}* to review your progress in the *{course name}*, it was agreed that you be *{decision}*.

The decision was determined because *{include details of the reasons for decision}*.

[If the student is an international student and the decision is to exclude or suspend the student the following text must be included: You are hereby notified that the University intends to report you to the relevant Federal Government Department(s) for unsatisfactory progress. A decision to exclude or suspend for more than 28 days will generally lead to your visa being revoked.]

If you are not satisfied with the decision you have the right to appeal to the Faculty Board of Studies (Please see section 4.3.8 of the Student Assessment and Progress Procedures for information on appeals).. Your written appeal must be submitted within twenty (20) working days of the date of this letter. The University is obliged to maintain your enrolment while the appeals process is ongoing. It is important that you maintain your enrolment in your course during this period and continue attending classes normally until any appeal is decided.

If no further appeal is received by the University it will implement the decision stated in this letter. If you are an international student the University will advise government agencies if there is an alteration to your enrolment status or if you are ultimately recommended for suspension or exclusion.

Yours sincerely,

{name}

The letter on the next page is to report the outcome of an appeal to the Faculty Board of Studies against a decision of a Progress Committee. FOR INTERNATIONAL STUDENTS ONLY   There is a subsequent letter designed for local students (only international students have a further right of appeal to the Victorian Ombudsman. For local students there is no external appeal)

This letter is to be sent by registered or express post to both the semester and home address.

Version 3

Ref No:

Date:

[*Insert Name of Student*]
[*Insert Student's Address*]

SUBJECT: NOTIFICATION OF FACULTY BOARD OF STUDIES DECISION ON YOUR APPEAL AGAINST A PROGRESS COMMITTEE DECISION

Please read this letter carefully. It is very important

Dear {name}

At a hearing of the Faculty Board of Studies on *{date}* to consider your appeal against the Progress Committee decision concerning your enrolment in the *{course name}*, it was agreed that the appeal be *{decision}*.

The Faculty Board of Studies made this decision because *{include details of the reasons for decision}.*

[If the decision has the effect of excluding or suspending the student for more than 28 days the following text must be included: You are hereby notified that the University intends to report you to the relevant Federal Government Department(s) for unsatisfactory progress. A decision to exclude or suspend for more than 28 days will generally lead to your visa being revoked.]

I take this opportunity to inform you that if you are dissatisfied with the decision of the Faculty Board of Studies you may seek to access the appeal mechanism provided by the Victorian Ombudsman. You are advised to notify the University if you do so. The homepage can be found at: http://www.ombudsman.vic.gov.au. If you provide evidence of a further appeal to the Ombudsman, within 20 working days from the date of this letter, the University is obliged to maintain your enrolment while any appeals process is ongoing. It is important that you maintain your enrolment in your course during this period and continue attending classes normally until any appeal is decided.

If the you do not provide evidence to the University of an external appeal within 20 working days from the date of this letter, the University will implement the decision above. The University will advise government agencies of any alteration to your enrolment status.

This exhaustion of avenues of appeal does not affect a student's ability to initiate further action on relevant matters under the Student Feedback and Complaints Policy if you believe there are grounds to do so.

Yours sincerely,

{name}

The letter on the next page is to report the outcome of an appeal to the Faculty Board of Studies against a decision of a Progress Committee. FOR LOCAL STUDENTS ONLY   There is a previous letter designed for international students (only international students have a further right of appeal to the Victorian Ombudsman.   For local students there is no external appeal)

This letter is to be sent by registered or express post to both the semester and home address.

Ref No:

Date:

[*Insert Name of Student*]
[*Insert Student's Address*]

SUBJECT: NOTIFICATION OF FACULTY BOARD OF STUDIES DECISION ON YOUR APPEAL AGAINST A PROGRESS COMMITTEE DECISION

Please read this letter carefully. It is very important

Dear {name}

At a hearing of the Faculty Board of Studies on *{date}* to consider your appeal against the Progress Committee decision concerning your enrolment in the *{course name}*, it was agreed that the appeal be *{decision}*.

The Faculty Board of Studies made this decision because *{include details of the reasons for decision}.*

This decision is final. Under the Student Progress Policy and Procedures of Victoria University there is no further avenue of appeal against the Board's decision. If you have any questions relating to the decision, or its implications, you should contact your faculty office. This exhaustion of avenues of appeal does not affect your ability to initiate further action on relevant matters under the Student Feedback and Complaints Policy if you believe there are grounds to do so.

Yours sincerely,

{name}

POLICIES AND ASSOCIATED PROCEDURES

TITLE: **Student Assessment and Progress Procedures (Vocational Education and Further Education)**

DATE APPROVED
(if different to the policy):

MANAGER(S) RESPONSIBLE FOR
IMPLEMENTATION, COMPLIANCE   **Pro Vice-Chancellor (Teaching and Learning)**
AND REVIEW:

1.0   DEFINITIONS SPECIFIC TO THE PROCEDURES

At Risk: A student advised that their academic performance is of concern to their Teacher as a consequence of:

- formative assessment that indicates that a student is having difficulty making satisfactory progress and/or

- a student's semester results displaying a level of achievement that is judged to be less than satisfactory.

    The student may be at risk of making unsatisfactory progress. The student may continue in their studies following an informal meeting with their Teacher but may require the provision of explicit learning support and assistance.

DEEWR-DIAC Course Progress Policy and Procedures: Under Standard 11.2 of the National Code 2007, a provider who implements the DEEWR-DIAC Course Progress Policy and Procedures for its vocational education and training (VET) courses is not required for ESOS purposes to monitor attendance for those courses. These University procedures (VE/FE) are consistent with the DEEWR-DIAC Policy.

Formative assessment: It is informal assessment that provides feedback and supports and encourages learning and is ongoing throughout the unit or program. It can be used to identify students who may be at risk of unsatisfactory progress.

Information Guide: An Information Guide can be any combination of material that details all of the assessment requirements. This may be existing documents including a course or program manual, handbook, student induction manual, unit guide or unit outline.

Learning and Assessment Plan: A plan that details the learning content of the units of competency to be taught in a qualification and the modes of delivery and the assessment methods tasks and tools, in accordance with the requirements of the Australian Qualification Training Framework (AQTF 2007).

Moderation: A process which involves teachers in discussing and reaching agreement, about assessment outcomes. It enables teachers to develop a shared understanding of the requirements of specific Accredited Course or Training Package, including the relevant standards and assessment guidelines, the nature of evidence, how evidence is collected and the basis on which assessment decisions are made. This term is used exclusively for the Procedures (VE/FE).

Practice Guide Book: The Practice Guide Book is not part of the Student Assessment and Progress Procedures for Vocational Education (VE) and Further Education (FE). It is provided as a resource to aid the implementation of the procedures. It also provides forms and letters to assist University staff. *(Guide Book will be available by 27 February 2009.)*

Principles of assessment: To ensure quality outcomes assessment practices should be valid, reliable, flexible and fair as required by AQTF 2007.

Program Team: A group formed by the Program Manager to review student assessment and progress, and other related matters, during and at the conclusion of a unit or program.

Progress Hearing: A hearing chaired by the Head of School to review progress of students referred because of Unsatisfactory Progress at Level 2.

Progress Meeting: A meeting chaired by the Program Manager to review progress of students referred because of Unsatisfactory Progress at Level 1.

Reasonable adjustment of assessment: Reasonable adjustment - alternatively known as modified assessment is the practice of adjusting or modifying the assessment to meet the needs and characteristics of the students being assessed. This includes any changes to the assessment that meet the individual needs of the person with a disability. The determination of 'reasonableness' requires judgement that balances the impact on the organisation with the need to maintain the integrity of the assessment.

Rules of evidence: These are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure that it is valid, authentic, current and sufficient. Regardless of the form of evidence, where it was collected, or who collected it, teaching staff must evaluate the quality of the evidence and be confident that assessment judgements are based on the rules of evidence.

Student Advisor: A staff member of the Student Advisory Services who provides information, advice and referral services to students on key University issues and processes which impact on them, and where requested by students, represents them at meetings and hearings related to progress, complaints, grievances, plagiarism and discipline.

Summative assessment: Assessment used to determine to what extent a student has achieved the learning outcomes or elements of competency for a unit. Summative assessment contributes to the final result.

Supplementary assessment: Second chance assessment which is made available to students who have marginally failed a task or who have not demonstrated competency for a unit or who were successful in a claim for Special Consideration.

Unsatisfactory Progress: The Program Team will define the criteria for a student making *unsatisfactory progress* and the *teaching period*, for the programs and units they manage deliver and assess. For all onshore international students unsatisfactory progress is defined as a student who has not passed or demonstrated competency in at least 50% of the enrolled program within a six month teaching period. If the teaching period is longer than six months then the Program Team will ensure that at the end of six month period onshore international students are in a position to complete the program within the designated timeframe. These students identified by the Program Team as making unsatisfactory progress are Progress Level 1 students.

Student Progress Levels 1-2 are an indication of a student's progress toward the completion of their program. There are two levels of *unsatisfactory progress* for Vocational Education and Further Education students enrolled at the University:

Progress Level	Definition
1	Referral One. A student identified to have made unsatisfactory progress in a teaching period for the first time in the same program, and as established through a review by the Program Team.
2	Referral Two. A student identified to have made unsatisfactory progress in a consecutive teaching period for the second time in the same program, and as established through a review by the Program Team.

Refer to DEEWR – DIAC Course Progress Policy and Procedures on the GPPS website for further details for onshore international students.

Validation: A process for ensuring that the way a unit of competency or group of units is assessed, and the evidence collected through these assessments, is consistent with the requirements of the units and industry. It includes validating the assessment process, the assessment methods tasks and tools, the evidence collected, and the interpretation of that

evidence to make a judgement of competence in relation to the same unit(s). This term is used exclusively for the Procedures (VE/FE).

2.0   REVIEW TIMELINE FOR PROCEDURES

These procedures are subject to ongoing review by the Pro Vice-Chancellor (Teaching and Learning).

3.0   PROCEDURES ADVISER

Head of Unit, Quality Teaching & Innovation Unit, Teaching & Learning

4.0   THE PROCEDURES

4.1   MANAGEMENT STRUCTURES FOR STUDENT ASSESSMENT AND PROGRESS – VOCATIONAL EDUCATION AND FURTHER EDUCATION.

The **Practice Guide Book** is not part of the Student Assessment and Progress Procedures for vocational education and further education. It is provided as a resource to aid the implementation of the procedures and makes available forms, letters and flow charts that may be of assistance to University staff.

4.1.1   Program information

(a)   The Program Team must ensure that an **Information Guide** (any combination of materials) is developed for each program delivered which includes as a minimum:

(i)   a clear statement of the intended learning outcomes of the unit or program;

(ii)   details of assessment tasks to be undertaken;

(iii)   requirements for satisfactory completion/competency;

(iv)   the process for application for Special Consideration;

(v)   the provision of any supplementary assessment offered in a unit or program;

(vi)   information about Skills Recognition assessment;

(vii)   learning in the Workplace and Community (LiWC) assessment tasks; and

(viii)   requirements of the Student Assessment and Progress Procedures (Vocational Education and Further Education).

(b)   The Program Team and the relevant Teacher must ensure that the **Information Guide** is provided to all students at the beginning of a program.

4.1.2   The Program Team

(a)   The Program Manager is responsible for the establishment of the Program Team prior to the commencement of the unit or program and its ongoing administration.

(b)   The **Program Team** is made up of the Program Manager, and other University staff as nominated by the Program Manager, including all relevant Coordinators and Teachers responsible for the management delivery and assessment of specific unit(s) and/or program(s).

(c)   The Program Team replaces the Assessment and Student Progress Board.

(d) The Program Team is responsible for:

    (i) reviewing records of students at risk of making unsatisfactory progress generated by the relevant Teachers as they arise, and considering actions taken to date and suggesting any further action if required;

    (ii) defining the criteria for a student *making unsatisfactory* progress and the *teaching period*, for the programs and units they manage deliver and assess;

    (iii) ensuring that for onshore international students *unsatisfactory progress* is defined as a student who has not passed or demonstrated competency in at least 50% of the enrolled program within a six month compulsory teaching period, as required by DEEWR-DIAC Policy;

    (iv) reviewing individual student results and identifying students who have made unsatisfactory progress, during and/or at the conclusion of the teaching period;

    (v) identifying students requiring follow-up action, including referral to Progress Meetings and Progress Hearings for unsatisfactory progress;

    (vi) establishing Progress Meetings as required;

    (vii) reviewing reports of Progress Meetings and Progress Hearings;

    (viii) generating reports of unsatisfactory progress for Progress Level 2 students for the Head of School and the Faculty Board of Studies;

    (ix) generating reports of unsatisfactory progress for Victoria University International (VUI) for onshore international students;

    (x) monitoring assessment validation and/or moderation processes and activities; and

    (xi) determining appropriate grade set and use of graded and ungraded assessment for particular units and programs.

4.1.3 Assessment practices

(a) The Program Manager, or nominee of the Head of School, is responsible for ensuring that:

    (i) teachers have the required qualifications and experience for the units and programs they deliver and/or assess;

    (ii) appropriate student selection processes are in place to promote successful student assessment and progress outcomes;

    (iii) assessment methods and tools are documented in Learning and Assessment Plans; and

    (iv) there is evidence of continuous improvement in assessment including evidence of validation and/or moderation.

(b) Teachers are responsible for ensuring that:

    (i) relevant student background information is collected and reviewed to support student learning;

(ii) assessment is consistent with the **principles of assessment**, it is valid, reliable, flexible and fair;

(iii) students are provided with timely feedback on both **formative** and **summative** assessment;

(iv) informal and formal evaluation of assessment practices are undertaken; and

(v) student confidentiality is maintained.

4.1.4 Assessment validation and moderation

(a) The Program Team must ensure that processes are in place to make sure that assessments are validated and/or moderated including Recognition of Prior Learning (RPL) assessments.

(b) The Program Team is responsible for monitoring assessment **validation** and/or moderation activities and ensuring they are documented.

4.1.5 Summative assessment

(a) The Teacher must ensure that:

(i) assessment decisions are based on the **rules of evidence** to ensure these decisions are valid, authentic, current and sufficient;

(ii) students are provided the opportunity to produce more evidence if judged not yet competent;

(iii) students are provided with the opportunity to resubmit the assessment task or be reassessed as detailed in the **Information Guide** (any combination of materials). If applicable reassessment may be in the form of a supplementary assessment; and

(iv) students are provided with the opportunity to apply for an extension within the specific program's published timelines. An extension may also be granted as a result of submitting a Special Consideration Application.

4.1.6 Reasonable adjustment of assessment

The Teacher, when assessing the competence of students, must provide for reasonable adjustment of assessment (modified assessment).

4.1.7 Special Consideration

The Program Manager, or nominee, with the relevant Teacher, must review applications for special consideration of assessment, if required.

4.1.8 Supplementary assessment

The Program Manager and the Program Team must ensure supplementary assessment is offered in all units as indicated in the **Information Guide**, if applicable.

4.1.9 Results and grade sets

The Program Team will determine the use of graded or non graded assessment and the appropriate grade set for the unit or program.

Details of currently approved grade sets for vocational education and further education are:

    (i)   Grades for units using pass/fail assessment

Notation	Grade definition
S	Ungraded pass
U	Ungraded fail

    (ii)   Grades for units using competency based assessment

Notation	Grade definition
PP	Achieved Competency
NN	Competency Not Achieved

    (iii)   Grades for units using graded assessment

Notation	Grade definition
HD	High Distinction 80-100%
D	Distinction 70-79%
C	Credit 60-69%
P	Pass 50-59%
N	Fail 0-49%

    (iv)   Additional grades

Notation	Grade definition
CE	Joint Course/Complementary Enrolment (result issued by other institution)
L	Not yet assessed – Special Cause (An L grade must be converted to a final result within one semester and prior to the commencement of the following academic year, otherwise the assessment automatically lapses to a fail)
PC	Conceded Pass
RO	Result Outstanding
RC	Recognition of Current Competence (RCC)
SC	Satisfactory Completion of Class Hours
SE	Unit exemption/Credit Transfer
SR	Recognition of Prior Learning (RPL)
TA	TAFE Preparatory Assistance
UC	Unsatisfactory Completion of Class Hours

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VC	Victorian Certificate of Education (VCE)
WD	Withdrew – Without Academic Penalty
WDA	Withdrew – Attended
WDN	Withdrew – Not Attended
WN	Withdrew Failed
X	Continuing Unit

4.1.10 Recording results

(a) The Teacher is responsible for submitting checking and recording results in the units they deliver and assess.

(b) The Program Manager, or nominee, must ensure that:

  (i) results are recorded within the University's published timelines; and

  (ii) after the publication of results any errors are corrected.

4.1.11 Student appeals against results

(a) The Teacher must consider and record all informal student appeals against results.

(b) The Program Manager, in consultation with the relevant Teacher, must consider and record student appeals against results that could not be resolved between the Teacher and Student. An appeal to the Head of School can also be a level of informal resolution.

(c) Natural justice requires an investigation – a review and response to the student's particular grounds for disputing the assessment. An initial or full response should usually be made in five University working days from receipt.

(d) If no resolution is reached, information must be provided to the student about appealing using the formal stage of the Student Feedback and Complaints Policy.

(e) The Student may take formal action in accordance with the Student Feedback and Complaints Policy if not satisfied with the informal complaint/appeal process outcome. The student can seek advice and information in dealing with their complaint from a Student Advisor from the Student Advisory Service throughout the complaints/appeal process.

4.1.12 Monitoring student progress

The Teacher, for the unit or program they deliver and/or assess, is responsible for:

  (i) monitoring and recording the progress of each student;

  (ii) monitoring attendance and progress of each student;

  (iii) providing feedback on a formative assessment task as early as possible, usually midway in the teaching period, to identify students at risk of making unsatisfactory progress;

(iv)   meeting informally to advise the student identified that their academic performance is of concern and to activate support strategies; and

(v)   keeping records of informal meetings and support strategies for students identified and reporting these to the Program Team.

4.1.13 Progress meetings and progress hearings to review unsatisfactory progress

(a)   A **Progress Meeting** is required when a student is identified as having made **unsatisfactory progress** in a teaching period for the first time in the same program and as established through a review by the Program Team (**Progress Level 1** student).

(b)   A Progress Meeting is arranged for the purpose of meeting with the Progress Level 1 student, and shall consist of a minimum of two members, the Program Manager, or nominee, and the relevant Teacher who is familiar with the student's progress.

(c)   The Progress Meeting is chaired by the Program Manager, or nominee and the decision of the meeting is reported to the Program Team and to VUI for onshore international students.

(d)   The relevant Teacher must be provided with a copy of the Progress Meeting report, in order to implement any support strategies recommended, within the current teaching period and/or in the next teaching period.

(e)   The Program Team will decide if more than one Progress Meeting is required, for a student who is continuing to make unsatisfactory progress.

(f)   Decisions of the **Progress Meeting** may include:

    (i)   a recommendation for the student to reduce their enrolment load, subject to ESOS and other requirements;

    (ii)   a recommended study program over a specified period of time to assist the student's progress (conditional enrolment);

    (iii)   recommendation that the student enrol in a more suitable program deemed a "better fit";

    (iv)   continuation in the program without condition;

    (v)   agreement with the student that he/she withdraw from the program;

    (vi)   identification of intervention strategies to enhance and support the student's progress;

    (vii)   a recommendation that the student seek appropriate personal and/or educational support from within or outside of the faculty;

    (viii)   a recommendation for monitoring the progress of the student during the next teaching period;

    (ix)   attaching such terms and conditions on the student's continuing enrolment, as negotiated with the student and relevant to the students circumstances;

(g)   A **Progress Hearing** is required when a student has been identified as having made **unsatisfactory progress** in a consecutive teaching period for the second time in the same program and as established through a review by the Program Team (**Progress Level 2** student).

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(h) A Progress Hearing, is arranged for the purpose of meeting with the Progress Level 2 student, and shall consist of a minimum of three members, the Head of School, or nominee, the relevant Teacher and one other person, as nominated by the Head of School.

(i) The Progress Hearing is chaired by the Head of School, or nominee and the decisions of the hearing are reported to the Program Team, the Faculty Board of Studies and to VUI for onshore international students.

