

## STUDENT HANDBOOK

### Part A – All Students

### Section 8 – Course Progress

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#### ***Foreword to International Students on Course Progress Monitoring***

ALG is required to systematically monitor International students' compliance with student visa conditions relating to course progress and must report students in accordance with the ESOS Act who have breached the course progress requirements. International students should additionally refer to the specific section in this handbook on monitoring course progress in the section "Overseas Student Visa Requirements. See Part B of this handbook.

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#### **'Delivery Module' Progress and 'Unit of Competency' Progress**

ALG qualification programs are delivered and assessed in 'delivery modules' that align to the Units of Competencies for each particular nationally recognised qualification.

It is a requirement that ALG records a student's progress for each delivery module. After recording progress of delivery modules, ALG is then able to record progress of Units of Competency that align to assessment tasks of these delivery modules.

Hence for each student enrolled in a qualification program ALG will record and report:

- i) progress of Delivery Modules
- ii) progress of Units of Competency

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#### **What is 'Satisfactory' Course Progress?**

Each student's progress is monitored, recorded and assessed for satisfactory performance.

ALG's procedure for recording student progress is an internal policy and procedure that has been created for best practices.

Students are deemed either Competent (C) or Not Yet Competent (NYC) for course progress, in line with industry and training guidelines for assessment.

To reach competency in a delivery module or unit of competency a student may be assessed against a variety of criteria that may include:

1. Academic Assessments *e.g. assignments, exams, demonstrations*
2. Attendance Criteria *e.g. attending a set number of timetabled classes or sessions*

## Qualification Duration

ALG qualification programs are delivered and assessed in 'delivery modules' that align to the Units of Competencies for each particular nationally recognised qualification.

The modules vary based on the students study mode preference and whether they are studying full time or part time.

For the purposes of monitoring course progress with completing a qualification, all modules within a qualification must be completed in line with the study duration indicated in the table below:

Qualification	Full-time Duration	Part-time Duration	Study Mode
CHC30113-Certificate III in Early Childhood Education and Care	9 months		Classroom
CHC50113 - Diploma of Early Childhood Education and Care	24 months		Classroom
CUA30313 - Certificate III in Dance Teaching	12 months	24 months	Any mode
CUA40313 - Certificate IV in Dance Teaching and Management	12 months	24 months	Any mode
CHC33015 - Certificate III in Individual Support	9 months		Classroom
CHC43015 - Certificate IV in Ageing Support	6 months		Classroom
CHC43115 - Certificate IV in Disability	6 months		Classroom
HLT42015- Certificate IV in Massage Therapy	9 months	18 months	Any mode
HLT52015 - Diploma of Remedial Massage - General Program	18 months	36 months	Any mode
HLT52015 - Diploma of Remedial Massage - Specialisation Program	24 months	48 months	Any mode
SIS30315 - Certificate III in Fitness - 9 Month Program	9 months	18 months	Any mode
SIS40215 - Certificate IV in Fitness	9 months	18 months	Any mode
SIS50115 - Diploma of Sport and Recreation Management - General Program	12 months	24 months	Any mode
SIS50115 - Diploma of Sport and Recreation Management - Fitness Program	12 months	24 months	Any mode
CHC51015 - Diploma of Counselling	18 months		Classroom
CHC52015 - Diploma of Community Services	24 months		Classroom
CHC53315 Diploma of Mental Health	24 months		Classroom

In the event a student has not reached competency in the qualification within this time, or as per the timetable of scheduled classes or modules specified in their original enrolment, the student will need to undertake additional training or extensions to complete their course that may incur additional fees.

Should a student enrol into multiple qualifications at any one time, the student will need to observe the course durations above. If one course is a pre-requisite to the next course, then the duration of the second course will start at the end of the duration of the first course.