(j) Decisions of the **Progress Hearing** may include:

 (i) Progress Meeting decisions as listed in section 4.1.13 (f) (i) to (ix);

 (ii) *suspension* from the program (Note: This is generally not a recommended outcome for onshore international students as, if they suspended, for 28 days or more, they must leave the country, consult with VUI if considering this);

 (iii) *exclusion* from the program (consult with VUI for onshore international students)

(k) Where the recommended decision of a Progress Meeting or Progress Hearing requires an amendment to enrolment:

 (i) the Head of School and VUI must authorise the decision to vary the full time study requirements for onshore international students; and

 (ii) the Faculty Board of Studies must authorise enrolment amendments in the absence of student agreement.

(l) The principles of procedural fairness will apply to all Progress Meetings and Progress Hearings mandated under this policy including the following:

 (i) the timing of Progress Meetings and Progress Hearings must be scheduled in a way that observes the University's published timelines for reporting;

 (ii) the *notification* of Progress Meetings and Progress Hearings to review student progress must be sent to the student in writing, by registered post to the student's semester address and/or home address and/or by email and mobile phone contact may also be made, within three University working days of the relevant Team Meeting;

 (iii) the *notification* of Progress Meetings and Progress Hearings to review student progress must advise the student of their right to appeal and attend with an advocate, representative, friend or support person who may be a Student Advisor from the Student Advisory Service, and invite the student to respond in writing within five University working days;

 (iv) the *notification* of Progress Meetings and Progress Hearings must invite the student to submit an outline of their case in writing within five University working days;

 (v) the *notification* of a Progress Meeting and Progress Hearing must advise all students of the possibility of *suspension or exclusion*;

 (vi) the *notification* of a Progress Meeting and Progress Hearing must advise onshore international students of the intention to report to Department of Education Employment and Workplace relations (DEEWR) if they make unsatisfactory progress in a consecutive teaching period for the second time

in the same program and that this could lead to a breach of student visa conditions;

(vii)   the Progress Meetings and Progress Hearings may make *decisions* in the absence of student participation; and

(viii)   the Progress Meeting and Progress Hearing must *notify the student of the decision* and the appeals process, in writing, by registered post to the student's semester address and/or home address and/or by email and mobile phone contact may also be made, within five University working days.

4.1.14 Student appeals against the decisions of progress meetings and progress hearings

(a)   Students (Progress Level 1) may appeal against the decision of the Progress Meeting to the relevant Faculty Leader, in writing within ten University working days from the date of dispatch of the notification of the decision.

(b)   Students (Progress Level 2) may appeal against the decision of the Progress Hearing to the relevant Faculty Board of Studies in writing within twenty University working days from the date of dispatch of the notification of the decision.

(c)   Onshore international students (Progress Level 2) may appeal against the decision of the Progress Hearing and also against the decision to report to the Department of Education, Employment and Workplace relations (DEEWR) to the Faculty Board of Studies in writing within twenty University working days from the date of dispatch of the notification of the decision.

(d)   The student must be immediately sent confirmation of receipt of an appeal and be advised that they can attend the appeal with an advocate or support person such as a Student Advisor from Student Advisory Services. Also students should be advised to maintain their enrolment and continue classes as usual, during all appeal processes.

(e)   The conduct of an appeal review, against the decision of the progress meeting or progress hearing, shall remain impartial and provide the student a fair hearing which is at minimal or no cost to the student.

(f)   Student appeals must be supported by relevant evidence including any action taken by the student in response to any previous progress meeting and progress hearing decisions.

(g)   The Faculty Leader must produce a written statement of the appeal decision, including the details of the reasons for the decision. The Progress Level 1 student must be notified of the appeal decision, including the details of the reasons for the decision in writing within five working days.

(h)   The Faculty Board of Studies must produce a written statement of the appeal decision, including the details of the reasons. The Progress Level 2 student must be notified of the appeal decision, including the details of the reasons for the decision in writing within five working days.

(i)   A report of the appeal decision of the Faculty Leader or the Faculty Board of Studies must be provided to the relevant Program Team and VUI must also be notified for onshore international students.

(j)   The Student may take formal action in accordance with the Student Feedback and Complaints Policy if not satisfied with the appeal outcomes. The student can seek advice and information in dealing with their complaint from a Student Advisor from the Student Advisory Service.

(k)   External appeals are available to onshore international students as follows:

   (i)   if the onshore international student is not satisfied with the result or conduct of the internal complaint handling and appeals process, they may complain to the Victorian Ombudsman;

   (ii)   VUI has responsibility for reporting onshore international students to DEEWR (refer to DEEWR – DIAC Course Progress Policy and Procedures on the GPPS website);

      i.   the student is reported to DEEWR if the student's appeal is unsuccessful, or where the student has chosen not to access the complaints and appeals processes; and

      ii.   the student is not reported to DEEWR if at any stage it was found that there was an error in calculation of results, revealing that the student actually made satisfactory program progress or there are compassionate or compelling reasons for the lack of progress.

4.1.15 Student support

At any time, either during the informal or formal phase, a student may be accompanied by a Student Advisor from the Student Advisory Services and/or any other person(s) nominated by the student. Information on Student Advisory Services is available online:
http://www.vu.edu.au/Current_Student/Support_Services/Student_Advisory_Service/index.asox

5.0   EXCEPTIONAL CIRCUMSTANCES

On advice from the relevant Faculty Leader and/or the Chair of the Program Team, the Deputy Vice-Chancellor (Education Programs) and Director of TAFE may vary any requirement for a particular student enrolled in an award course in that Faculty/School where in the opinion of the DVC, exceptional circumstances exist.

HIGHER EDUCATION RECOGNITION PROCEDURES

DEFINITIONS SPECIFIC TO THIS PROCEDURE

Recognition of prior learning (RPL) is an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine credit outcomes following of an individual application for RPL.

RPL for relevant and current informal or non-formal learning will be available for students and may be used for entry requirements or credit towards an AQF qualification.

It is important to distinguish between RPL and Credit Transfer.

Credit transfer is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications. Credit Transfer falls under the Courses and Pathways Policy.

RECOGNITION OF PRIOR LEARNING

RPL and Credit Transfer are related in HE as most HE RPL assessments involve formal learning. When this is the case, RPL credit may be applied for and granted on the basis of an approved credit transfer arrangement registered prior to credit being granted. An RPL assessment of an individual's formal learning may not be used as a precedent for subsequent assessments; however, authenticated information on external courses submitted by RPL applicants and the equivalence identified may be used to assist in the creation of credit transfer arrangements.

The individual student is responsible for initiating a RPL application by completing and submitting the RPL form

The Head of School (or nominee) from the School responsible for the course in which the student is enrolled or the Associate Dean (Teaching and Learning) (or nominee) where the RPL application involves a number of Schools will review the application and make a decision on the basis of principles set out in this policy. The student will be notified of the outcome of the application. The student's academic record will be amended to reflect the credit awarded.

The RPL process should be completed within 20 working days after the student submits their application and evidence to the Head of School or their nominee.

A summary of the processes associated with application for RPL is set out in the following flow chart.

Figure 1

1. PROCEDURES FOR STUDENTS

Students that have successfully completed a course in Vocational Education (through VE, a private training organisation, overseas vocational training) or Higher Education, either in Australia or overseas, should check the pathways database to see if there is an existing credit transfer arrangement from the course that they have completed to the VU Higher Education course that they are interested in. If a pathway is not on the database, they should contact the relevant Faculty or School Office.

Prospective and current students that wish to have prior learning recognised, either when applying for entry to a course at VU or during their studies at VU will need to lodge a Recognition of Prior Learning (RPL) form, together with full academic transcripts and a detailed course syllabus, including subject descriptions, details of assessment and the duration of each subject.

Pathways that are on the database have a pathway code that can be cited to simplify the RPL process.

2. APPEALS

Students should be advised that if they have any concerns about the RPL assessment they should contact the relevant Head of School in the first instance. If a suitable resolution is not achieved they may then submit an appeal for further consideration as outlined in the policy.

3. AUDIT AND REVIEW

At a minimum this audit will take the form of a report to the Faculty Board of Studies and the Education Committee on the number of RPL applications received, the outcomes of those applications and the operation of the appeals process.

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VOCATIONAL AND FURTHER EDUCATION RECOGNITION PROCEDURES

DEFINITIONS SPECIFIC TO THE PROCEDURE

Recognition of prior learning (RPL) is an assessment process that involves assessment of an individual's relevant prior informal and non-formal learning to determine credit outcomes following of an individual application for RPL. Note that recognition of prior formal learning, which was included in this 2010 AQF definition is *not* applicable in VET as this does not constitute RPL under the VET Fee-Help Scheme.

RPL for relevant and current informal or non-formal learning will be available for students and may be used for entry requirements or credit towards an AQF qualification.

It is important to distinguish between RPL and Credit Transfer. Credit transfer is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications. In VET, recognition of prior formal learning is classified as Credit Transfer (see above). Credit Transfer falls under the Courses and Pathways Policy.

VE RPL PROCEDURES

General Information for students	General information about RPL is to be made available to students prior to enrolment through:

- The University Handbook
- University course brochures
- Recognition Information Sheet
- The University website.

Teaching departments should provide information to students about the evidence that is required for assessing RPL in each module/unit of competency.

To apply for RPL for a component of a VE course, students are advised to discuss their application with the relevant Program Manager and submit an Application for Recognition of Prior Learning form together with details of related experience; full academic transcripts and a detailed course syllabus, including subject descriptions, details of assessment and the duration of each subject.

Information provided by Departments	In addition to the general information provided to students, teaching departments are encouraged to develop guidelines to support the RPL process.

Teaching departments should prepare information for students to guide them in collecting evidence. This should include evidence guides detailing the types of evidence that could be used to demonstrate competency in each module/unit of competency.

Teaching departments should provide information sessions or individual counselling to inform and guide students considering applying for RPL. Sessions should include information about the content of the module/unit of competency, the RPL process, and details of evidence

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required or the assessment options available to students.

In preparing the information for students, teaching departments should comply with the AQTF requirement to structure the RPL process to minimise the time and cost to applicants. (Refer to AQTF Standard 8.2b [3]).

Profile funding is in part dependant on valid enrolments. Departments should be aware that the student must be correctly enrolled in the module/unit of competency for which RPL is being claimed and that the Department needs to have evidence of participation for that student to be eligible for profile funding. A record of the RPL assessment could be used as evidence of participation.

Enrolment

Students seeking RPL must be enrolled in the module / unit of competency for which they are seeking RPL before a result can be recorded.

Applications for RPL should be made as early as possible in the course.

Students must be advised prior to RPL assessment about their training options if their application for RPL is unsuccessful. It may be necessary to advise the student to commence the module/unit of competency while the RPL assessment is being processed.

RPL Application

RPL is commenced at the request of the student. The student must make application for RPL before the RPL assessment can commence.

RPL applications must be made on the VE Application for Recognition of Prior Learning Form.

VE Application for Recognition of Prior Learning Forms are available from:

- Student Services
- Teaching Departments
- On-line

Completed VE Application for Recognition of Prior Learning Forms with evidence attached where appropriate must be lodged with the Head of Department or their nominee.

The acknowledgement at the bottom of the VE Application for Recognition of Prior Learning Form is to be signed, dated and given to the student.

Profile funded students cannot undertake RPL for all of the modules / units of competency in which they are enrolled

Funding restrictions prevent RPL being undertaken for all modules/units of competency that a profile funded student is enrolled in. Assessment will only be funded if it is part of the delivery of a recognised course or training program. Therefore, in addition to the module/unit of competency that RPL is applied for, the student must be enrolled to receive tuition in other modules/units of competency in the course/qualification.

Payment of fees where the RPL is assessed and

RPL specific fees or charges will not apply to profile funded students where the RPL is assessed and processed only within VU.

Students enrolled in profile-funded courses are charged tuition fees

processed within Victoria University only (i.e. no external board/party is involved)	as per the Ministerial Directions in relation to fees and charges. This includes a tuition fee for any module/unit of competency where an RPL application is made.
	Where an application for RPL is successful, and the student has already paid tuition fees for that module/unit of competency, then VU must refund to the student or sponsor, whichever is relevant, an amount equal to the difference between:
	The tuition fee which has been paid; and
	The tuition fee applicable in respect of the enrolled subject hours for that part of the course in which the student has undertaken, or will undertake, tuition in that calendar year.
	Where payment of the tuition fee causes financial difficulties for the student they may apply for an extension of time as outlined in the Tuition and General Service Fee Administration Policy.
Assessment fee to be charged to Profile Funded students where the RPL is assessed and processed with the involvement of an external board/party	Where an external board/party's recognition of the assessment outcome is a registration or vocational requirement, departments may choose to involve the external boards/parties in the RPL assessment process.
	Where the external board/party charges VU a fee for this process, an Assessment Fee may be charged to the student. The Assessment Fee to be charged is at the discretion of the Department. The assessment fee should not exceed the actual cost incurred by VU.
	Assessment fees are charged in addition to the tuition fees charged in accordance with the Ministerial Directions in relation to fees and charges.
	Where an assessment fee is to be charged, students must be informed of this prior to the assessment commencing.
	Where an external board/party is involved in the RPL assessment process, informed consent of the student is required prior to the assessment commencing.
RPL is a form of assessment	Each Teaching Department/Unit/Centre/Program area is responsible for selecting the assessment methods that will be used to determine whether the student is currently competent in the module/unit of competency. The RPL assessment methods are to be documented by the Department and made available to students.
	RPL assessments must comply with the principles of validity, reliability, fairness and flexibility.
	RPL assessments must be equitable for all persons, taking account of cultural and linguistic needs.
	RPL assessments must be conducted by competent assessor/s as per the requirements of the AQTF Standards 7.3.
	The assessor/s must make a judgment about the applicant's current competency against the endorsed industry or enterprise competency standards or outcomes specified in AQF accredited courses.
	RPL assessments may utilise evidence provided by the applicant,

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the assessment tools already developed for the module/unit of competency being assessed, or RPL specific assessment approaches may be used.

The RPL assessment strategy must be developed in consultation with enterprises/industry.

The RPL assessment strategy must be validated by reviewing, comparing, and evaluating the assessment process, tools and evidence contributing to judgments made by a range of assessors against the same competency standards at least annually. (Refer to AQTF Standard 9.2 [3]).

Processing the RPL Assessment

The relevant Teaching Department/Unit/Centre/Program area will:

- complete the acknowledgement at the bottom of the VE Application for Recognition of Prior Learning Form and return this part of the form to the student.
- Where an extension of time has been granted for payment of fees the student should produce a copy of their approved and signed Application for Fee Extension form. Note on the application form the date on which fees must be paid. In these cases every effort should be made to complete the RPL assessment prior to the date on which the extension expires.
- Check the student has enrolled in all modules required including those for which RPL is being applied for.
- Advise the student of the date, time and venue of the assessment and interview if required.
- Advise the student of charges where applicable;
- Conduct the RPL assessment.
- Where the assessor considers that insufficient evidence has been provided they will request that further evidence be provided. The student will be given advice about the evidence that is necessary for completion of the RPL assessment.
- Maintain a record of the RPL assessment as the evidence submitted as part of the RPL assessment process may be required in the future for audit purposes. The evidence submitted by the student must be recorded and mapped against the module / unit of competency. The record must also record where the evidence can be sourced if needed for audit purposes. This record should accompany the completed VE Application for RPL form for eventual filing by Student Administration.
- Notify the student in writing or electronically of the outcome of the assessment. Where the application is unsuccessful the notification will provide reasons and training options available to the student. Where the application is completely or partially successful, forward the original RPL Application with record of evidence, copy of the notification to the student, and any supporting documentation to Student Service Centre (SSC). Where the application is unsuccessful, forward the original RPL Application,

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copy of the notification to the student, and any supporting documentation to Student Administration who will then place this on the student's file.

Where the application is successful the SSC will:

- Record the result of the assessment as credit granted through RPL using code SR.
- Inform student of the result in writing or electronically via an amended academic transcript.
- Forward the RPL Application, copy of the letter to the student, and supporting documentation to Student Administration who will then place this on the student's file.
- Notify the Finance Department of any refunds and/or RPL/RCC related charges.

Time taken for RPL Process

The RPL process should be completed within 20 working days after the student submits their application and evidence to the Head of Department or their nominee.

Where a student has applied for an extension of time to pay fees while the RPL assessment is being conducted, every effort should be made to complete the RPL assessment within the period granted for the fee extension.

Should a period longer than 20 days be required, the applicant must be notified and a longer timeframe agreed.

Appeals Process

Students should be advised that if they have any concerns about the RPL assessment they should contact the relevant Head of Department in the first instance. If a suitable resolution is not achieved they may then submit an appeal for further consideration as outlined in the policy.

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4. VE RPL/RCC PROCEDURE – FEE PAYING STUDENTS ONLY

VE Full Fee Paying Award (TFFA) Courses

For TFFA courses see the online Guideline and Procedures

Setting Fees

Fee for service students pay for the assessment service that is being provided. Fee for service activities are conducted in a commercial environment. The RPL Assessment Fee is to be calculated by the Department conducting the RPL. Consideration should be given to all costs incurred and to the AQTF requirement to minimise the cost to applicants. Use of a costing sheet would be advisable.

Fees for TFFA courses are given in Section 6.3 of the online Guideline and Procedures

For VE onshore international students, $70.00 or 30% of the Unit of Study cost (whichever is greater) will be charged.
[Unit of Study (UoS) costs will be derived from the annual course cost and enrolled hours.]

For example: Course X is $5000 per year. UoS Y hours for RPL is 40 hours. Course hours are 1200 over two years. The default or average hours per year in this case is 600. Therefore the calculation would be - $5000 divided by 600 hours multiplied by 40 hours = $333.33. 30% of $333.33 = $100.00 for RPL for UoS Y.

RPL available for an entire course or qualification

There are no restrictions regarding the number of modules/units of competency in which a fee for service student can apply for RPL/RCC. Therefore a student may apply for RPL for an entire course/qualification.

VE CREDIT TRANSFER PROCEDURE

Information for students

General information about Credit Transfer is to be made available to prospective and enrolling students through:

- The TAFE Handbook
- University course brochures
- The University website.

The Director or nominee from the Staff College, or equivalent, will be responsible for providing the information to VE Departments/Schools for inclusion in the TAFE Handbook and course brochures, and posting on the University's website.

Credit Transfer Availability

To obtain credit transfer under mutual recognition the module/unit of competency that has previously been successfully completed must be identical, or have been deemed equivalent, to the one for which credit transfer is claimed. Advice on modules/units of competency that have been deemed equivalent are documented in the Implementation/ Purchasing Guides for Training Packages and the Transition Table for accredited courses.

A Statement of Attainment or Qualification issued by a Registered

Training Organisation stating that competency has been demonstrated in the module/unit of competency claimed is required.

To obtain credit transfer under structured qualification linkages a structured qualification linkage must have been established by Victoria University for the particular course/qualification in which the student is enrolling. The structured qualification linkage will specifically identify both the AQF course/qualification the student must have successfully completed and the training organisation that issued the AQF qualification.

Structured qualification linkages are developed in accordance with the Australian Qualifications Framework Implementation Handbook.

Where a student requests recognition for study previously undertaken and credit transfer is not available under the classification of mutual recognition or established structured qualification linkages, recognition will only be possible as part of the RPL process.

Restraints on credit may be employed where there is a significant time period between completion of the previous study and application for credit,.

Enrolment / Application

Credit transfer will only be available to students who are enrolling in at least one module/unit of competency in the course in addition to any modules/units of competency for which Credit Transfer is sought.

A VE Application for Credit Transfer form must be completed and have a certified copy of the original Statement of Attainment or Qualification attached to it. The individual modules/units of competency successfully completed must be identified in the documentation provided.

Where a qualification is provided, an official statement of results or Statement of Attainment listing all of the modules/units of competency that the student has successfully completed is also required.

Where the student requesting Credit Transfer presents the original Statement of Attainment or Qualification when submitting their application a certified copy must be made.

The Head of Department or their nominee must photocopy the original document/s and mark on the photocopy that the original has been sighted, and sign and date the copies. The original is to be returned immediately to the student. It is not to be kept in the Department.

The completed VE Application for Credit Transfer form and certified copy of the documents supplied by the student should be attached to the enrolment form and forwarded to the Head of Department or Program Manager for approval and signature.

Where the application for credit transfer is successful, the completed VE Application for Credit Transfer form and certified copy of the results are then forwarded to Student Service Centre (SSC).

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The SSC will enter results based on the credit transfer form. The result code for credit transfer is SE.

The SSC will inform student of the result in writing or electronically via an amended academic transcript.

The SSC will forward the documentation to Student Administration for filing.

Where the application for credit transfer is unsuccessful the Head of Department or their nominee will inform the student in writing or electronically.

The completed VE Application for Credit Transfer form, certified copy of the results and a copy of the notification to the student are forwarded to Student Administration for filing.

Payment

There is no charge for Credit Transfer applications.

The tuition fee is not chargeable for any subject where credit transfer is granted.

Where the tuition fee has been paid prior to the application for credit transfer being approved the tuition fee will be refunded to the student or sponsor, whichever is relevant, when the application has been approved.

The SSC will notify the Finance Department of any refunds due.

Appeals Process

Students should be advised that if they have any concerns about the Credit Transfer application they should contact the relevant Head of Department in the first instance. If a suitable resolution is not achieved they may then submit an appeal for further consideration as outlined in the policy.

ATTACHMENT 1

5. VE RPL PROCEDURES – PROFILE FUNDED STUDENTS

```
┌─────────────────────────────┐
│ Information made available  │
│   to prospective students   │
│      (refer 1.1 & 1.2)      │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│       Student enrols        │
│        (refer 1.3)          │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│  Student applies for RPL/RCC│
│        (refer 1.4)          │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│ Department signs acknowledg-│
│ ment and returns it to      │
│ student (refer 1.4.5)       │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│   RPL/RCC assessment occurs │
│        (refer 1.8)          │
└─────────────────────────────┘
```

- External board/party involved (refer 1.7)
- Assessment fee charged to student (refer 1.7)
- External board/party not involved (refer 1.9)

- Outcome of RPL/RCC (refer 1.9)

Successful (refer 1.9)
- Department notifies student (refer 1.9)
- Forward document to SSC (refer 1.9)
- SSC process & issue amended academic transcript (refer 1.9)
- SSC forward document to student (refer 1.9)
- SSC notify Finance Department (refer 1.9)

Unsuccessful (refer 1.9)
- Department notifies student (refer 1.9)
- OPTIONAL → Appeals Process (refer 1.11)
- Forward document to Student Administration (refer 1.9)