**Special note – Course transitions** - From time to time, beyond ALG's control, national training products can be reviewed and updated. If so, it is ALG's responsibility to ensure that either 1) all learners' training and assessment is completed and the relevant AQF certification documentation is issued or 2) learners are transferred into its replacement, within a period of one year from the date the replacement training product was released on the National Register. Where ALG has allowed a student to enrol into a course, where the duration of course studies is longer than 12 months, the student needs to be aware that the special circumstances of course transition will impact the time the student has to complete their intended course of studies and may be different from those listed above (see previous section of handbook for more details).

## Unit of Module Duration

Where a student is undertaking a single module or unit then the student has 12 months from the commencement of the module to demonstrate competency.

Beyond 12 months of commencement of a module, students may be required to re-enrol into that individual module and that may incur additional fees.

### **Example 1 - Completing a qualification**

*A student decides to spread their studies over a period of time. They complete 2 out of 4 modules for a Qualification. They return 2 years later and wish to continue their studies and finish their qualification. Can they automatically do so?*

*Answer – Only if the qualification duration is longer than this period (as per table above). If the qualification duration has expired the student can ask what extension options or refresher training may exist to continue their qualification attempt.*

### **Example 2 – Studying multiple modules at one time**

*A student enrolls into 2 individual modules from a qualification at one time. Does the student have the full qualification duration to complete these modules?*

*Answer – No. The student must observe the 12 months completion rule for each module.*

## Communication of Course Progress Requirements and Criteria

ALG ensure students fully understand the requirements to ensure satisfactory course progress. The communication strategies include:

- Instructions on all course materials or course overviews
- Some modules or courses have induction sessions for both local and international students where these requirements are discussed
- Trainers/tutors will verbally review course progress requirements at the commencement and throughout the course
- Students can clarify any issues or questions at any time with their Tutor and Trainer or an Student Advisor
- Ability to discuss in detail any misunderstanding of course progress requirements if a student is deemed Not Yet Competent at the first stage of assessment task i.e. failed to submit assignment, failed to complete assignment as required, etc.

## Course Progress Criteria - Academic

The policy and procedure requires that the ALG Student Advisors will record progress of students that includes:

- 'Delivery Module' progress – this will be recorded at the end of the delivery module study period. Results of progress will need to be recorded *no later* than 4 weeks from the completion of this 'Delivery Module' study period.
- For students enrolled in a qualification course, 'Unit of Competency' progress will be recorded at a minimum on a six-monthly cycles / every 6 months. Results of progress will need to be recorded *no later* than 4 weeks from completion of 6 month study period.

- On Demand - if requested in writing from a student exiting early from a program, the student progress will be recorded to that point in time, no later than 10 working days after request is received, and any associated report e.g. Statement of Attainment generated.

Methods of recording progress will include a combination of:

- Electronic student database
- Paper based student files

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### Course Progress Criteria - Attendance

Delivery modules are the individual 'units' or 'subjects' the students take each term toward the entire course e.g. 'Swedish Massage Module', 'Fitness Practical Module' etc.

Satisfactory *attendance* to the scheduled classes or sessions for a delivery module is also a criteria used to assess overall course progress for all face to face delivery modules at ALG.

If a delivery module has attendance as a course progress criteria and the student does not have satisfactory classroom attendance in that delivery module, then they have not reached overall competency in that delivery module and have not made satisfactory course progress.

In general, a student must attend at least 80% of the scheduled contact hours for each individual delivery module they are undertaking *unless* the module has special conditions on attendance (refer to modules with special conditions).

Final assessment of attendance to a delivery module is done at the conclusion of the study period, when all classes are completed and which also includes all opportunities to attend make up classes or sessions.

Module attendance will be calculated as a percentage of all the lesson/class/sessions timetabled for that module, for a 10 week period of study (unless noted otherwise). Should a delivery module run more than 10 weeks in duration, attendance for that module will be measured over study periods of 10 week terms.

For an example, if a student is scheduled to attend 20 sessions in a study period and they miss or arrive late to 1 session, then their overall course attendance is 95%.