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6. VE RPL PROCEDURES – FEE FOR SERVICE STUDENTS

```
┌─────────────────────────────────────┐
│  Information made available to       │
│  prospective students               │
│  (refer 1.1 & 1.2)                  │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│  Student enrols                      │
│  (refer 1.3)                        │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│  Student applies for RPL/RCC         │
│  (refer 1.4)                        │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│  Department advises student of cost  │
│  (refer 2.2)                        │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│  Department signs acknowledgment and │
│  returns it to student              │
│  (refer 1.4.5)                      │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│  RPL/RCC assessment occurs           │
│  (refer 1.9)                        │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│  Outcome of RPL/RCC                  │
│  (refer 1.9)                        │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│  Outcome of RPL/RCC                  │
│  (refer 1.9)                        │
└─────────────────────────────────────┘
         │                      │
         ▼                      ▼
┌──────────────────┐    ┌──────────────────┐
│  Successful       │    │  Unsuccessful     │
│  (refer 1.9)      │    │  (refer 1.9)      │
└──────────────────┘    └──────────────────┘
         │                      │
         ▼                      ▼
┌──────────────────┐    ┌──────────────────┐          OPTIONAL
│  Department       │    │  Department       │──────────────┐
│  notifies student │    │  notifies student │              ▼
│  (refer 1.9)      │    │  (refer 1.9)      │    ┌──────────────────┐
└──────────────────┘    └──────────────────┘    │  Appeals Process  │
         │                      │                │  (refer 1.11)     │
         ▼                      ▼                └──────────────────┘
┌──────────────────┐    ┌──────────────────┐
│  Forward document │    │  Forward          │
│  to SSC           │    │  documentation to │
│  (refer 1.9)      │    │  Student          │
└──────────────────┘    │  Administration   │
         │              │  (refer 1.9)      │
         ▼              └──────────────────┘
┌──────────────────┐
│  SSC process &    │
│  issue amended    │
│  academic         │
│  transcript       │
│  (refer 1.9)      │
└──────────────────┘
         │
         ▼
┌──────────────────┐
│  SSC forward      │
│  documentation to │
│  Student          │
│  Administration   │
│  (refer 1.9)      │
└──────────────────┘
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REFERENCES

1. Australian Qualifications Framework: RPL National Principles, AQF Advisory Board 2004

2. Australian Qualifications Framework: Cross Sector Qualification Linkages, AQF Advisory Board 2004

3. Australian Quality Training Framework, Standards for Registered Training Organisations, ANTA 2005.

4. Good Practice Principles for Credit Transfer and Articulation from VET to Higher Education, MCEETYA 2005.

5. Minutes of the Education and Research Board meeting of 13/9/2006.

6. Making VU A New School of Thought: Supporting Information. http://intranet.vu.edu.au/vco/

7. Statistical Data Guidelines, Office of Training and Tertiary Education 2006.

8. Ministerial Directions to Councils of TAFE Institutes and Universities with TAFE Divisions, Incorporating amendments as of 1 September 2006, Office of Training and Tertiary Education.

9. Training Package Development Handbook. Part 2 Endorsed Components, Chapter 4 Developing the Qualifications Framework. ANTA 2004.

STUDENT ASSESSMENT AND PROGRESS

PRACTICE GUIDE BOOK

VOCATIONAL EDUCATION AND FURTHER EDUCATION (VE/FE)

The Practice Guide Book is provided as a resource to aid the implementation of the Procedures. It also provides forms, letters and flow charts to assist University staff. It is not part of the Student Assessment and Progress Procedures for Vocational Education (VE) and Further Education (FE).

CONTENTS

DEFINITIONS SPECIFIC TO PRACTICE GUIDE BOOK

Assessment: The process of collecting evidence and making judgements on whether competency has been achieved to confirm that a student can perform to the standard expected in the workplace, as expressed by the units and elements of competency in the training package or by the learning outcomes of an accredited course.

Assessment tools: The instruments and procedures used to gather and interpret evidence of competence. The instruments are the specific questions or task/activity used to assess competence including acceptable performance and decision-making rules. The procedures are the information or instructions about how the assessment is to be conducted and recorded.

Assessment methods: The particular assessment techniques or modes used to gather different types of evidence. This may include questioning, direct observation, practical application, structured activities, third party feedback, e-portfolios and review of products.

At risk: A student who is advised that their academic performance is of concern to the teacher because of:

- formative assessment that indicates that a student is having difficulty making satisfactory progress and/or

- a student's semester results displaying a level of achievement that is judged to be less than satisfactory.

The student may be at risk of making unsatisfactory progress. The student may continue in their studies following an informal meeting with the teacher but may require the provision of explicit learning support and assistance.

Authenticity: One of the rules of evidence. To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the student's own work and acknowledges the work of others appropriately (consistent with the Academic Honesty and Preventing Plagiarism Policy).

Compulsory teaching period: Can be any period of time a student is enrolled that is of a reasonable period of no more than six months. Program teams may elect to deliver programs and enrol students for twelve months but for the purposes of monitoring onshore international students specifically for unsatisfactory progress the six-month period shall apply.

Confirmation of Enrolment (CoE): A document, provided electronically, which is issued by the University to intending students as confirmation of enrolment. For onshore international students it confirms their eligibility to enrol in a particular program of the University and must accompany their application for a student visa.

Credit Transfer: is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications).

Currency: One of the rules of evidence. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

DEEWR-DIAC Course Progress Policy and Procedures: Under Standard 11.2 of the National Code 2007, a provider who implements the DEEWR-DIAC Course Progress Policy and Procedures for its vocational education and training (VET) courses is not required for ESOS purposes to monitor attendance for those courses. These University procedures (VE/FE) are consistent with the DEEWR-DIAC policy and a copy of the policy is available online at the University's Central Policy Register.

Exclusion: The cancellation of a student's enrolment in the relevant program of study by a progress committee hearing. Students may reapply for entry into that program after a period of twelve months. Cancellation of an international student's enrolment due to unsatisfactory progress can

have serious implications, which may include the cancellation of a student visa and restrictions on returning to Australia.

Fairness: Assessment tools and tasks are considered fair when they do not disadvantage particular students, and the assessment places all students on equal terms regardless of race, gender, ethnicity, sexuality or disability. It requires clear communication between the assessor and the student to ensure that they are fully informed about, understand and are able to participate in the assessment process. It also includes an opportunity for the person being assessed to appeal the result of the assessment and to be reassessed if necessary.

Flexibility: One of the principles of assessment. To be considered flexible, assessment should draw on a range of methods appropriate to the context and competency, and the candidate. There is no single approach or set of approaches to the assessment of performance that fits all needs.

Formative assessment: Informal assessment that provides feedback and supports and encourages learning and is ongoing throughout the unit or program. It can be used to identify students who may be at risk of unsatisfactory progress.

Information guide: An information guide can be any combination of material that details all of the assessment requirements. These may be existing documents, including a course or program manual, a handbook, a student induction manual, a unit guide or a unit outline.

Learning and assessment plan: A plan that details the learning content of the units of competency to be taught in a qualification, and the modes of delivery and assessment methods, tools and tasks, in accordance with the requirements of the Australian Qualification Training Framework (AQTF 2007).

Moderation: Moderation is a quality control process that involves teachers discussing and reaching agreement about assessment outcomes. It enables teachers to develop a shared understanding of the requirements of specific accredited course or training package, including the relevant standards and assessment guidelines, the nature of evidence, how evidence is collected, and the basis on which assessment decisions are made. Moderation is the process of bringing scores and standards into alignment. It is an active process in the sense that adjustments to students' results are made. This definition is used exclusively for the procedures (VE/FE).

Practice Guide Book: The Practice Guide Book is not part of the Student Assessment and Progress Procedures for Vocational Education (VE) and Further Education (FE). It is provided as a resource to aid the implementation of the procedures. It also provides forms letters and flow charts to assist University staff. A copy of the Practice Guide Book will be available online at the University's Central Policy Register on 2 March 2009.

Principles of assessment: To ensure quality outcomes, assessment practices should be valid, reliable, flexible and fair as required by the AQTF.

Program team: A group formed by the program manager to review student assessment and progress, and other related matters, during and at the conclusion of a unit or program.

Progress hearing: A hearing chaired by the head of school to review the progress of students referred because of unsatisfactory progress at Level 2.

Progress meeting: A meeting chaired by the program manager to review the progress of students referred because of unsatisfactory progress at Level 1.

Reasonable adjustment of assessment: Reasonable adjustment is alternatively known as modified assessment and is the practice of adjusting or modifying the assessment to meet the needs and characteristics of the students being assessed. This includes any changes to the assessment that meet the individual needs of the person with a disability. The determination of 'reasonableness' requires judgement that balances the effect on the organisation with the need to maintain the integrity of the assessment.

Recognition of Prior Learning: is an assessment process that assesses the individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit.

Reliability: One of the principles of assessment. Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes. Assessment practices are reliable when teachers work together to compare and refine the assessment tools they are using to develop a common interpretation of the assessment requirements. The assessment methods, tools and tasks are consistent when assessments are equivalent in different places and at different times.

Rules of evidence: These are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure that it is valid, authentic, current and sufficient. Regardless of the form of evidence, where it was collected, or who collected it, teaching staff must evaluate the quality of the evidence and be confident that assessment judgements are based on the rules of evidence.

Special consideration: Refers to a situation whereby a student submits a claim that performance in a specific assessment task was or will be hindered by an event, condition or circumstance not under the student's control. These circumstances affect the student's capacity and/or ability to progress through a program.

Sufficiency: One of the rules of evidence. Sufficiency relates to the quality and quantity of evidence assessed. It requires the student to collect a range of assessment evidence that is enough to ensure that all aspects of competency have been satisfied for the unit(s) or module(s) and that competency can be demonstrated repeatedly.

Summative assessment: Summative assessment contributes to the final result. Assessment used to determine to what extent a student has achieved the learning outcomes or unit and elements of competency for a unit.

Supplementary assessment: A second chance assessment that is made available to students who have marginally failed a task or who have not demonstrated competency for a unit or who were successful in a claim for special consideration.

Suspension: This involves putting a student's enrolment on hold in the relevant program of study for a predetermined period, but not exceeding twelve months.

Student advisor: A staff member of the Student Advisory Services who provides information, advice and referral services to students on key University issues and processes which affect them, and, where requested by students, represents them at meetings and hearings related to progress, complaints, grievances, plagiarism and discipline.

The National Code: The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students, 2007.

Unsatisfactory progress: The program team will define the criteria for a student making *unsatisfactory progress* and the *teaching period* for the programs and units they manage, deliver and assess. For all onshore international students unsatisfactory progress is defined as a student who has not passed or demonstrated competency in at least 50% of the enrolled program within a six-month teaching period. If the teaching period is longer than six months then the program team will ensure that at the end of the six-month period, onshore international students are in a position to complete the program within the designated timeframe. These students identified by the program team as making unsatisfactory progress are Progress Level 1 students.

Student Progress Levels 1-2 are an indication of a student's progress toward the completion of their program. There are two levels of unsatisfactory progress for Vocational Education and Further Education students enrolled at the University:

Progress Level	Definition
1	Referral One. A student identified to have made unsatisfactory progress in a teaching period for the first time in the same program and as established through a review by the program team.
2	Referral Two. A student identified to have made unsatisfactory progress in a consecutive teaching period for the second time in the same program and as established through a review by the program team.

Refer to the DEEWR – DIAC Course Progress Policy and Procedures online at the University's Governance Policy & Planning Services (GPPS), Central Policy Register for further information for onshore international students.

Validation: Validation is a quality review process for improving the way a unit or group of units is assessed. A validation exercise typically focuses on the assessment tool including the assessment tasks, scoring rubrics and/or judgements of a:

- sample of assessors and/or
- sample of units/subjects rather than all the units/subjects.

A validation process involves checking that the assessment tool produces sufficient, current, valid and authentic evidence to determine whether the standards defined in the accredited course or training package units have been met. It includes reviewing and making recommendations for future improvements to the assessment process, the assessment tools and tasks, the evidence collected, and the interpretation of that evidence to make a judgement of competence in relation to the same unit(s). Validation can occur before, during and/or after assessment. This definition is used exclusively for the Procedures (VE/FE).

Validity: One of the principles of assessment and also one of the rules of evidence. Assessments are valid when they assess what they claim to assess. Assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance.

THE PRACTICE GUIDE BOOK

The **Practice Guide Book** is not part of the Student Assessment and Progress Procedures for Vocational Education and Further Education. It is provided as a resource to aid the implementation of the procedures and makes available forms, letters and flow charts that may be of assistance to University staff. A copy of the Practice Guide Book will be available online at the University's Central Policy Register on 2 March and flow charts will be available on 30 March 2009.

PROCEDURE 4.1.1 PROGRAM INFORMATION

(c)   The Program Team must ensure that an **Information Guide** (any combination of material that details all of the assessment requirements) is developed for each program delivered which includes as a minimum:

(ix)   a clear statement of the intended learning outcomes of the unit or program

(x)   details of assessment tasks to be undertaken

(xi)   requirements for satisfactory completion/competency

(xii)   the process for application for Special Consideration, if applicable

(xiii)   the provision of any supplementary assessment offered in a unit or program

(xiv)   information about Skills Recognition

(xv)   learning in the Workplace and Community (LiWC) assessment tasks

(xvi)   requirements of the Student Assessment and Progress Procedures (Vocational Education and Further Education).

(d)   The Program Team and the relevant Teacher must ensure that the **Information Guide** is provided to all students at the beginning of a unit or program.

Guide for Procedure 4.1.1 – program information

Please read Procedures section 4.1.1 together with these guidance notes:

(1)   An **information guide** can be any combination of material that details *all* of the assessment requirements. These may include existing documents. Documents may consist of a course or program manual, a handbook, a student induction manual and a unit guide or unit outline.

(2)   Minimum information on assessment to be given to students (electronic or hard copy) is contained in the Procedures section 4.1.1.

(3)   The program team will consider external assessment regulations and requirements when deciding on the assessment requirements for the units and programs they manage, deliver and assess.

a.   The program team will review and take into account prescribed assessment requirements when developing the information guide(s) for the units and programs they manage, deliver and/or assess.

(4)   Information about skills recognition is included in this information. Skills recognition includes Recognition of Prior Learning and Credit Transfer. Victoria University has information about skills recognition online at: **http://intranet.vu.edu.au/TAFE/RPL/Default.asp.**

b.   **Recognition of Prior Learning (RPL)** is an assessment process that assesses the individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit.

c. **Credit Transfer** is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications).

d. All skills recognition processes should be informed by the following national and institutional guidelines: AQF National Principles and Operational Guidelines for Recognition Prior Learning (RPL). Further information on AQF National Principles and Operational Guidelines, RPL and Credit Transfer is available online at: **http://www.aqf.edu.au/.**

e. The *Learning pathways and qualification linkages* policy enables VU to take full advantage of its dual-sector structure and to provide the widest possible set of opportunities to the widest possible group of students. The policy provides staff with information about learning pathways and skills recognition and assists them to support students to gain credit and recognition of prior learning. This allows students to combine learning from Vocational and Further Education with Higher Education and to make easy transitions from one sector to another. The policy is available online at the University's Governance Policy & Planning Services, Central Policy Register at: **http://gpps.vu.edu.au/policy/cid/1/parent/1/t/policy**.

(5) The student assessment and progress procedures for vocational education and further education are consistent with the DEEWR-DIAC policy. All Victoria University students must have access to the student assessment and progress policy and associated procedures. All onshore international students must also have access to the ESOS ACT 2000, DEEWR-DIAC Course Progress Policy and Procedures for CRICOS providers of VET courses. These policies and procedures are available online at the University's Governance Policy & Planning Services, Central Policy Register at: **http://gpps.vu.edu.au/policy/cid/1/parent/1/t/policy.**

(6) The information on assessment given to students may also include, but is not limited to:

a. details of assessment tasks/activities

b. assessment criteria, the performance standard required

c. student grade standards and system grade descriptors

d. assessment timelines and completion requirements

e. information on resubmission, reassessment and supplementary assessment, if applicable

f. information on reasonable adjustment of assessment (modified assessment)

g. information on extension agreements and special consideration, if applicable

h. monitoring of attendance and participation processes

i. information on appeals processes and support provided by student advisors, as described in the Student Feedback and Complaints Policy. The policy is available online at Central Policy Register at: **http://gpps.vu.edu.au/policy/cid/10/parent/0/t/policy**

j. information on the VU Graduate Capabilities and the Department of Education Employment and Workplace Relations (DEEWR) Employability Skills embedded in the unit or program

k. information on Language, Literacy and Numeracy, Learning Support at concurrent assistance This information is also available online at: **http://tls.vu.edu.au/vucollege/learninghub/index.html**

l. information on Disability Services. Program Managers provide the necessary support and referral for disability services in the VE and FE sector. Students must be enrolled to register with Disability Services. To register with Disability Services, students need to do one of the following:

(i)   Telephone Disability Services directly on (03) 9919 2529 or

(ii)   Email Disability@vu.edu.au or

(iii)   Fill in the electronic Request Form for Disability Registration, or alternatively print out and fill in the paper version of the form.

This information is also available online at: **http://www.vu.edu.au/facilities-and-services/student-equity-and-disability-support**

m.   information on accessing records on the student MYVU portal to enable students to monitor their own progress. This information is also available online at: **www.vu.edu.au/current_students.**

n.   information on plagiarism and the University's Academic Honesty and Preventing Plagiarism Policy. The policy is available online at the University's Governance Policy & Planning Services, Central Policy Register: **http://gpps.vu.edu.au/policy/cid/10/parent/0/t/policy.**

PROCEDURE 4.1.2 – THE PROGRAM TEAM

(e)   The Program Manager is responsible for the establishment of the Program Team prior to the commencement of the unit or program and its ongoing administration.

(f)   The Program Team is made up of the Program Manager, and other University staff as nominated by the Program Manager, including all relevant Coordinators and Teachers responsible for the management delivery and assessment of specific unit(s) and/or program(s).

(g)   The Program Team replaces the Assessment and Student Progress Board.

(h)   The Program Team is responsible for:

(vi)   reviewing records of students at risk of making unsatisfactory progress generated by the relevant Teachers as they arise, and considering actions taken to date and suggesting any further action if required

(vii)   defining the criteria for a student *making unsatisfactory* progress and the *teaching period*, for the programs and units they manage, deliver and assess

(viii) ensuring that for onshore international students *unsatisfactory progress* is defined as a student who has not passed or demonstrated competency in at least 50% of the enrolled program within a six month compulsory teaching period, as required by DEEWR-DIAC Policy

(ix)   reviewing individual student results and identifying students who have made unsatisfactory progress, during and/or at the conclusion of the teaching period

(x)   identifying students requiring follow-up action, including referral to meetings and hearings for unsatisfactory progress

(xi)   establishing Progress Meetings as required

(xii)   reviewing reports of Progress Meetings and Progress hearings

(xiii) generating reports of unsatisfactory progress for Progress Level 2 students for the Head of School and the Faculty Board of Studies

(xiv) generating reports of unsatisfactory progress for Victoria University

	International (VUI) for onshore international students
(xv)	monitoring assessment validation and/or moderation processes and activities
(xvi)	determining appropriate grade set and use of graded and ungraded assessment for particular units and programs.

Guide for Procedure 4.1.2 – the program team

Please read Procedures section 4.1.2 together with these guidance notes:

(1) The program team is a group formed by the program manager to review student assessment and progress, and other related matters, during and at the conclusion of a unit or program.

(2) The program manager is responsible for the establishment and administration of the program team before the start of the unit or program.

(3) The program team is made up of the program manager, and other University staff as nominated by the program manager, including all relevant coordinators and teachers responsible for the management, delivery and assessment of specific unit(s) and/or program(s).

(4) The *responsibilities* of the program team are detailed in section 4.1.2 of the procedures.

(5) The *responsibilities* of the program team are guided by the faculty leader and heads of school, who should attempt to maintain consistency for monitoring student assessment and progress across schools, faculty or college. A consistent approach should be balanced with the need to maintain equity and fairness for each student by taking into account their unique circumstances and level of effect on the student.

(6) The program team will consider the requirement for supplementary assessment, special consideration applications, reassessment and resubmission in the context of the units and programs they manage, deliver and/or assess. The program team may already have in place the necessary assessment practices to meet the needs of students for their specific programs.

(7) The program team will decide on the method of recording program team meetings. The program team may document meetings in a number of ways including:

    a. Meeting minutes and agenda items.

    b. The program team may refer to the Procedures section: Attachments (Forms and letters) 14. Program Team – Student Assessment and Progress. Program teams may use this template as a record of deliberations, intervention strategies and decisions on student progress.

PROCEDURE 4.1.3 – ASSESSMENT PRACTICES

(a) The Program Manager, or nominee of the Head of School, is responsible for ensuring that:

    (xvii) teachers have the required qualifications and experience for the units and programs they deliver and/or assess

    (xviii) appropriate student selection processes are in place to promote successful student assessment and progress outcomes

    (xix) assessment methods tools and tasks are documented in Learning and Assessment Plans

    (xx) there is evidence of continuous improvement in assessment including

evidence of validation and/or moderation.

(b)   Teachers are responsible for ensuring that:

(xxi)   relevant student background information is collected and reviewed to support student learning

(xxii)   assessment is consistent with the **principles of assessment**, it is valid, reliable, flexible and fair

(xxiii)   students are provided with timely feedback on both **formative** and **summative** assessment

(xxiv)   informal and formal evaluation of assessment practices are undertaken

(xxv)   student confidentiality is maintained.

Guide for Procedure 4.1.3 – assessment practices

Please read Procedures section 4.1.3 together with these guidance notes:

(1)   Program managers promote quality assessment practices that include, but are not limited to:

a.   Teachers having the relevant qualifications and experience for the accredited course or training package units and programs they deliver and/or assess that are consistent with AQTF 2007 and University requirements.

b.   Selection processes are in place to promote successful student assessment and progress outcomes, where appropriate. Selection processes are in place to ensure student suitability and 'best fit' for the program of study they have applied for. Student selection processes are established to promote success by:

i.   providing appropriate information to students to ensure they understand the requirements of the qualification as described in the accredited course or training package units of competency

ii.   advising applicants of any prerequisites and the underlying skill requirements of the qualification

iii.   advising applicants who have difficulty meeting these requirements to acquire the necessary skills before starting the preferred program of study

iv.   providing applicants who may have difficulty meeting these requirements with advice and options for gaining underlying skill requirements. The advice and options may include but are not limited to offering complementary skills training and completion of a University ESL program or Certificate of General Adult Education program. Skills training may include acquiring appropriate language and literacy skills or Information Communication Technology (ICT) skills before starting their preferred program of study.

c.   Selection processes may include but are not limited to:

i.   selection test or other activity

ii.   individual or group interviews and/or orientation programs

iii.   questionnaire distributed to applicant before entry to the program of study, designed to identify previous skills, experience and characteristics.

    d. Ensuring assessment **methods, tools and tasks** for all units and programs are documented in learning and assessment plans. Learning and assessment plans should be consistent with the AQTF and templates of learning and assessment plans are available online at: **https://kit.vu.edu.au/aqtf/default.aspx.**

       i. **assessment methods** are the particular assessment techniques or modes used to gather different types of assessment evidence. These may include questioning, direct observation, structured practical activities, third party feedback, e-portfolios and review of products

       ii. **assessment tools** are the instruments and procedures used to gather and interpret evidence of competence. The instruments are the specific questions or task/activity used to assess competence including acceptable performance and decision-making rules. The procedures are the information or instructions about how the assessment is to be conducted and recorded.

    e. Continuous improvement in assessment practices may include:

       i. validation and/or moderation of assessment

       ii. validation and/or moderation activities are documented and filed as required by AQTF quality processes.

(2)   Teachers promote quality assessment practices that include, but are not limited to:

    a. Relevant student background and special needs information is collected and reviewed to support student assessment and progress. Information may be collected in many ways including:

       i. a unit and/or program application form (electronic or hard copy)

       ii. a questionnaire distributed to applicants *before* the start of the unit or program, designed to identify previous skills, experience, characteristics and special needs

       iii. an enrolment form.

    b. Assessment is consistent with the **principles of assessment**, it is valid, reliable, flexible and fair:

       i. **valid** in that it assesses what it claims to assess. Relates to the matching of assessment evidence against the standards defined in the unit(s) of competence or accredited course curriculum. Assessment against these standards must cover the broad range of skills and knowledge that are essential to competent performance

       ii. **reliability** refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes. Assessment practices are reliable when teachers work together to compare assessment judgements and refine the assessment tools and tasks used to develop a common interpretation of the assessment requirements. Assessment is considered consistent when assessments are equivalent in different places and at different times

       iii. assessments are considered **fair** when they do not disadvantage students and the assessment places all students on equal terms regardless of race, gender, ethnicity, sexuality or disability. It requires clear communication between the assessor and the student to ensure that they are fully informed, understand and are able to participate in the assessment process. It also includes an opportunity for the person being assessed to appeal against assessment results and be reassessed if required

       iv. to be considered **flexible,** assessment should draw on a range of methods appropriate to the context and competency of the student. Flexible assessment also includes providing students with the opportunity to apply for skills recognition.

    c.   Students are provided with timely feedback on both formative and summative assessment:

        i. **formative** assessment is informal assessment that provides feedback and supports and encourages learning and is ongoing throughout the program. It may be used to identify how well your students are learning in your classroom and assist you to recognise those students who may be at risk of unsatisfactory progress

        ii. **summative** assessment contributes to the final result. It is assessment used to determine to what extent a student has achieved the learning outcomes or elements of competency for a unit, and may be in the form of a final test or other formal assessment task

        iii. feedback to students on formative and summative assessment should be provided verbally and in written form when required

        iv. the program team will decide on the requirement for written feedback to students on formative and summative assessment activities for the units and programs they manage, deliver and assess

        v. feedback to students on formative and summative assessment should be prompt, informative and constructive.

    d.   Informal and formal evaluation of assessment practices are undertaken that will include:

        i. undertaking systematic collection of data by distributing *formal* Student Evaluation Surveys (SES) to students. The Student Evaluation Policy is available online at University's GPPS, Central Policy Register: **http://wcf.vu.edu.au/GovernancePolicy/index**

        ii. this policy requires that all units are to be *formally* evaluated for curriculum/content (SEU) and for teaching (SET) each time and in each place it is offered. Further information and electronic surveys are available online at: **http://gpps.vu.edu.au/surveys/cid/21/parent/1/t/surveys**

        iii. the Australian Quality Training Framework 2007 (AQTF 2007) Quality Indicators form part of the AQTF 2007 Essential Standards for Registration for training organisations that wish to deliver nationally recognised vocational qualifications and competencies. Under AQTF 2007, Registered Training Organisations (RTOs) are required to collect and use data on three quality indicators which have been endorsed by the National Quality Council (NQC): Learner Engagement, Employer Satisfaction and Competency Completion. Learner Engagement guidelines state that RTOs should seek feedback from a minimum of 50% of their students completing these qualifications and competencies. Further information is available online at: **http://www.acer.edu.au/aqtf/**

        iv. teachers distributing *informal* surveys and questionnaires to students, developed by the relevant teacher or program team, which include questions on assessment. Responses are used to evaluate and improve assessment

        v. teachers initiating *informal* discussions with students to evaluate assessments and continuously improve them.

    e.   Student confidentiality is maintained and includes:

        i. ensuring confidentiality of any student work that is submitted for assessment, as well as results and feedback arising from assessment

        ii. ensuring student work is not used as teaching or research material without the approval of the student concerned

        iii. ensuring confidentiality of any student work that is validated and/or moderated

Further information on confidentiality is available from the University's Central Policy Register in the Privacy Policy, online at: **http://gpps.vu.edu.au/policy/cid/1/parent/1/t/policy.**

PROCEDURE 4.1.4 – ASSESSMENT VALIDATION AND MODERATION

 (c) The Program Team must ensure that processes are in place to make sure that assessments are validated and/or moderated including Recognition of Prior Learning (RPL) assessments.

 (d) The Program Team is responsible for monitoring assessment **validation** and/or moderation activities and ensuring they are documented.

Guide for Procedure 4.1.4 – assessment validation and moderation

Please read Procedures section 4.1.4 together with these guidance notes:

(1) The University promotes systematic validation and moderation of assessment that provides official confirmation of assessment quality. It enhances teacher capability in quality assessment. Quality assessment promotes appropriate, consistent and comparable assessments.

(2) Although there has been a tendency for the terms validation and moderation to be used interchangeably in the Vocational Education and Training (VET) sector, each has a distinct function and purpose:

 a. **Validation** is a quality review process for improving the way a unit or group of units is assessed. A validation exercise typically focuses on the assessment tool including the assessment tasks, scoring rubrics or marking schemes and/or judgements of a:

  i. sample of assessors and/or

  ii. sample of units/subjects rather than all the units/subjects.

 b. A validation process involves checking that the assessment tool produces sufficient, current, valid and authentic evidence to determine whether the standards defined in the accredited course or training package units have been met. It includes reviewing and making recommendations for future improvements to the assessment process, the assessment tools and tasks, the evidence collected, and the interpretation of that evidence to make a judgement of competence in relation to the same unit(s). Validation can occur before, during and/or after assessment.

 c. **Moderation** is a quality control process that involves teachers discussing and reaching agreement about assessment outcomes. It enables teachers to develop a shared understanding of the requirements of a specific accredited course or training package, including the relevant standards and assessment guidelines, the nature of evidence, how evidence is collected and the basis on which assessment decisions are made.

 d. Moderation is the process of bringing scores and standards into alignment. It is an active process in the sense that adjustments to students' results are made. Typically, moderation involves assessors reviewing their own and their colleagues' assessment outcomes as part of a group. It can occur within and/or across organisations. It is typically based on agreement within a group, usually all assessors/moderators, on the outcomes of a particular unit/subject or program of study, especially in terms of the students' achievements. Moderation may focus on the:

  i. work of a sample of students

  ii. a sample of work by a sample of students.

 e. Validation includes but is not limited to:

       i.   checking whether there is clear, documented evidence of the procedures for collecting, synthesising, judging and recording outcomes (i.e. to help improve the consistency of assessments across assessors (inter-rater reliability)

      ii.   reviewing the assessment tools and tasks for content validity (i.e. whether the assessment tool as a whole, represents the full range of knowledge and skills specified within the unit(s) of competency or the accredited course curriculum

     iii.   checking whether there is evidence of fairness and flexibility of the assessment

     iv.   checking the appropriateness of any reasonable adjustments made (or proposed) to the gathering of assessment evidence for individuals and/or groups of individuals

      v.   checking the extent to which the assessment tool had been designed to produce valid, sufficient, current and authentic evidence to make judgements

     vi.   reviewing the match between the assessment tool with the relevant unit or program information guide (any combination of material that details all of the assessment requirements)

    vii.   checking the extent to which the assessment tool adhered to the relevant University policy.

f.   The major distinguishing feature between moderation and validation is that moderation makes adjustments to students' results if deemed appropriate, while validation simply makes recommendations for future improvement to the assessment tool. Hence, moderation is a quality control process while validation is a quality review process.

g.   The University promotes moderation to ensure consistency of judgements among teachers. Teachers that deliver and assess the same unit may meet to moderate student performance outcomes results and/or grades; and where deemed necessary, make adjustments to students' results (e.g. if the assessor was deemed to be too harsh or lenient). Moderation of assessment may include reviewing:

      i.   the relevant University policy and the unit or program information guide (any combination of material that details all of the assessment requirements)

      ii.   a sample of student achievement of outcomes and standards

     iii.   a sample of teacher judgements of student performance against the assessment criteria and standards

     iv.   a sample of teacher judgements of student grade standards against system grade descriptors

      v.   the quality and appropriateness of criterion referenced assessment tasks and scoring rubrics or marking schemes.

h.   Moderation usually occurs toward the end of the assessment, before the final recording and reporting of results/outcomes.

(3)   The program team is responsible for monitoring validation and moderation of assessment activities that may include but are not limited to:

a.   Developing a documented plan showing how all unit assessment, including Recognition of Prior Learning (RPL) assessment, will be validated and/or moderated over a three-year period.

b.   Giving all teachers the opportunity to participate in validation and/or moderation activities at least once a year.

c. Teacher participation in validation and/or moderation activities before, during and after assessment.

d. Undertaking annual validation and/or moderation of assessment tasks that are substantially changed.

e. Providing sample information guides, assessment tools and tasks: the questions, tasks, procedures, information and instructions for gathering and interpreting evidence, for validation and/or moderation purposes.

f. Including industry and/or enterprise or community consultation as a component of assessment validation and/or moderation activities to ensure assessments are consistent with industry, workplace and wider community requirements.

g. Where assessment is heavily reliant on student performance and the demonstration of work-based skills, assessors may agree to co-assess, moderate and agree on student performance outcomes. Teachers may plan to co-assess a representative sample of student performances. Teachers must obtain student agreement before the assessment. Assessors should not undertake co-assessment without student agreement.

h. Ensuring validation and/or moderation activities, including any recommendations and actions arising, are documented and reported, including cross program area validation and/or moderation activities.

PROCEDURE 4.1.5 – SUMMATIVE ASSESSMENT

The Teacher must ensure that:

(v) assessment decisions are based on the **rules of evidence** to ensure these decisions are valid, authentic, current and sufficient

(vi) students are provided the opportunity to produce more evidence if judged not yet competent, if applicable

(vii) students are provided with the opportunity to resubmit the assessment task or be reassessed as detailed in the Information Guide (any combination of material that details all of the assessment requirements). If applicable reassessment may be in the form of a supplementary assessment

(viii) students are provided with the opportunity to apply for an extension within the specific program's published timelines as detailed in the Information Guide. An extension may also be granted as a result of submitting a Special Consideration Application.

Guide for Procedure 4.1.5 – summative assessment

Please read Procedures section 4.1.5 together with these guidance notes:

This section of the procedures focuses on **summative assessment**. Summative assessment contributes to the final result. It is assessment used to determine to what extent a student has achieved the learning outcomes or elements of competency for a unit.

(1) The teacher must ensure that assessment decisions are based on the **rules of evidence**:

a. **Valid** in that they assess what they claim to assess. Relates to the *matching* of assessment evidence against the unit(s) of competence or qualification. Assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance.

b. **Authentic** evidence is when the assessor is assured that the evidence presented for assessment is the student's own work. The student is advised to acknowledge the work of others appropriately and to comply with the University's Academic Honesty and Preventing Plagiarism Policy.

c. **Current** competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past (for example, an Recognition of Prior Learning (RPL) assessment must be based on evidence that is current and from the last five years).

d. **Sufficient** evidence is gathered on a number of occasions and in a range of contexts using different assessment methods.

(2) The program team will decide on the summative assessment practices for the units and programs they manage, deliver and assess.

a. The vocational and further education teacher will assess a student's progress in the units and programs he or she delivers and assesses and provide assessment opportunities that may include:

i. providing a student judged not yet competent with the opportunity to produce more evidence of their skills or providing further coaching or learning opportunities, if required

ii. giving a student the opportunity to produce more evidence. The student may be required to resubmit the assessment task or be reassessed by a test, assignment or other assessment task

iii. giving a student the opportunity to resubmit or be reassessed on tasks to be completed within the specific program's published timelines for reporting

iv. reassessment, which may be in the form of a supplementary assessment, if applicable

v. reassessment and resubmissions should be recorded in the student file (consistent with AQTF quality processes) and/or in the official attendance register.

(3) The program team will decide on the process for extensions and special consideration for the units and programs they manage, deliver and assess.

a. Program teams may require that extensions only be granted via the University special consideration process.

b. Guidelines for requests for an extension may include the following:

i. the student will request an extension directly from the relevant teacher

ii. an extension may be granted as a result of a special consideration application, if applicable

iii. the teacher is not obliged to accept late work without an extension agreement

iv. the teacher will advise the student of the outcome of their request for extension. Where the request has been granted, a new submission date will be given to the student that considers the program's published timelines for reporting

v. a request for extension and any extensions granted should be recorded by the teacher in the student file (consistent with AQTF quality processes) and/or in the official attendance register.

(4)   The program team will consider external assessment regulations and requirements when deciding on the summative assessment practices for the units and program they manage, deliver and assess including:

      c. VCE programs

          i. teachers who deliver and assess senior secondary students completing the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL) are provided with quality curriculum and assessment programs from the Victorian Curriculum and Assessment Authority (VCAA)

         ii. VCAA is responsible for ensuring the quality of the school, institute or university-assessed component of the Victorian Certificate of Education (VCE), the external VCE examinations and the delivery of all VCE results to students across the state every year

        iii. teachers may refer to *VCE and VCAL Administrative Handbook* available online at: http://www.vcaa.vic.edu.au/. This publication is an all-inclusive guide for principals, teachers and administrators, outlining the rules, regulations and policies governing the delivery of the VCE and VCAL.

      d. Regulated trades

          i. teachers who deliver and assess regulated trades may be further guided by external licensing and registration bodies.

(5)   All results are reported in a timely manner within the University's published timelines.

PROCEDURE 4.1.6 – REASONABLE ADJUSTMENT OF ASSESSMENT

The Teacher, when assessing the competence of students, must provide for reasonable adjustment of assessment (modified assessment).

Guide for Procedure 4.1.6 – reasonable adjustment of assessment

Please read Procedures section 4.1.6 together with these guidance notes:

(1)   **Reasonable adjustment** of assessment is alternatively known as modified assessment and is the practice of adjusting or modifying the assessment to meet the needs and characteristics of the students being assessed. This includes any changes to the assessment that meet the individual needs of the person with a disability. The determination of 'reasonableness' requires judgement that balances the effect on the organisation with the need to maintain the integrity of the assessment.

(2)   The teacher must consider offering reasonable adjustment of assessment for the following reasons:

      a. If a student declares that their performance will be hampered by a condition or requirement or custom not under the student's control.

      b. Events or conditions that may require modification of assessment tasks include disability, temporary illness and injury, religious or cultural practice.

(3)   The student should notify the teacher of the requirement for a modified assessment *before* the assessment task occurs, to ensure there is enough time for appropriate arrangements to be put in place.

(4)   To ensure assessment is *fair,* the teacher must apply reasonable adjustments, where appropriate, depending on the characteristics of the student and explain reasons for not making adjustments or modifications.

(5)   The teacher must advise the student as soon as is practicable if they are to be offered a modified assessment.

    a.   Any modified assessment should be recorded:

        i.   in the official attendance register and/or

        ii.   in the student file (consistent with AQTF quality processes).

(6)   The teacher will decide the form of the modified assessment and suitable forms may include the:

    a.   variation in communication mode (e.g. an oral interview in place of a written assignment)

    b.   extended time in the form of an extension agreement

    c.   use of special equipment

    d.   support of a scribe

    e.   provision of a rest room

    f.   provision of break periods outside the examination venue, or

    g.   any modifications applicable to a particular student, suggested by the program team or relevant authority.

(7)   The student request for modified assessment may be supported by a written document or certificate from a relevant authority.

    a.   A relevant authority may include a disability officer or a relevant practitioner or community leader in the case of religious or cultural practice.

    b.   Copies of all documentation from a relevant authority that supports the student's request for modified assessment will be retained:

        i.   in the student file (consistent with AQTF quality processes) and/or

        ii.   noted in the official attendance register.

(8)   A modified assessment may also be in response to a student claim for special consideration

PROCEDURE 4.1.7 – SPECIAL CONSIDERATION

The Program Manager, or nominee, with the relevant Teacher, must review applications for special consideration of assessment, if required.

Guide for Procedure 4.1.7 – special consideration

Please read Procedures section 4.1.7 together with these guidance notes:

(1)   **Special consideration** refers to a situation whereby a student submits a claim that performance in a specific assessment task was or will be hindered by an event, condition or circumstance not under the student's control. These circumstances affect the student's capacity and/or ability to progress through a program.

(2)   The program team may decide if a formal special consideration application is required for the units and programs they manage, deliver and/or assess. The program team may decide a formal special consideration application is not required as the necessary assessment practices and opportunities for ongoing assessment of students are already in place.

(3)   If the program team require formal special consideration applications to be submitted, provisions for special consideration will be consistent across all units and programs managed, delivered and/or assessed in their area.

(4)   The program manager, or nominee, with the relevant teacher, must review formal applications for special consideration of assessment, if they are required.

(5)   The student may apply for special consideration of assessment as follows:

    a.   In order to be eligible for special consideration, the affected student may be required to complete a formal Special Consideration Application – A23 form. You may refer to section Attachments (Forms and letters) for a copy of the Special Consideration Application – A23 if you require.

    b.   The form to apply for special consideration is also available online at: **http://www.vu.edu.au/Current_Students/Student_Administration/Commonly_Used_Forms/index.aspx**.

    c.   The special consideration application must be submitted to the teacher no later than three University working days *after* the due date of the specific piece of assessment to which this application applies or within three working days after the due date of the last scheduled piece of assessment for all units/subjects listed on this application.

    d.   The student application must be supported and accompanied by relevant supporting documentary evidence or a signed certificate from a relevant professional practitioner that explicitly articulates that special consideration is warranted. This must be accompanied by a statutory declaration signed by the student.

    e.   The program manager, or nominee, with the relevant teacher, may accept or disallow the claim. Under exceptional circumstances, the program manager may waive this requirement. Copies of special consideration documentation should be retained on the student file and/or official attendance register and reported to the program team.

    f.   Special consideration may be granted in the form of an extension to the assessment submission date.

    g.   Special consideration should be granted in consideration of the program's specific published timelines.

(6)   Outcome of special consideration application:

    a.   Students should receive *immediate notification* of receipt of application of special consideration.

    b.   The notification should include the following information: the faculty/school/department will assess your special consideration application and notify you in writing within five working days of making a decision. For further information relating to procedures and methods of application, please contact your faculty/school/department office.

(7)   Conditions for a special consideration application may include:

    a.   Sudden ill health or injury of the student.

    b.   An adverse event relating to the student, a family member or close associate of the student.

    c.   Curtailed period of time for an assessment task, such as late arrival to a test, through no fault of the student.

    d.   Less than optimal conditions while addressing the assessment task that significantly disadvantages the student, where these conditions could not be improved.

(8)   Program teams may required that extensions can only be granted via the University special consideration process

PROCEDURE 4.1.8 – SUPPLEMENTARY ASSESSMENT

The Program Manager and the Program Team must ensure supplementary assessment is offered in all units as indicated in the **Information Guide**, if applicable.

Guide for Procedure 4.1.8 – supplementary assessment

Please read Procedures section 4.1.8 together with these guidance notes:

(1)   **Supplementary assessment** is a second chance assessment that is made available to students who have marginally failed a task, or who have not demonstrated competency for a unit, or who were successful in a claim for special consideration.

(2)   The program team may decide if a supplementary assessment process is required for the units and programs they manage, deliver and/or assess. The program team may already have in place the necessary assessment practices and opportunities for ongoing assessment of students.

(3)   The program manager and the program team will ensure supplementary assessment is offered in units and programs as indicated in the information guide, if applicable.

(4)   Reassessments may be in the form of supplementary assessment, if applicable.

(5)   If the program team require supplementary assessment, the following may apply:

a. Supplementary assessment may take the form of a test, an assignment, an oral test or any other appropriate assessment task that is considered to be equivalent to the initial assessment task(s) as decided by the teacher.

b. Supplementary assessment may be for one or more tasks that are part of a unit's total assessment or for all of the assessment for that unit. Generally, the supplementary assessment tasks will be for the components of the assessment for which the student has not achieved competency or met minimum requirements.

c. Supplementary assessment results should be reported in a timely manner so as not to disadvantage student progress; therefore results should be reported before the start of the next semester.

d. Supplementary assessment should be recorded by the relevant teacher and may be recorded as follows:

i.   retaining a record in the student file (consistent with AQTF quality processes) and/or

ii. noting in the official attendance register.

PROCEDURE 4.1.9 – RESULTS AND GRADE SETS

The Program Team will determine the use of graded or non-graded assessment and the appropriate grade set for the unit or program.

Details of currently approved grade sets for vocational education and further education are:

(v)   Grades for units using pass/fail assessment

Notation	Grade definition
S	Ungraded pass
U	Ungraded fail

(vi)   Grades for units using competency based assessment

Notation	Grade definition
PP	Achieved competency
NN	Competency not achieved

(vii)   Grades for units using graded assessment

Notation	Grade definition
HD	High Distinction 80-100%
D	Distinction 70-79%
C	Credit 60-69%
P	Pass 50-59%
N	Fail 0-49%

(viii)   Additional grades

Notation	Grade definition
L	Not yet assessed – Special Cause (An L grade must be converted to a final result within one semester and prior to the commencement of the following academic year, otherwise the assessment automatically lapses to a fail)
NYC	Not Yet Competent
RO	Result Outstanding
SE	Unit exemption/credit transfer
SR	Recognition of Prior Learning (RPL)
SRN	RPL not granted
RYC	Recognition of Current Competency (RCC)
RCN	RCC Not granted
TA	TAFE preparatory assistance
SC	Satisfactory Completion of Class Hours
UC	Unsatisfactory Completion of Class Hours
VC	Victorian Certificate of Education (VCE)
WD	Withdrew – without academic penalty
WDA	Withdrew - Attended
WDN	Withdrew – Not attended
WN	Withdrew failed

X	Continuing unit

Guide for Procedure 4.1.9 - results and grade sets

Please read Procedures section 4.1.9 together with these guidance notes:

(1)   The appropriate grade set and the use of graded or non-graded assessment will be determined by the program team.

(2)   Graded or non-graded assessment will be entered into the Course Approval Management System (CAMS) at the time of program development and review.

PROCEDURE 4.1.10 – RECORDING RESULTS

(c)   The Teacher is responsible for submitting checking and recording results in the units they deliver and assess.

(d)   The Program Manager, or nominee, must ensure that:

(iii) results are recorded within the University's published timelines

(iv) after the publication of results any errors are corrected.

Guide for Procedure 4.1.10 - recording results

Please read Procedures clause 4.1.10 together with these guidance notes:

(1)   The teacher and/or University administrator will record student assessment results for each student on teacher- or department-held progress records and/or computer based recording system or in an official attendance register.

(2)   The teacher and/or University administrator may also maintain student assessment results on the student file (consistent with AQTF quality processes).

(3)   Authorised teaching staff and/or administrator may enter results directly into the University database before the official closing date of semester units or subjects.

(4)   If it is found after publication of results that an error has been made, the relevant teacher and/or administrator will access a Result Amendment Form from the Student Services Centre.

(5)   The Result Amendment Form will be completed and signed by the program manager or their nominee.

(6)   The form will be forwarded to the Student Services Centre for processing and result will be amended.

(7)   A copy of the Result Amendment Form is retained on the student file (consistent with AQTF quality processes).

PROCEDURE 4.1.11 – STUDENT APPEALS AGAINST RESULTS

(a)   The Teacher must consider and record all informal student appeals against results.

(b)   The Program Manager, in consultation with the relevant Teacher, must consider and record student appeals against results that could not be resolved between the Teacher and Student. An appeal to the Head of School can also be a level of informal resolution.

(c)   Natural justice requires an investigation – a review and response to the student's particular grounds for disputing the assessment. An initial or full response should usually be made in five University working days from receipt.

(d)   If no resolution is reached, information must be provided to the student about appealing using the formal stage of the Student Feedback and Complaints Policy.

(e)   The Student may take formal action in accordance with the Student Feedback and Complaints Policy if not satisfied with the informal complaint/appeal process outcome. The student can seek advice and information in dealing with their complaint from a Student Advisor from the Student Advisory Service throughout the complaints/appeal process.

Guide for Procedure 4.1.11 - student appeals against results

Please read Procedures section 4.1.11 together with these guidance notes:

(1)   The student will appeal informally to the teacher when not satisfied with their result.

(2)   If the student appeal cannot be addressed by the teacher to the student's satisfaction, the student may formally appeal to the relevant program manager and the relevant teacher and/or head of school.

(3)   If the student appeal cannot be addressed by program manager and the relevant teacher to the student's satisfaction the student may take formal action.

(4)   The student may take formal action in accordance with the Student Feedback and Complaints Policy.

   a.   The student can seek advice and information in dealing with their appeal/complaint from a student advisor from the Student Advisory Service.

   b.   The University complaints and appeals process will commence within ten working days of the formal lodgement of the formal complaint or appeal and supporting information. and all reasonable measures must be taken to finalise the process as soon as practicable.

   c.   At all relevant meetings, the student is entitled to receive a written statement of the decision of their appeal, including details of the reasons for the decision.

(5)   All informal appeals and/or complaints, will be recorded by the relevant teacher and/or program manager and/or head of school and may include:

   a.   A record retained on the student file (consistent with AQTF quality processes).

   b.   A note in the official attendance register.

PROCEDURE 4.1.12 – MONITORING STUDENT PROGRESS

(a)   The Teacher is responsible for:

       (ii)   monitoring and recording the progress of each student

       (iii)   monitoring attendance and progress of each student

       (iv)   providing feedback on a formative assessment task as early as possible, usually midway in the teaching period, to identify and support students at risk of making unsatisfactory progress

       (v)   meeting informally and activating support strategies for at risk students identified

       (vi)   keeping records of informal meetings and support strategies implemented for at risk students and copies of all records are retained on the student file and reported to the Program Team meeting.

Guide for Procedure 4.1.12 - monitoring student progress

Please read Procedures section 4.1.12 together with these guidance notes:

1.   The teacher is responsible for *providing feedback on a formative assessment task:*

    a.   **Formative** assessment is informal assessment that provides feedback and supports and encourages learning and is ongoing throughout the unit or program. It may be used to identify how well your students are learning in your classroom and to recognise students who may be at risk of making unsatisfactory progress.

    b.   **Summative assessment:** Summative assessment contributes to the final result. Assessment used to determine to what extent a student has achieved the learning outcomes or unit and elements of competency for a unit.

2.   The program team may recommend a consistent approach to monitoring student progress in the units and programs they manage, deliver and assess.

3.   The recommendation for using a formative assessment task does not exclude the use of summative assessment. A teacher retains the discretion to use various forms of summative assessment that contribute to a student's final unit result when monitoring student progress.

    a.   Teachers may use a variety of *formative* assessment methods to determine how much and how well their students are learning in their classroom. Teachers have the discretion to use various forms of *formative* assessment which may include but are not limited to:

        i.   using individual student evaluations primarily to inform teaching and improve learning rather than assign grades

        ii. using individual written assessments including quizzes, short answer questions, fill in the gaps, or label the diagram that do not contribute to the student's final unit result.

    b.   Teachers will document formative and summative assessment tasks and their outcomes. These documented reports may be required as part of the evidence collected to identify and support students *at risk* of making unsatisfactory progress, result in the activation of an intervention strategy by the teacher, and to provide information on individual student progress that is reported to the relevant program team.

4.   The teacher is responsible for providing feedback on a formative assessment task as early as possible, usually midway in the teaching period, to identif*y and support students at risk of making unsatisfactory progress*:

    a.   A student identified as being **at risk** is a student who is advised that their academic performance is of concern to their teacher(s) as a consequence of:

        i.   formative assessment that indicates that a student is having difficulty making satisfactory progress

        ii.   a student's semester results displaying a level of achievement that is judged to be less than satisfactory

        iii.   the student being at risk of making unsatisfactory progress. The student may continue in their studies following an informal meeting with their teacher but may require the provision of explicit learning support and assistance.

5.   The program team will define the *teaching period* for the units and programs they manage, deliver and assess.

6.   The teacher is responsible for providing feedback on formative assessment task *as early as possible, usually midway in the teaching period*:

        i.   the *teaching period* for a unit and/or program is usually defined as a period of six months duration

        ii.   the definition of a *teaching period* may vary depending on the duration of a program team's specific unit(s) or program. Unit(s) or programs may be as short as a few weeks or as long as twelve months. The program team will define the teaching period according to the duration of their specific unit(s) or programs.

        iii.   the teacher will provide students with feedback on formative assessment as early as possible in the defined teaching period for their unit(s) and programs.

7.   The teacher(s) are responsible for monitoring attendance and progress for each student in the units and programs they deliver and/or assess as follows:

    a.   Monitoring and recording attendance and progress of all students in the University's official attendance register according to AQTF requirements.

    b.   Ensuring onshore international students' attendance and progress is monitored and recorded. The mandatory requirement for regular external reporting of attendance for onshore international students is no longer necessary, as the University's Student Assessment and Progress Policy and Procedures (VE/FE) are consistent with DEEWR-DIAC Course Progress Policy and Procedures. A copy of the DEEWR-DIAC Course Progress Policy and Procedures is available online at the University's Governance Policy & Planning Services (GPPS), Central Policy Register at: **http://gpps.vu.edu.au/policy/cid/1/parent/1/t/policy.**

8.   Teachers are responsible for meeting informally and activating support strategies for *at risk* students identified.

9.   Teachers delivering and/or assessing a concurrent TAFE and Higher Education award will meet and agree on the implementation of an intervention and support strategy for each *at risk* student identified in their concurrent TAFE and Higher Education award program.

10.   Teachers delivering and/or assessing a concurrent TAFE and Higher Education award will meet, agree and produce a combined report for their respective program teams. The report will detail the intervention and support strategy they have developed together for the individual *at risk* student they have identified.

11.   Teachers negotiating workplace training and assessment with employers for their apprentices and trainees will work with the employer to integrate any on the job and off the job training and assessment in the training plan, and schedule workplace visits to monitor training and assessment progress.

12. Teachers delivering and/or assessing Vocational Education and Training in Schools (VETiS) programs (with partnership and auspicing arrangements and a Memorandum of Understanding (MoU) or other written agreement between the secondary school and the University) will consult with the University's VETiS coordinator for further guidance on the requirements for monitoring student attendance and progress in their VETiS programs.

13. The teacher(s) may also activate intervention and support strategies that include, but are not limited to:

    a. Where appropriate, providing students with information about support opportunities and services within and/or outside the University.

    b. Advising students of opportunities for resubmission or reassessment of a component of a unit or units they have not passed or have not demonstrated competency in, if applicable.

    c. Where appropriate, providing advice and counselling that may involve a recommendation that students seek other appropriate personal or academic support.

    d. Advising the student that academic support is available from the University's Learning Support Services and Concurrent Assistance. Concurrent Assistance offers study assistance.

    e. Personal support may be from the University's Student Services Division counselling service or disability service.

    f. Where appropriate, continuous informal or formative assessment may be required to track progress. This may take the form of model answers, practical activities, lists of common mistakes, completing templates and/or peer and self-evaluation.

    g. Where appropriate, advising students of the suitability of the course in which they are enrolled.

14. Teachers will maintain records of informal meetings and any support strategies they have implemented in a variety of ways that may include, but are not limited to:

    a. Using the sample templates attached to these procedures. Refer to the Procedures section Attachments (Letters and forms) 1. Supporting Student Progress – Notes to File - Recommended Intervention.

    b. Making notes of the intervention and support strategy in the official attendance register.

    c. Ensuring records are retained in the student file (consistent with AQTF quality processes).

    d. Apprentice and trainee progress is to be monitored and recorded at regular intervals against the training plan.

15. Teachers, who deliver and assess units and programs, will report individual students *at risk of making unsatisfactory progress* to the relevant program team(s).

16. Teachers who deliver and/or assess apprenticeship and traineeship programs will report individual students *at risk of making unsatisfactory progress* to the program team. Teachers will also report *at risk* apprentices and trainees to the relevant employer where the employer sponsors the enrolment of the student according to their school and/or faculty guidelines.

    a. The employer will be consulted and informed of the intervention strategy and involved in any strategy to mitigate circumstances that may lead to a progress meeting.

    b. This reporting to employers demonstrates Victoria University's strong commitment to fostering solid, ongoing communication links with their employers, industry and the community.

PROCEDURE 4.1.13 PROGRESS MEETINGS AND PROGRESS HEARINGS TO REVIEW UNSATISFACTORY PROGRESS

(m) A **Progress Meeting** is required when a student is identified as having made **unsatisfactory progress** in a compulsory teaching period for the first time in the same program and as established through a review by the Program Team (**Progress Level 1** student).

(n) A Progress Meeting is arranged for the purpose of meeting with the Progress Level 1 student, and shall consist of a minimum of two members, the Program Manager, or nominee, and the relevant Teacher who is familiar with the student's progress.

(o) The Progress Meeting is chaired by the Program Manager and the decision of the meeting must be reported to the Program Team and to VUI for onshore international students.

(p) The relevant Teacher must be provided with a copy of the Progress Meeting report, in order to implement any support strategies recommended, within the current teaching period and/or in the next teaching period.

(q) The Program Team will decide if more than one Progress Meeting is required, for a student who is continuing to make unsatisfactory progress.

(r) Decisions of the **Progress Meeting** may include:

(i) a recommendation for the student to reduce their enrolment load, subject to ESOS and other requirements

(ii) a recommended study program over a specified period of time to assist the student's progress (conditional enrolment)

(iii) recommendation that the student enrol in a more suitable program deemed a 'better fit'

(iv) continuation in the program without condition

(v) agreement with the student that he/she withdraw from the program

(vi) identification of intervention strategies to enhance and support the student's progress

(vii) a recommendation that the student seek appropriate personal and/or educational support from within or outside of the faculty

(viii) a recommendation for monitoring the progress of the student during the next teaching period

(ix) attaching such terms and conditions on the student's continuing enrolment, as negotiated with the student and is relevant to the students circumstances.

(s) A **Progress Hearing** is required when a student has been identified as having made **unsatisfactory progress** in a consecutive teaching period for the second time in the same program and as established through a review by the Program Team (**Progress Level 2** student).

(t) A Progress Hearing, is arranged for the purpose of meeting with the Progress Level 2 student, and shall consist of a minimum of three members, the Head of School, or nominee, the relevant Teacher and one other person, as nominated by the Head of

School.

(u)   The Progress Hearing is chaired by the Head of School, or nominee and the decisions of the hearing are reported to the Program Team, the Faculty Board of Studies and to VUI for onshore international students.

(v)   Decisions of the **Progress Hearing** may include:

   (iii)   Progress Meeting decisions as listed in section 4.1.13 (f)

   (iv)   *suspension* from the program (Note: This is generally not a recommended outcome for onshore international students as, if they are suspended for 28 days or more, they must leave the country, consult with VUI if considering this)

   (v)   *exclusion* from the program (consult with VUI for onshore international students).

(w)   Where the recommended decision of a Progress Meeting or Progress Hearing requires an amendment to enrolment:

   (i)   the Head of School and VUI must authorise the decision to vary the full time study requirements for onshore international students

   (ii)   the Faculty Board of Studies must authorise enrolment amendments in the absence of student agreement.

(x)   The principles of procedural fairness will apply to all Progress Meetings and Progress Hearings mandated under this policy including the following:

   (i)   the timing of Progress Meetings and Progress Hearings must be scheduled in a way that observes the University's published timelines for reporting

   (ii)   the *notification* of Progress Meetings and Progress Hearings to review student progress must be sent to the student in writing, by registered post to the student's semester address and/or home address and/or by email, and mobile phone contact may also be made, within three University working days of the relevant Team Meeting

   (iii)   the *notification* of Progress Meetings and Progress Hearings to review student progress must advise the student of their right to appeal and attend with an advocate, representative, friend or support person who may be a Student Advisor from the Student Advisory Service and invite the student to respond in writing within five University working days

   (iv)   the *notification* of Progress Meetings and Progress Hearings must invite the student to submit an outline of their case in writing within five University working days

   (v)   the *notification* of a Progress Meeting and Progress Hearing must advise all students of the possibility of *suspension* or *exclusion*;

   (vi)   the *notification* of a Progress Meeting and Progress Hearing must advise onshore international students of the intention to report to Department of Education Employment and Workplace relations (DEEWR) if they make unsatisfactory progress in a consecutive teaching period for the second time in the same program and that this could lead to a breach of student visa conditions

   (vii)   the Progress Meetings and Hearings may make decisions in the absence of

> student participation
>
> (viii)   the Progress Meeting and Progress Hearing must *notify the student of the decision* and the appeals process, in writing, by registered post to the student's semester address and/or home address and/or by email, and mobile phone contact may also be made, within five University working days.

Guide for Procedure 4.1.13 – progress meetings and progress hearings to review unsatisfactory progress

Please read Procedures section 4.1.13 together with these guidance notes:

i.   The program team will define the criteria for a student making **unsatisfactory progress** for the programs and units they manage, deliver and assess.

ii.   When a program team defines *unsatisfactory progress* they will be guided by the faculty leader and heads of school, who should attempt to maintain consistency for monitoring student assessment and progress across the schools, faculty or college. A consistent approach should be balanced with the need to maintain equity and fairness for each individual student by taking into account their unique circumstances and level of effect on the student.

  a.   The program team will consider the following guidelines when defining *unsatisfactory progress* for the units and programs they manage, deliver and assess:

    i.   for all onshore international students *unsatisfactory progress* is defined as a student who has not passed or demonstrated competency in at least 50% of the enrolled program within a six-month teaching period. If the teaching period is longer than six months then the program team will ensure that at the end of six-month period onshore international students are in a position to complete the program within the designated timeframe. These students identified by the program team as making unsatisfactory progress are Progress Level 1 students

    ii.   all onshore international students who have made unsatisfactory progress in a second consecutive *compulsory teaching period* in the same program, must be notified of the University's intention to report to DEEWR for unsatisfactory progress and that their visa conditions may be breached

    iii.   all onshore international students who have made unsatisfactory progress in a second consecutive *compulsory teaching period* in the same program, must be reported to VUI

    iv.   the *compulsory teaching period* for onshore international students is any period of time a student is enrolled that is of a reasonable period of no more than six months. Program teams may elect to deliver programs and enrol students for twelve months, but for the purposes of monitoring onshore international students for unsatisfactory progress the six-month period shall apply

    v.   These definitions of *unsatisfactory progress* and the *compulsory teaching period* are from the DEEWR-DIAC Course Progress Policy and Procedures and the University's student assessment and progress policy and associated procedures (VE/FE) are consistent with it. A copy of the University's policy and procedures and the DEEWR-DIAC Course Progress Policy is available online at the University's GPPS, Central Policy Register

    vi.   the current definition of *unsatisfactory progress* for Higher Education undergraduate students includes: a student while enrolled in a particular program or unit of study fails the same unit of study on more than one occasion; and/or fails 50% or more of the enrolled program load for the relevant teaching period; and/or fails to comply with a conditional enrolment agreement set by the

        academic advisor, program coordinator, progress committee or faculty board of studies

        vii.   Student Progress Levels 1-2 are an indication of a student's progress towards the completion of their program. There are two levels of *unsatisfactory progress* for Vocational Education and Further Education students enrolled at the University

        viii.   Progress Level 1, Referral One. A student identified to have made *unsatisfactory progress* in a teaching period for the first time in the same program and as established through a review by the program team

        ix.   Progress Level 2, Referral Two. A student identified to have made *unsatisfactory progress* in a consecutive teaching period for the second time in the same program and as established through a review by the program team.

iii.   A **progress meeting** is a meeting chaired by the program manager to review progress of students referred because of unsatisfactory progress at Level 1.

iv.   Details of the progress meeting and its *decisions* are listed in the Procedures section 4.1.13 as follows:

    a.   A progress meeting is arranged for the purpose of meeting with the Progress Level 1 student, and shall consist of a minimum of two members, the program manager (chair), or nominee, and the relevant teacher who is familiar with the student's progress.

    b.   The program manager may also consider inviting the employer to the progress meeting if the student is an apprentice or trainee where the employer sponsors the student enrolment

v.   A *decision* of the progress meeting to monitor the progress of a student in the current teaching period or during the next teaching period may be in the form of:

    a.   The development of a work plan. The student may be asked to agree to and sign a work plan that is devised collaboratively during the meeting.

    b.   A work plan may be developed using the template in the attachments to the procedures: Refer to Attachments (Forms and letters) 2. Monitoring Unsatisfactory Progress – Progress Meeting Work Plan.

vi.   The principles of procedural fairness will apply to all progress meetings and progress hearings as detailed in the Procedures section 4.1.13 and include the following guidelines:

    a.   The student having full knowledge of the nature and substance of all allegations.

    b.   The opportunity for all parties involved to openly present their case.

    c.   The right to an independent, unbiased decision-maker.

    d.   The progress meeting or progress hearing must consider previous remedial actions and advice from providers of personal and/or academic services.

    e.   A final decision that is based solely on the relevant evidence.

    f.   If the student is absent from the meeting without reason, the program manager or head of school will consider that every reasonable attempt has been made to notify the student.

vii.   The progress meeting and the progress hearing, when contacting students who have made unsatisfactory progress (Progress Level 1 and 2 students), will adhere to Procedures section 4.1.13 including the following guidelines:

a. Formal *notification* of the student should ensure all fair and reasonable attempts are made to notify the student to attend the mandatory progress meeting or progress hearing:

    i. the *notification* is a letter by registered post to the current term address of the student. This must be supported, but not replaced by, an email to the student. In the case of overseas students, there are certain content requirements for letters as a result of the ESOS Act and the National Code. If the sample letters attached to these procedures are used, these requirements will be satisfied. Refer to Procedures section: Attachments (Forms and letters) for sample letters

    ii. Attachment 4. Student Progress – Request for Interview

    iii. Attachment 5. Student Progress – Request to Attend a Progress Hearing

    iv. Attachment 6. Progress Hearing – Attendance Response Form.

b. All communication to the student should be documented by recording a *receipt* of the registered post and/or email and/or record of mobile phone contact, and should be retained on the student file (consistent with AQTF quality processes).

c. The *notification* is a request in writing to attend a mandatory progress meeting or progress hearing before the start of the next teaching period and will include the following criteria:

    i. brief particulars on why the student is being considered as making unsatisfactory progress including information detailing the criteria and the process for determinations of unsatisfactory progress including the appeals process

    ii. students are advised that the University requires a response in writing. If the student is unable to attend the progress meeting or progress hearing they must contact the relevant program manager or head of school in writing as soon as possible, and no later than three University working days before the meeting

    iii. students can seek advice and information in dealing with their progress meeting or progress hearing from a student advisor from the Student Advisory Service and can have a representative accompany and support them

    iv. students are advised to outline their case in writing within three University working days before the meeting or hearing. This may include substantiating documentation in support of their claim (for example, statutory declarations, medical certificates) but also a plan for improving progress performance. The student can choose to attend a meeting or hearing in person or be heard via a written submission. Other than in exceptional circumstances it is expected that students will be available for progress meetings or hearings

    v. students are advised that if they make a written submission but fail to attend the progress meeting or progress hearing, that they will have their case determined solely on the written submission

    vi. students are provided with a clear statement of the consequences of failing to reasonably participate in the progress meeting or progress hearing process

    vii. students are advised of appeal mechanisms (including applicable timelines) available in the event that they wish to contest.

viii. The program manager will *report the decision* of the progress meeting to the program team, to the relevant teacher, to VUI for onshore international students, and to the employer for apprentices and trainees where the employer sponsors their enrolment.

ix. A record of the progress meeting or progress hearing and the *decision* may be documented by:

a. Using the sample templates attached to these procedures (refer to Procedures section Attachments (forms and letters):

   i. Attachment 2. Monitoring Unsatisfactory Student Progress – Progress Meeting Work Plan

   ii. Attachment 3. Progress Hearing – Record of Student Progress Hearing

b. Agenda Items and/or meeting minutes.

c. All *decisions* of progress meetings and progress hearings and their reasons must be documented and signed by the program manager or head of school respectively.

d. A copy of all records should be retained on the student file and a copy will also need to be retained by Victoria University International (VUI) for onshore international students.

Amendment to enrolment

x. The head of school and VUI must make a decision on any onshore international student application to vary enrolment.

xi. Onshore international students must complete a reduced/overload (RSL/OVR) form to apply to vary the full time study requirement.

xii. Onshore international students must maintain a full time load wherever possible, and that a reduced/overload (RSL/OVR) will only be granted in limited circumstances which may include:

a. Compassionate or compelling reasons (due to program structure or unavailability of units, illness or injury or bereavement of family members or other traumatic experience).

b. As part of a documented support strategy where a student is identified as at risk of unsatisfactory progress.

c. If it is established that a student is in a position to complete the entire program within the expected duration and that they can catch up in a non-compulsory teaching period, or a compulsory teaching period (in accordance with Standard 9.1 of The National Code).

d. Onshore international students will not be granted an overload if they have made unsatisfactory progress in a teaching period, due to the risk to future program progress.

xiii. International students studying in Australia on a student visa: The University must comply with the ESOS Act and the National Code 2007 and a range of government requirements which change from time to time. Thus when dealing with issues involving progress for such international students, you should consult VUI to ensure that you are aware of the full implications of any of the decisions of progress meetings and progress hearings.

a. Current requirements mean that international students must study a load that will allow them to complete their program in the specified time.

b. Variations in load are possible in some circumstances if the program can be completed in the specified time.

c. Students can vary completion time by methods such as studying in non-mandatory periods or overloading. The latter is not usually a good idea for a student already having progress problems.

d. Extensions to stipulated completion times for international students may be possible as part of a managed intervention strategy for students with progress issues. Indeed, the National Code does not permit VUI to suspend or exclude a student or extend the period of confirmation of enrolment (duration of program) unless an intervention strategy has been introduced and allowed to run its course.

xiv.   The faculty board of studies must authorise the enrolment amendment in the absence of student agreement, on the recommendation of the relevant program manager or head of school. If the student does not sign the document to authorise the decision, the faculty board of studies may annotate and sign the enrolment amendment form, if it is satisfied with the justification of the decision.

xv.   The faculty board of studies must authorise the enrolment amendment for students undertaking a concurrent TAFE and Higher Education award. If the meeting or hearing recommends the amendment of a student enrolment for a student undertaking a concurrent TAFE and Higher Education award, the two appropriate faculty boards of studies must authorise the amendment.

xvi.   The timing of meetings and hearings to review student progress should be scheduled in a way that observes internal and external reporting timelines and consideration of Education and Research Board (ERB) Reports on Unsatisfactory Student Progress and Progress Meetings and Hearings at Faculties by allowing for adequate lead time (twenty University working days) for appeals to the faculty leader or faculty board of studies.

   a.   All dates need to be confirmed as per the University calendar. The University calendar can be located online at:
   http://wcf.vu.edu.au/calendar/index.cfm?ViewCalendar=ViewCalendar.

A **progress hearing** is a hearing chaired by the head of school to review progress of students referred because of unsatisfactory progress at Level 2.

(2)   The head of school, or nominee of the faculty leader is responsible for the establishment and the administration of the progress hearing:

   a.   Onshore progress hearing:

      i.   a member of the teaching staff who is familiar with the student's progress and teaches in the program; and

      ii.   two teachers who teach in the program as nominated by the head of school; and

      iii.   the head of school or a tenured member of the University's teaching staff who is independent of the program, as nominated by the head of school or nominee. This person will assume the role of Chair

      iv.   the head of school may also consider inviting the employer to the progress hearing if the student is an apprentice or trainee where the employer sponsors the student enrolment

      v.   A quorum for an onshore progress hearing shall be three and must include the Chair.

   b.   Offshore progress hearing:

      i.   a Victoria University teacher who is familiar with the student's progress and teaches in the program as nominated by the head of school; and

      ii.   two members of the teaching staff from the offshore partner institution who teach in the program as nominated by the head of school; and

      iii.   the head of school or the equivalent person from the offshore partner institution as nominated by the head of school or nominee. This person will assume the role of Chair

      iv.   a quorum for an offshore progress hearing shall be three and should include the Chair and a tenured Victoria University teacher who teaches in the program.

   c.   The head of school will ensure that all reasonable efforts are made to have both genders represented on all progress hearings.

    d. The head of school should ensure that all progress meetings and hearings convened to determine student progress arising from dual sector or combined degrees have a composition that appropriately reflects the two different faculties.

(3) Formal notification to attend a progress hearing:

    a. The head of school may choose to use the sample templates attached to these procedures to notify the student and for student response. Refer to Procedures section: Attachments (Forms and letters):

        i. Attachment 5. Student Progress – Request to Attend a Progress Hearing

        ii. Attachment 6. Progress Hearing – Attendance Response Form.

    b. The progress hearing will record a *receipt* of the registered post and/or email and/or make a record of mobile phone contact in the student file (consistent with AQTF quality processes).

(4) The progress hearing will notify the student in writing of the decision. In addition to what is contained in Procedure 4.1.13 the *notification* should clearly specify the following information:

    a. A rationale for the decision.

    b. Grounds for an appeal to the decision may include:

        i. a focus on circumstances that have affected their progress. Permitted circumstances may include those that are beyond the reasonable control of the student, serious illness or misadventure and personal hardship, but do not include demands of employers, pressure of employment, or time devoted to non-University activities, unless it can be demonstrated that these are connected. It is desirable that substantiating documentation in support of their claim is attached to the student's submission. The student should also specify what outcome is being sought.

    c. The progress hearing may use a template to notify the student of the decision of the progress hearing and may refer to Procedures section: Attachments (Forms and letters) 9. Student Progress Notification of progress hearing decision.

(5) The head of school will *report the decision* of the progress hearing to the faculty board of studies, to VUI for onshore international students, and to the employer for apprentices and trainees where the employer sponsors their enrolment.

(6) A *record of the decision* of the progress hearing may be documented in a number of ways including:

    a. Using the sample template attached to these procedures. Refer to Procedures section Attachments (Forms and letters): Progress Hearing – Record of Student Progress Hearing.

    b. Agenda items and/or meeting minutes.

    c. A copy should be retained on the student file and a copy retained at Victoria University International (VUI) for onshore international students.

PROCEDURE 4.1.14 – STUDENT APPEALS AGAINST THE DECISIONS OF PROGRESS MEETINGS AND PROGRESS HEARINGS

(l) Students (Progress Level 1) may appeal against the decision of the Progress Meeting to the relevant Faculty Leader, in writing within ten University working days from the date of dispatch of the notification of the decision.

(m) Students (Progress Level 2) may appeal against the decision of the Progress Hearing to the relevant Faculty Board of Studies in writing within twenty University working days

from the date of dispatch of the notification of the decision.

(n)   Onshore international students (Progress Level 2) may appeal against the decision of the Progress Hearing and also against the decision to report to the Department of Education, Employment and Workplace relations (DEEWR) to the Faculty Board of Studies in writing within twenty University working days from the date of dispatch of the notification of the decision.

(o)   The student must be immediately sent confirmation of receipt of an appeal and be advised that they can attend the appeal with an advocate or support person such as a Student Advisor from Student Advisory Services. Also students should be advised to maintain their enrolment and continue classes as usual, during all appeal processes.

(p)   The conduct of an appeal review, against the decision of the progress meeting or progress hearing, shall remain impartial and provide the student a fair hearing which is at minimal or no cost to the student.

(q)   Student appeals must be supported by relevant evidence including any action taken by the student in response to any previous progress meeting and progress hearing decisions.

(r)   The Faculty Leader must produce a written statement of the appeal decision, including the details of the reasons for the decision. The Progress Level 1 student must be notified of the appeal decision, including the details of the reasons for the decision in writing within five working days.

(s)   The Faculty Board of Studies must produce a written statement of the appeal decision, including the details of the reasons. The Progress Level 2 student must be notified of the appeal decision, including the details of the reasons for the decision in writing within five working days.

(t)   A report of the appeal decision of the Faculty Leader or the Faculty Board of Studies must be provided to the relevant Program Team and VUI must also be notified for onshore international students.

(u)   The Student may take formal action in accordance with the Student Feedback and Complaints Policy if not satisfied with the appeal outcomes. The student can seek advice and information in dealing with their complaint from a Student Advisor from the Student Advisory Service.

(v)   External appeals are available to onshore international students as follows:

   (iii)   if the onshore international student is not satisfied with the result or conduct of the internal complaint handling and appeals process, they may complain to the Victorian Ombudsman;

   (iv)   VUI has responsibility for reporting onshore international students to DEEWR (refer to DEEWR – DIAC Course Progress Policy and Procedures online at the University's GPPS, Central Policy Register:

      i.   the student is reported to DEEWR if the student's appeal is unsuccessful, or where the student has chosen not to access the complaints and appeals processes

      ii.   the student is not reported to DEEWR if at any stage it was found that there was an error in calculation of results, revealing that the student actually made satisfactory program progress or there are compassionate or compelling reasons for the lack of progress.

Guide for Procedure 4.1.14 – student appeals against decisions of progress meetings and hearings

Please read Procedures section 4.1.14 together with these guidance notes:

(1)   The faculty board of studies considers an appeal of the *decision* of the progress hearing from a Progress Level 2 student as follows:

    a.   The faculty leader is responsible for the establishment and administration of a faculty board of studies panel for the purpose of hearing appeals.

    b.   The faculty board of studies panel shall consist of a minimum of three voting members and unlimited number of non-voting members, with the Chair nominated by the faculty leader.

    c.   A person shall not sit as a voting member of the faculty board of studies panel if they exercised a vote on the decision that is the subject of the appeal.

    d.   A person shall not sit as a voting member of the faculty board of studies panel if they exercised undue influence on a person who exercised a vote on the decision that is the subject of the appeal.

(2)   Where a student *does not submit an appeal* to the faculty board of studies by the specified date, the *decision* of the progress hearing will be implemented.

(3)   Where a student *does submit an appeal* to the faculty board of studies by the specified date, a notice of *receipt* of appeal must be sent to the student immediately.

    a.   The sample template attached to these procedures may be used as a *receipt* of appeal. Refer to Procedures section: Attachments (Forms and letters) 8. Subject: Acknowledgement of student appeal.

(4)   Details of *the appeals process, against a decision of the progress hearing*, are included in Procedures section 4.1.14 and include the following guidelines:

    a.   A Progress Level 2 student must appeal in writing within **twenty** working days from the date of dispatch of the notification of the decision of the progress hearing:

        i.   the student may be advised to use the sample template attached in these procedures. Refer to Procedures section: Attachments (Forms and letters) 7. Student Progress - Notice of Student Appeal

        ii.   the instructions provided will assist the student to prepare and submit an appeal on student progress-related matters that involve processes and/or actions taken by the University following formal notice of unsatisfactory progress.

    b.   There are time constraints on University appeal processes:

        i.   the University complaints and appeals process must commence within ten working days of the formal lodgement of the complaint or appeal accompanied by all supporting evidence or information

        ii.   all reasonable measures must be taken by the University to finalise the process as soon as practicable.

    c.   The allowed grounds for appeals against the decision of a progress hearing include:

        i.   new information which has not been previously considered

        ii.   compassionate or compelling circumstances of the student

iii. there are grounds to reasonably believe that the procedures were not correctly followed

iv. University failure to record or calculate the student's marks accurately

v. University failure to implement its intervention strategies and other policies and procedures according to its documentation that has been made available to the student.

(5) Student appeals must be supported by relevant evidence.

a. Students should provide evidence of their response to previous progress meeting and progress hearing decisions such as undertaking intervention strategies, academic support and/or counselling.

b. All material, including documents related to earlier progress meetings and progress hearings and other appeal submissions, may be considered by the appeal panel.

(6) Students will have the opportunity to present their appeal in person as well as in writing, by telephone, videoconferencing (if available) or via an advocate or other support person.

(7) Decisions of the faculty board of studies panel may include:

a. Upholding the decision of the progress hearing.

b. Imposing conditions on the student's enrolment in the program.

c. Specifying the units for which the student may enrol in any subsequent teaching period.

d. Granting the student leave of absence (LOA) from the program for a period not exceeding one year (not applicable to onshore international students; consult with VUI).

e. Permitting the student to withdraw.

f. Permitting the student to continue in the program without penalty.

g. Suspending the student from the program for a specified period. (Note: This is generally not a recommended outcome for onshore international students as if they are suspended for 28 days or more, they must leave the country. Consult with VUI if considering this decision.)

h. Excluding the student from the program (consult with VUI for onshore international students).

(8) The faculty leader (Progress Level 1 student) and faculty board of studies (Progress Level 2 student) will advise the relevant student of the *appeal decision and the reasons for the decision*, in writing within five University working days.

a. The *notification* must be sent to the student in writing, by registered post to the student's semester address and/or home address, and/or by email, and mobile phone contact may also be made, within three University working days of the decision.

b. The notification to the local student may be in the form of a template. Refer to Procedures section: Attachments (Forms and letters) 11. Student Progress – Local Students Only – Notification of the Outcome of the Faculty Board of Studies Appeal.

c. The notification to the onshore international student may be in the form of a template. Refer to Procedures section: Attachments (Forms and letters) 11. Student Progress – International Student Only – Notification of the Outcome of the Faculty Board of Studies Appeal.

    d. Maintaining records of the *notification of the appeal decision and reasons for the decision* to the student should be as follows:

    e. The notification will be sent by registered post and/or email and/or mobile phone contact.

    f. A receipt and/or record of the registered post and/or email and/or record of mobile phone contact, should be retained in the student file (consistent with AQTF quality processes).

(9) The faculty board of studies, at its discretion, may advise the student of the decision at the conclusion of any appeal hearing; however, this advice should also include reasons for the decision.

(10) The student may take further formal action in accordance with the Student Feedback and Complaints Policy if not satisfied with the appeal outcomes. The student can seek advice and information in dealing with their complaint from a student advisor from the Student Advisory Service.

(11) External appeal: If the student is not satisfied with the result or conduct of the internal complaint handling and appeals process, the student has a right to access an independent external complaints and appeals process at minimal or no cost. The University student is therefore entitled to complain to the Victorian Ombudsman.

(12) The University requires the student to provide evidence of their action to make such complaint or appeal within twenty working days from the date of the decision of the faculty board of studies.

(13) Deferral of implementation of decision by the faculty board of studies: If the student provides evidence to the University of their action to make such complaint or appeal within twenty working days from the date of the decision of the faculty board of studies, implementation of that decision will be suspended pending the outcome of the review by the Victorian Ombudsman.

Role of Victorian Ombudsman

(14) The Ombudsman investigates complaints about administrative actions and decisions taken by the University and about the conduct or behaviour of its staff. The Ombudsman is independent and impartial and provides a free service. Complaints can be made to the Ombudsman by any member of the public. The Ombudsman may be found at website: **http://www.ombudsman.vic.gov.au/www/html/7-home-page.asp.**

(15) The Ombudsman's powers to conduct investigations are deliberately broad. Unlike specialist review tribunals or commissions, the Ombudsman reviews the lawfulness of the University's actions or decisions, as well as the **reasonableness** and **fairness** of these actions in the circumstances. The Ombudsman will not usually intervene until the student has raised their concerns with the University.

(16) The University will immediately implement any decision and/or corrective and preventative action recommended by the Ombudsman, and advise the student of the outcome.

(17) The University will maintain the enrolment of the student until the external complaint process to the Ombudsman is completed.

Victoria University International (VUI) reporting to Department of Education, Employment and Workplace Relations (DEEWR)

(18) VUI is responsible for reporting onshore international students to DEEWR.

(19) In order to comply with DEEWR reporting requirements, VUI should be notified of the decision to exclude or suspend an onshore international student as soon as practicable.

(20) The student is reported to DEEWR for the following reasons:

    a. If, finally, the student's appeal is unsuccessful, Victoria University International (VUI) must notify the secretary of DEEWR through PRISMS, as soon as practicable, of the student not achieving satisfactory course progress.

    b. Where the student has chosen not to access the complaints and appeals processes within the twenty working day period, withdraws from the process, or the process is completed and results in a decision supporting the University, VUI must notify the secretary of DEEWR through PRISMS that the student is not achieving satisfactory attendance as soon as practicable.

(21) The student is not reported to DEEWR for the following reasons:

    a. If at any stage it was found that there was an error in calculation of results, revealing that the student actually made satisfactory program progress, the student is not reported and there is no requirement for intervention.

    b. If the complaints and appeals process shows that the student has not made satisfactory progress, but there are compassionate or compelling reasons for the lack of progress, ongoing support must be provided to the student through the University's intervention strategy.

STUDENT SUPPORT

At any time, either during the informal or formal phase, a student may be accompanied by a student advisor from the Student Advisory Services and/or any other person nominated by the student. Information on Student Advisory Services is available online at: **http://www.vu.edu.au/Current_Student/Support_Services/Student_Advisory_Service/index.asox.**

EXCEPTIONAL CIRCUMSTANCES

On advice from the relevant faculty leader and/or the Chair of the Education and Research Board, the deputy vice-chancellor (Education Programs) and director of TAFE may vary any requirement for a particular student enrolled in an award course in that faculty/school where, in the opinion of the DVC, exceptional circumstances exist.

ACKNOWLEDGMENTS

The following websites, policies and guidelines were accessed in the development of this Student Assessment and Progress Procedures Practice Guide Book:

Australian Quality Training Framework (AQTF) 2007, Essential Standards for Registration and AQTF 2007: User's Guide to Essential Standards for Registration available online at: **http://www.training.com.au/aqtf2007/**
ANU – Policy on Academic Progress in Undergraduate Awards
QUT – Unsatisfactory Academic progress and Exclusion
Charles Sturt University – Supporting CSU On-shore International Student Academic Progress
UNSW – Academic Standing
University of Queensland – Student Access to Feedback on Assessment
RMIT University – Academic Progress (Higher Education) – Unsatisfactory Progress
Swinburne University of Technology – Assessment and Appeals (Higher Education) and Assessment and Appeals (TAFE)
Websites
National Training Information Services (NTIS)online at: **http://www.ntis.gov.au/**
Victorian Curriculum and Assessment Authority (VCAA)online at: **http://www.vcaa.vic.edu.au/**
Australian Qualifications Framework (AQF)online at; **http://www.aqf.edu.au/**

ATTACHMENTS (FORMS AND LETTERS) SUPPORTING STUDENT PROGRESS FOR PROCEDURES (VE/FE)

1. Supporting Student Progress – Notes to File -- Recommended Intervention Strategies

2. Monitoring Unsatisfactory Student Progress – Progress Meeting Work Plan

3. Progress Hearing – Record of Student Progress Hearing

4. Student Progress – Request for Interview

5. Student Progress – Request to Attend a Progress Hearing

6. Progress Hearing – Attendance Response Form

7. Student Progress – Notice of Student Appeal

8. Student Progress – Acknowledgement of Student Appeal

9. Student Progress Notification of Progress Hearing decision

10. Student Progress – International Student Only – Notification of Outcomes of Faculty Board of Studies appeal.

11. Student Progress – Local students only – Notification of Outcome of Faculty Board of Studies Appeal

12. Special Consideration Application – A23

13. Program Team – Student Assessment and Progress

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SUPPORTING STUDENT PROGRESS — NOTES TO FILE — RECOMMENDED INTERVENTION STRATEGIES

Teacher to complete this evaluation

This can be the foundation for an immediate intervention strategy implemented by the teacher following the early administration of an appropriate level of formative assessment.

Student name: _____ **Student ID:** _____

Unit of study enrolled code: _____ **Title:** _____ _____ **Semester:** _____

Course enrolled code: _____ **Title:** _____ **Course year:** _____

VE/FE faculty: _____**School/TAFE school:** _____

Examples of support/advice outcome (s) may be:

- Seek academic support from concurrent assistance or student learning support (contact Student Learning Unit)

- Submit drafts of assessments
- Meet informally with teacher on a regular basis
- Resubmit assessments

- Meetings, feedback and discussion about expected progress
- Opportunities for resubmission or reassessment

- Recommendation to seek personal or academic support
- Seek personal support and assistance from Student Services
- Other support strategy as deemed appropriate

Date:	Student academic performance issue(s)	Action(s) taken to support student success

Teacher name: _____ **Signature:** _____

Date: _____ **Tel:**

_____

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MONITORING UNSATISFACTORY STUDENT PROGRESS — PROGRESS MEETING WORK PLAN

Only students who, despite support strategies, have made unsatisfactory progress for the first time in the same program will be required to attend a progress meeting with the relevant program team

Progress Level 1: Student

☐ **Referral 1: Semester:** _____ **Course year:** _____ _____

Student name: _____**Student ID:** _____ _____

Course enrolled code: _____ **Title:** _____ _____

VE/FE faculty: _____ **VE/FE school:** _____ _____

Decisions of the progress meeting may include:

- A recommendation for the student to reduce their enrolment load, subject to ESOS and other requirements
- Agreement with the student that the student withdraw from the program
- Identification of support strategies to enhance and support progress
- A recommendation that the student seek appropriate personal and/or academic support from within or outside of the faculty/school
- Attaching other terms and conditions on continuing enrolment relevant to the student's circumstances

- Conditional enrolment – a recommended program of study over a specified period of time to assist the student's progress
- A recommendation that the student enrol in a more suitable program deemed a 'better fit'
- A recommendation for monitoring the progress of the student during the next teaching period

Student progress work plan	**Was the objective(s) achieved (YES/NO)**	**Comment on achievement of objective(s)**
Negotiated activities to be undertaken and directed towards:		*If not achieved explain why not* *If achieved, you may wish to indicate any performance in excess of that planned*
To be completed on/or before end of semester		**To be completed by academic advisor/program manager/teacher at follow-up meeting*

Other

*Student to schedule follow-up meeting with academic advisor/program manager/teacher – student to receive a copy of signed work plan

Student signature: _____ **Date:** _____

Academic advisor/program manager/teacher:

Name: _____ **Signature:** _____ **Date:** _____**Tel:** _____

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Progress HEARING — Record of Student PROGRESS Hearing

Only students who, despite intervention strategies, continue to make

unsatisfactory progress as established through the formal review of progress for the <u>second consecutive time in the same course (</u>Progress Level 2 student) will be required to attend a formal progress hearing.

Progress Level 2: Student

☐ **Referral 2: Semester**: _____ **Course year**: _____

Student name: _____ **Student ID:** _____

Course enrolled code:_____ **Title:** _____

VE/FE faculty: _____ **VE/FE school:** _____

Student attended progress meeting: ☐ Yes ☐ No

Student advisor in attendance: ☐ Yes ☐ No

yes, name of advisor: _____

Relationship to student: _____

Name of other support person in attendance: _____

Other: _____

If   Progress documents tabled at progress hearing:

- Student academic record: ☐ Yes ☐ No
- Supporting student progress – notes to file: ☐ Yes ☐ No
- ~~Monitoring~~ unsatisfactory student progress – work plan (Referral 1) ☐ Yes ☐ No

Student explanation/comment re: unsatisfactory progress: **Progress hearing ruling**

_____   _____

_____   _____

_____   **Reasons for decision:** _____

_____   _____

_____   _____

Student informed of right of appeal: ☐ Yes ☐ No

Name of Chair: progress hearing: (HOS) _____ **Ext**: _____

VE/FE faculty: _____ **VE/FE school**: _____

Signature of Chair: progress hearing :(HOS) _____ **Date**: _____

Attending membership of progress hearing:

1. _____ 2. _____

3. _____ 4 _____

<u>OFFICE USE ONLY</u>
<u>PROCESSED BY</u>
Faculty/Student Admin:
_____
Name: _____
_____
Date: _____

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STUDENT PROGRESS – REQUEST FOR INTERVIEW WITH [ACADEMIC ADVISOR/PROGRAM MANAGER]

Victoria University allows for student representation at all stages of the student progress process, principally by a student advisor from Student Services (at no cost to you) and/or any person nominated by the student. Students are advised to familiarise themselves with the Student Assessment and Progress Policy. This is available on the Central Policy Register at: http://wcf.vu.edu.au/GovernancePolicy/.

> **This letter is to be sent by registered post to both the term and home address and by email, and phone contact is to be made.**

Ref:

Date:

[Insert name of student]

[Insert student's address]

SUBJECT: STUDENT PROGRESS

> Please read this letter carefully. It is very important.

Dear [insert name of student]

I wish to advise that in accordance with the University's Student Assessment and Progress (SAP) Policy and its associated Procedures you have been identified for the first time as making unsatisfactory progress for the program [insert course code and title].

The basis for the decision has been determined by the relevant program team and relates specifically to a review of your academic performance for Semester [insert semester and year]. The review of your academic progress shows that you have not met the academic progression rules for the following reasons:

[Insert reasons]

The University, as part of its practice for monitoring and tracking student progress, is committed to assisting you to achieve academic success by facilitating a progress meeting with you [academic advisor/program manager] as soon as possible.

This meeting will occur on [insert date] at [insert time] in room [insert room/office number] at the [insert campus]. The meeting will be with [title and insert names of program team members]. If you are unable to attend this meeting you must contact [insert title and name of same person] on [insert telephone number] as soon as possible and in no more than five working days to schedule an alternative meeting.

Please note that you have the opportunity to provide me with a written response three University working days before the scheduled meeting in support of your case. This may include documentation such as statutory declarations, medical certificates and a work plan for improving your academic performance.

I should draw to your attention that it is a mandatory requirement that you attend a scheduled progress meeting. Failure to attend or make contact in the stipulated time can have very serious consequences as detailed in University SAP Policy and Procedures. The Student Assessment and Progress Policy and Procedures are available on the Central Policy Register at: http://wcf.vu.edu.au/GovernancePolicy/.

It is important to understand that Victoria University allows for student representation at all stages of the student progress process, preferably by a student advisor from Student Services (at no cost to you) and/or any person nominated by you. You are also advised to familiarise yourself with the Student Assessment and Progress Policy and associated Procedures (in particular the section on student appeals). The Student Assessment and Progress Policy and associated Procedures are available on the University's Central Policy Register at: http://wcf.vu.edu.au/GovernancePolicy/.

If you are an international student, you should be aware that in the event of a demonstration of unsatisfactory progress for the second time in a consecutive teaching period, that Victoria University could be required to advise government agencies and your visa conditions may be affected.

Yours sincerely

[Insert signature]

Name:	[Insert academic advisor /program manager name]
Position:	[Insert academic advisor/ program manager position]
Phone No:	[Insert academic advisor/program manager phone number]
Email:	[Insert academic advisor//program manager email address]
Campus:	[Insert academic advisor//program manager campus]
Building:	[Insert academic advisor//program manager building]
Room No:	[Insert academic advisor /program manager room no.]

If you would like help, both Student Services and the student organisations are available. You may seek advice and information about the meeting from a student advisor from the Student Advisory Service. Any general enquiries can be made direct to the Student Advisory Services on 9919 4360. Contact numbers for campus based Student Services are:

	Student Advisory Service
General enquiries	9919 4360

	Student Services
Footscray Park Campus	9919 4418
Footscray Nicholson St Campus	9919 8801
St Albans Campus	9919 2399
City Flinders Campus	9919 4418
Sunshine Campus	9919 2399
Werribee Campus	9919 2399

Check the Student Services website for further information at: http://www.vu.edu.au/Services/Student_Services/.

STUDENT PROGRESS – REQUEST TO ATTEND A PROGRESS HEARING

Victoria University allows for student representation at all stages of the Student Assessment and Progress process, principally by a student advisor from Student Services (at no cost to you) and/or any person nominated by the student. Students are advised to familiarise themselves with the Student Assessment and Progress Policy. This is available on the Central Policy Register at:
http://wcf.vu.edu.au/GovernancePolicy/.

This letter is to be sent by registered post to both the term and home address and by email and contact is to be made by phone.

Ref:

Date:

[Insert name of student]

[Insert student's address]

SUBJECT: ACADEMIC PROGRESS

Please read this letter carefully. It is very important.

Dear [Insert name of student]

I wish to advise that a review of your academic progress by the progress hearing has shown that you have not met the academic progression rules for the <u>second consecutive time</u> in the same program for [*insert course code and title*] for semester [*insert semester and year*] for the following reasons:

[Insert reasons]

Please refer to your **Academic Progress Report** and the **Progression Regulations**, which are enclosed.

A progress hearing will be held to consider your continuing enrolment in the program. At this hearing you will be asked to explain why you should be allowed to continue in the program. Details of the hearing are as follows:

> **Date: [insert date of progress hearing]**
> **Time: [insert time of progress hearing]**
> **Venue: [insert venue of progress hearing]**
> **Campus: [insert campus of progress hearing]**

I should draw to your attention that it is a mandatory requirement that you attend this hearing at the time specified above. Please contact me on [insert phone number] if you will NOT be attending this meeting. You must also return the enclosed **Attendance Response Form** and any supporting documentation by [insert date].

If you are an international student, you should be aware that a demonstration of unsatisfactory progress can lead to a breach of student visa conditions and that Victoria University is required to advise government agencies if there is an alteration to your enrolment status, or if you are ultimately recommended for suspension or exclusion.

You are entitled to put your case in writing and to be heard personally, with a representative or through a representative. This may be a student advisor from Student Services (at no cost to you) and/or any person nominated by you, such as a friend or family member.

In making its decision, the progress hearing will focus on a clear outcome that may include one or more of the following options, whether you are present or not:

- a recommendation for you to reduce your enrolment load, subject to ESOS and other requirements

- a recommended program of study over a specified period of time to assist you with your academic progress (conditional enrolment)

- permission for you to take leave of absence (international students are only able to take leave of absence in exceptional medical and/or family circumstances and generally in this situation they must leave the country)

- recommendation that the student enrol in a more suitable program deemed a 'better fit'

- continuation in the program without condition

- agreement with you that you withdraw from the program

- a recommendation that you seek appropriate personal and/or academic support from within or outside of the faculty/school

- identification of support strategies to enhance and support your progress

- a recommendation for monitoring your progress over a specified period of time

- attaching such terms and conditions on your continuing enrolment, as negotiated in consultation with you, and relevant to your circumstances

- suspension from the course (Note: This is generally not a recommended outcome for international students as international students who are suspended for 28 days or more must leave the country)

- exclusion from the course.

The progress hearing will advise you in writing of the decision it makes. **If you attend the hearing** and you are dissatisfied with the recommendation, then you may appeal to the *relevant faculty leader,* within 20 working days of the date of the dispatch of the notification of the decision of the progress hearing. If you decide to appeal, it is important that you maintain your enrolment in your current course until the [faculty leader] advises you of the decision. The University is obliged to maintain your enrolment during an appeal and you should therefore continue to attend all classes normally while the appeal is considered.

If you would like help to prepare and present your case at the progress hearing, both Student Services and the student organisations are available. You may seek advice and information in dealing with hearings from a student advisor from Student Advisory Service. Any general enquiries can be made direct to the Student Advisory Services on **9919 4360**. Contact numbers for campus based Student Services are:

	Student Advisory Service
General enquiries	9919 4360

	Student Services
Footscray Park Campus	9919 4418
Footscray Nicholson St Campus	9919 8801
St Albans Campus	9919 2399
City Flinders Campus	9919 4418
Sunshine Campus	9919 2399
Werribee Campus	9919 2399

Check the Student Services website for further information at:
http://www.vu.edu.au/Services/Student_Services/.

Yours sincerely

[Insert signature]

encl. Academic Progress Report

Academic Progress Regulations

Attendance Response Form (Progress Hearing)

VICTORIA UNIVERSITY

PROGRESS HEARING

ATTENDANCE RESPONSE FORM

FAILURE TO RETURN THIS FORM MAY RESULT IN A RECOMMENDATION OF EXCLUSION

Attendance at a progress hearing provides the opportunity for a student to respond to what is considered to be unsatisfactory progress (Progress Level 2 student) as established though a formal review of the program team. It involves attending a progress hearing to explain why you should be allowed to continue in your program.

Please complete this form and return it to your VE/FE faculty office:

Student ID: [insert student ID]
Name: [insert given name and family name]
Address: [Insert student's address]
Campus: [insert campus]
Course: [insert course code and title]

I will attend the progress hearing on [insert date, time and venue of progress hearing]

☐ Yes   *To confirm your meeting attendance*

and I enclose written evidence to support my case

☐ Yes   ☐ No   *This evidence may include a copy of a special consideration application, medical documents or any other written statement to support your case. Do not delay returning this form. If you do not have all the documents, send them later*

Do you plan to send any further evidence before your hearing?

☐ Yes   ☐ No   *These may be documents which you do not have at present and need time to collect*

Signature: _____**Date:** _____

PLEASE RETURN THIS FORM TO THE FACULTY/VE/FE BY: [insert date]

Forward to: [insert of VE/FE school name]
[Insert campus]
PO Box 14428 Melbourne 8001
Or by fax: [insert fax number]
Or deliver to: [insert campus]

STUDENT PROGRESS – NOTICE OF STUDENT APPEAL

Victoria University allows for student representation at all stages of the Student Progress process, mostly by a student advisor from Student Services and/or any person nominated by you. Students are advised to familiarise themselves with the Student Assessment and Progress Policy. This is available on the Central Policy Register at: http://wcf.vu.edu.au/GovernancePolicy/.

Notes for students/student advisors

The following instructions are provided to assist those students who wish to prepare and submit an appeal on student progress-related matters that involve process and/or actions taken by the University following formal notice of unsatisfactory progress. Students are advised to access the Student Assessment and Progress Policy and associated Procedures with particular reference to clause 4.1.14 Student Appeals against the Decisions of Meetings and Hearings. The procedures are located at: http://wcf.vu.edu.au/GovernancePolicy/.

Instructions

Students submitting an appeal in relation to their academic progress should use the following format to prepare their case.

Notice of Student Appeal

Name: _____

Student ID: _____

Course code and title: _____

Progress Level 1 or 2 (see Key: Progress Level 1 or 2 below):_____

Faculty/school: _____

Contact address: _____

Telephone (home):_____ **(mobile):**_____

Email: _____

Name of course /program manager/head of school: _____

In the Student Assessment and Progress Policy and Procedures, appeal is only possible on one or both of the following grounds:

> **New information which has not been considered previously, and/or**

> **There are grounds to reasonably believe that the policy and procedures were not correctly followed**

The following questions should be addressed in preparing your appeal submission:

1. **Please summarise the nature of the new information (if any) that was not previously considered**

(Note: you may expand as desired on this information and include supporting documentation in an attachment)

_____
_____
_____
_____

2. **Please state concisely on what grounds (if any) you believe that the Student Assessment and Progress Policy and Procedures have not been correctly followed (Note: you may expand as desired on this information and include supporting documentation in an attachment)**

_____
_____

_____
_____

3. What outcome is being sought from this appeal?

_____
_ _____

4. Please provide a list of attachments that you are including with this form:

i. _____

ii. _____

iii. _____

iv. _____

Please ensure that all supporting documentation is securely attached and numbered.

If you do not wish to attend your appeal, please tick this box

Student signature: _____**Date:** _____

Please return Notice of Student Appeal submission to:
[Insert VE/FE faculty/school name]
[Insert address of faculty/TAFE office]
Or by fax: [insert fax number]
Or deliver to: [insert campus]

Key: Progress Level

1	**Referral One**. A student (Progress Level 1) identified to have made unsatisfactory progress in a teaching period for the first time in the same program, and as established through a formal review by the program team. This appeal is addressed to the relevant head of school.
2	**Referral Two**. A student (Progress Level 2) identified to have made unsatisfactory progress in the second consecutive teaching period for the second time in the same program and as established through a formal review by the program team. This appeal is addressed to the relevant faculty leader.

SUBJECT: ACKNOWLEDGEMENT OF STUDENT APPEAL

Please read this letter carefully. It is very important.

Dear [insert name of student]

I wish to acknowledge the timely receipt of your Notice of Student Appeal Submission regarding the decision of the progress hearing about your second time unsatisfactory progress.

You have indicated that you wish to attend your appeal to discuss your written submission and supporting evidence. Your appeal to a panel of the [insert relevant faculty board of studies] has been scheduled for:

Date: [insert date]
Time: [insert time]
Campus: [insert campus]
Venue: [insert venue]

Please contact me on [insert phone number] if you will NOT be attending this meeting despite your intention to do so in your Notice of Appeal Submission.

Yours sincerely

[Insert signature]

The letter on the next page is to be sent to any student (local or international) to notify him or her of the decision of a progress hearing into their academic progress. Please note that there are sections that need to be included/excluded for an international/local student.

This letter is to be sent by registered post to both the term and home address and by email and contact to be made by phone.

Ref No:

Date:

[Insert name of student]
[Insert student's address]

SUBJECT: NOTIFICATION OF PROGRESS HEARING DECISION

Please read this letter carefully. It is very important.

Dear [insert name of student]

At a progress hearing on [date] to review your progress in the [course name], it was agreed that you be [decision].

The decision was determined because [include details of the reasons for decision].

[*If the student is an international student and the decision is to exclude or suspend the student the following text must be included:* You are hereby notified that the University intends to report you to the secretary of the DEEWR (Department Education Employment and Workplace Relations) for unsatisfactory progress. A decision to exclude or suspend for more than 28 days will generally lead to your visa being revoked.]

If you are not satisfied with the decision you have the right to appeal to the faculty board of studies (Please see section of Policy for information on appeals). Your written appeal must be submitted within twenty (20) working days of the date of this letter. The University is obliged to maintain your enrolment while the appeals process is ongoing. It is important that you maintain your enrolment in your course during this period and continue attending classes normally until any appeal is decided.

If no further appeal is received by the University, it will implement the decision stated in this letter. If you are an international student, the University will advise government agencies if there is an alteration to your enrolment status or if you are ultimately recommended for suspension or exclusion.

Yours sincerely

[Insert signature]

The letter on the next page is to report the outcome of an appeal to the faculty board of studies against a decision of a progress hearing. FOR INTERNATIONAL STUDENTS ONLY. There is a subsequent letter designed for local students (only international students have a further right of appeal to the Victorian Ombudsman. For local students there is no external appeal)

This letter is to be sent by registered post to both the term and home address and by email and

contact to be made by phone.

Ref No:

Date:

[Insert name of student]
[Insert student's address]

SUBJECT: NOTIFICATION OF FACULTY BOARD OF STUDIES DECISION ON YOUR APPEAL AGAINST A PROGRESS HEARING DECISION

Please read this letter carefully. It is very important.

Dear [name]

At a hearing of the faculty board of studies on [date] to consider your appeal against the progress hearing decision concerning your enrolment in the [course name], it was agreed that the appeal be [decision].

The faculty board of studies made this decision because [include details of the reasons for decision].

[If the decision has the effect of excluding or suspending the student for more than 28 days the following text must be included: You are hereby notified that the University intends to report you to the secretary of the DEEWR (Department of Education Employment and Workplace Relations), for unsatisfactory progress. A decision to exclude or suspend for more than 28 days will generally lead to your visa being revoked].

If you are dissatisfied with the decision of the faculty board of studies you may seek to access the appeal mechanism provided by the Victorian Ombudsman. You are advised to notify the University if you do so. The homepage can be found at: http://www.ombudsman.vic.gov.au. The University is obliged to maintain your enrolment while any appeals process is ongoing. It is important that you maintain your enrolment in your course during this period and continue attending classes normally until any appeal is decided.

If you do not provide evidence to the University of an external appeal within 20 working days from the date of this letter, the University will implement the decision above. The University will advise government agencies of any alteration to your enrolment status.

Yours sincerely

[Insert signature]

The letter on the next page is to report the outcome of an appeal to the faculty board of studies against a decision of a progress hearing. FOR LOCAL STUDENTS ONLY. There is a previous letter designed for international students (only international students have a further right of appeal to the Victorian Ombudsman. For local students there is no external appeal).

This letter is to be sent by registered post to both the term and home address and by email and contact to be made by phone.

Ref No:

Date:

[Insert name of student]

[Insert student's address]

SUBJECT: NOTIFICATION OF FACULTY BOARD OF STUDIES DECISION ON YOUR APPEAL AGAINST A PROGRESS HEARING DECISION

Please read this letter carefully. It is very important.

Dear [insert name of student]

At a hearing of the faculty board of studies on [date] to consider your appeal against the progress hearing decision concerning your enrolment in the [course name], it was agreed that the appeal be [decision].

The faculty board of studies made this decision because [include details of the reasons for decision].

This decision is final. Under the Student Assessment and Progress Policy and Procedures of Victoria University there is no further avenue of appeal against the board's decision. If you have any questions relating to the decision, or its implications, you should contact your faculty office.

Yours sincerely

[Insert signature]

Student Administration Branch
Victoria University
PO Box 14428
MELBOURNE VIC 8001
Australia

SPECIAL CONSIDERATION Application - A23

What is SPECIAL CONSIDERATION?

If you have had your course work or assessment hampered by illness or other serious causes, to a substantial degree at any time during the semester, you may submit a *Special Consideration Application.*

The kinds of circumstances that are considered as reasons for Special Consideration include:

- Death of an immediate family member
- Medical reasons (either yourself or someone in your immediate family)
- Personal trauma or crisis- e.g. victim of crime, severe disruption to domestic arrangements.
- Serious illness or psychological condition – e.g. hospital admission, serious injury/illness, severe anxiety or depression.
- Loss or bereavement – e.g. death of close family member, family/relationship breakdown.

If you are in doubt as to whether your circumstances qualify as grounds for Special Consideration, please contact Student Support and arrange to speak to a Counsellor.

DO NOT use the SPECIAL CONSIDERATION Application if you require:

- **Extension of time for submission of work** - submit an *Application for Assignment Extension* (available from your Faculty/Department office) to the lecturer/teacher in charge of that subject/module.
- **Extension of time during examination** - submit an approved *Extension of Time for Examination Application* to Student Administration Branch, Examinations Unit, at least 7 working days prior to the commencement of the Examination period.
- **Alternative Examination Time** – if you have a legitimate reason for being unable to attend a scheduled examination, submit an approved Alternative Examination Time Application (before scheduled time) to Student Administration Branch, Examinations Unit, at least 7 working days prior to the commencement of the Examination period.
- **Special Examination** - if you were unable to attend a scheduled examination as a result of illness or other unexpected personal reason, submit a Special Examination Application to your Faculty office.
- **Assistance for Permanent On-going Disability** – provide medical or other evidence to the Disability Liaison Unit located within the Equity & Social Justice Branch, Ph: 9919 2193, Fax: 9919 2578, TTY: 9919 2508 or email: disability@vu.edu.au.

How to apply for Special Consideration

1. The *Special Consideration Application* form is available on the VU web site at www.vu.edu.au/Services.asp, click on Student Administration, then Commonly used Forms, or from Student Administration Branch offices, Student Services, or your Faculty/School/Department office.

2. Complete the application, indicating your reasons and for how long your studies have been affected.

3. You will need to provide **relevant supporting documentary evidence** with your application (eg. Police report, Death notice or certificate, letter from a minister of religion or other appropriate person or Statutory Declaration etc). If you prefer to keep your reasons confidential, you are advised to see a Non-VU Counsellor or Health Professional, as appropriate (see page 4 "Certification of Health Professional or Non VU Counsellor') or a Student Support Counsellor and discuss with them whether they are able to support your application.

4. Your completed application and supporting documentation should be submitted directly to the Faculty/School/Department for your course.

5. You will need to submit a separate application for each Faculty/School/Department response for the pieces of assessment.

6. You must submit this application **no later than three working days** after the due date of the specific piece of assessment for which you are seeking Special Consideration **OR** if you are applying for Special Consideration in **more than one subject**, then the application should be submitted no later than three working days after the last scheduled piece of assessment for *all* subjects listed on the application.

7. If it is **impossible for you to submit the application** within the three working day time limit, you or your representative must contact the Faculty/School/Department office within three working days or you will risk failing the subject.

Outcome of SPECIAL CONSIDERATION Application

Your Faculty/School/Department will assess your Special Consideration application and notify you in writing within five working days of **making a decision**.
For further information relating to procedures and methods of application, please contact your Faculty/School/Department office.

WWW.VU.EDU.AU
CRICOS Provider No: 00124k
Form Effective: 01.01.2007

VICTORIA UNIVERSITY | **A NEW SCHOOL OF THOUGHT**

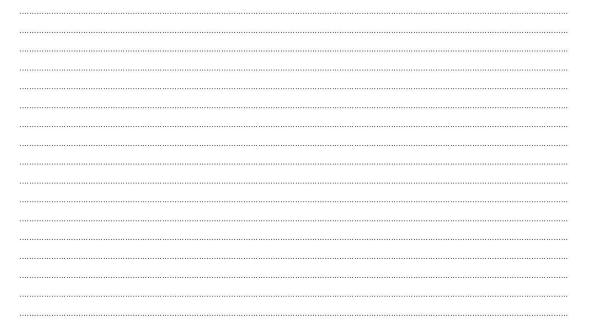## SPECIAL CONSIDERATION Application – A23 (continued)

Student Checklist: have you ....
- ❑ Read the Special Consideration Information above?
- ❑ Discussed the application with your lecturer/teacher/tutor?
- ❑ Met with a Student Support Counsellor (if applicable)?
- ❑ Attached **all** the documentary evidence (completed Certification of Health Professional or Non VU Counsellor; a Police report; Death notice/certificate, letter from minister of religion or other appropriate person, a Statutory Declaration etc)?
- ❑ Completed the Grounds for your Application section indicating how and the length of time the illness/difficulty has affected your studies?
- ❑ Specified the piece(s) of assessment or subject(s) for which you are seeking Special Consideration?
- ❑ Submitted the application to your Faculty/Department **no later than 3 working days** after due date of the specific piece of assessment to which this application applies **or** no later than 3 working days after the due date of the last scheduled piece of assessment for **all** subjects listed on this application?

For assistance in preparing your application:
- **contact Student Support on 9919 4418, 9919 2399 or 9919 8801 OR**
- **visit the Student Support office on your campus,** office locations can be found on the internet at www.vu.edu.au/Services.asp, click on Student Services.

Your notes:

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SPECIAL CONSIDERATION Application - A23

APPLICATION MUST BE SUBMITTED NO LATER THAN three working days after the due date of the specific piece of assessment to which this application applies **OR within three working days after the due date** of the last scheduled piece of assessment for **ALL** subjects listed on this application.

Please write in BLOCK LETTERS

STUDENT ID NUMBER							

YOUR NAME & COURSE DETAILS

FAMILY NAME		SITE		INTERNATIONAL ONSHORE STUDENT?	◯ YES ◯ NO
FIRST NAME		SEMESTER (1, 2, 3 or 4)		STUDY YEAR	20
OTHER NAMES		LEVEL		COURSE CODE	
COURSE TITLE					

YOUR MAILING ADDRESS for notification of outcome

Is this a change of address? (Y/N) ☐   If Yes, please submit a *Personal Details Amendment* form

STREET NUMBER and NAME		STATE	
SUBURB/TOWN		POSTCODE	
COUNTRY (if not Australia)		DAYTIME or MOBILE PHONE NUMBER	

I REQUEST SPECIAL CONSIDERATION IN THESE SUBJECTS (Ensure CORRECT Subject Codes & Titles are written in BLOCK LETTERS)

UNIT OF STUDY CODE	UNIT OF STUDY TITLE	NAME OF LECTURER/TEACHER	ASSESSMENT DUE DATE

GROUNDS FOR YOUR APPLICATION – to be completed by student (attach extra page if needed)

- ATTACH THE RELEVANT SUPPORTING DOCUMENTATION (as indicated in instructions) &/or THE CERTIFICATION BY YOUR DOCTOR OR NON VU COUNSELLOR (page 4)
- YOU SHOULD INDICATE ANY SPECIFIC REQUEST IN THIS SECTION

☐ Death of immediate family member
☐ Family trauma or crisis
☐ Personal trauma or crisis
☐ Other ....

☐ Medical reasons (either yourself or someone in your immediate family)
☐ Confidential personal crisis: Support to be provided by Health Professional, VU Counsellor or Non-VU Counsellor, or other appropriate professional.

Please state the length of time (in days, weeks or months) **your studies have been affected:** ....

Additional Information i: Please provide information about how the event(s) have impacted on your studies and provide details of the specific request(s) you are making. ....

....
....
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....
....
....

I have read the accompanying information and Privacy Notice on this form. I declare the details I have supplied to be true and correct.

Student Signature: ....   **Date:** ....

COMPLETED FORM TO BE SUBMITTED AT YOUR FACULTY/DEPARTMENT OFFICE   OFF SHORE STUDENTS SUBMIT AT SITE OF STUDY

CERTIFICATION OF HEALTH PROFESSIONAL OR Non VU COUNSELLOR, in support of this SPECIAL CONSIDERATION Application

Medical Certificates will not be accepted, please supply the information as set out below.

Please write in BLOCK LETTERS

STUDENT ID NUMBER (to be filled in by student)						

NAME OF STUDENT, STUDY YEAR & SEMESTER to which this certification applies

FAMILY NAME		FIRST NAME	
OTHER NAMES		SEMESTER (1, 2, 3 or 4)	STUDY YEAR **20**

CERTIFICATION

1. The above named student consulted with me on the these dates: _____

2. This student has been disadvantaged at their examinations:

   ☐ Very severely   ☐ Moderately
   ☐ Severely   ☐ Slightly

   DATE DISADVANTAGED FROM _____
   DATE DISADVANTAGED TO _____

   ABLE TO SIT THE EXAM(S)
   ◯ YES   ◯ NO

3. This student has been disadvantaged at times other than or in addition to their examinations:

   ☐ Totally   ☐ Moderately
   ☐ Very severely   ☐ Slightly
   ☐ Severely

   DATE DISADVANTAGED FROM _____
   DATE DISADVANTAGED TO _____

   ABLE TO STUDY
   ◯ YES   ◯ NO

4. Please supply any relevant additional information relating to the ability of the student to prepare for or sit examinations and/or undertake other work for assessment other than examinations.

   ....
   ....
   ....

DECLARATION & DETAILS OF DOCTOR OR COUNSELLOR

I certify that I have seen the above student and the information I have supplied is true and correct.

Signature: ....Date: ....

Name (BLOCK LETTERS please): ....

Address: ....

.... Postcode: .... Daytime Phone: ....

DOCTOR'S/ COUNSELLOR'S STAMP

VICTORIA UNIVERSITY FACULTY/DEPARTMENT OFFICE USE ONLY

DECISION

UNIT OF STUDY CODES	ACTION RECOMMENDED (write appropriate code)	SIGNATURE OF LECTURER/TEACHER	NAME OF LECTURER/TEACHER	DATE	CODES & DESCRIPTION FOR RECOMMENDED ACTION
					TA - Take into Account the matters raised in the application.
					SA - allow the applicant further or Supplementary Assessment.
					ET - Extend the Time for completion and submission of assessment.
					NA - No Action deemed appropriate or necessary.

Lecturer's/Teacher's comments: ....

....

....

Signed: .... Name: .... Date: ....

PROGRAM TEAM – STUDENT ASSESSMENT AND PROGRESS

Faculty of:

Date of meeting:

Membership: (INSERT full membership list in line with Student Assessment and Progress Policy and Procedures VE/FE); identify executive role/s and minute taker.

Present: (Identify those members in attendance at the meeting).

Agenda item	Discussion	Outcome/action	Responsibility/timeframe
Review of action from previous meeting	*Suggested approach:* *Action items from previous ASPB meeting to be reviewed and outcomes confirmed as complete or ongoing*	*Suggested approach:* *Ongoing action items to be noted for subsequent follow-up*	*Suggested approach:* *Staff member/s identified and date for completion.*
Student Progress Report	*Suggested approach:* *A systematic review and discussion on each student's assessment/progress issue to be recorded. Student enrolment numbers only recorded in minutes, not student names*	*Suggested approach:* *Specific action identified relevant to each student's situation/circumstance in line with Student Assessment and Progress Policy*	*Suggested approach:* *Staff member/s identified and date for completion.*
Other business			
Next meeting	*Date, time and venue identified*		

1