If a student's attendance is less than 80%, ALG may choose to grant competency in the module if:

- Condition 1 - the student's module attendance is at least 70% for the module and
- Condition 2 - the student met all other course competency requirements

#### *Example – Course Progress Attendance Requirements*

*Module A requires a student to satisfactorily undertake a written exam and attend 80% of scheduled classes to be deemed competent. By the end of the module, a student is found to have passed the written exam but only attends 50% of the classes – are they competent?*

*Answer – No, the student did not reach competency in the module's attendance criteria. Hence did not reach overall competency for the module.*

### Course Progress Criteria – Attendance (Module with Special Conditions)

The modules that have *special conditions* for classroom attendance as a course progress requirement are indicated in the following table:

Modules with special conditions for classroom attendance	Course Progress - Attendance Requirements
Safe Work Practices (Massage)	5 out of 6 lessons minimum attendance
Nutrition (Massage)	4 out of 5 lessons minimum attendance
Advanced Health Science Cycle B (Massage)	4 out of 5 lessons minimum attendance
Aromatherapy Massage (Massage)	80% minimum attendance including compulsory attendance to Lectures #5
Student Massage Clinic (Massage)	100% attendance No 15 minute leniency at the start of class
First Aid	100% attendance No 15 minute leniency at the start of class
Certificate IV in Ageing Support	80% minimum attendance including compulsory attendance to classes scheduled in Week 9 and 10.

#### *Example – Course Progress Attendance Requirements (Module with Special Conditions)*

*The Module First Aid requires 100% attendance and satisfactorily completion of an assignment and demonstration exam. A student misses half a day of training for personal reasons but completes the assignment and demonstration satisfactorily. Are they competent in the module First Aid?*

*Answer – No, the student did not reach competency in the module’s attendance criteria which is 100% for First Aid. Hence did not reach overall competency for the module.*

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## Unsatisfactory Course Progress and pending Pre-requisites

A qualification will only be issued when a student is deemed Competent (C) for all units in line with industry and training guidelines for assessment.

Entry requirements to some qualifications require either:

- A pre-requisite qualification or
- Demonstrated competence in some units through a recognised training program or recognition process

If a student has been deemed non-competent in a module, then although a qualification cannot be issued for that qualification, an assessment can be made as to viability of them having the demonstrated or equivalent competence in the certain units for the pre-requisite of their next course.

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## The Student's Role in maintaining Course Progress

- Students must endeavour to maintain 100% attendance and acknowledge absence from class or lessons should only occur in cases of illness or other exceptional personal circumstances. An absence supported by a medical certificate is still counted towards the student's total absences when calculating attendance.
- Students acknowledge attendance is a Course progress requirement and required for overall assessment.
- Student must take notice of all class start times and arrive promptly to all classes. Late arrivals are considered absent from the entire class or session.
- A student who is late for more than 15 minutes of a scheduled class, taking extended breaks or leaving early will be recorded as absent for that class. Late arrivals, extended breaks and early departures are disruptive and affect the learning environment for all students. For this reason, the following policies regarding class absences must be enforced:
  - **CLASS ARRIVAL** - All student must take notice of class start times and arrive promptly to all classes. Late arriving students are considered absent from the entire class or session.
  - **CLASS ARRIVAL and 15 MINUTES LENIENCY** - The College offers a leniency of 15 minutes at the start of a class only. The intent of this leniency is to provide a solution for occasional events that may make the student late from time to time such as traffic or transport disruptions. This should not be used as an excuse for, nor gives the right to, regular or systemic late arrivals.
  - **CLASS BREAKS** – Students returning late from a class break will also be considered absent from the entire class or session.
  - **EARLY DEPARTURE** - Student must not leave a class or session early. Students leaving early, prior to a trainer officially dismissing the class, are considered absent from the entire class or session.
- There are some modules that have special conditions for classroom attendance as a course progress requirement (refer to table "Course Progress Criteria – Attendance (Modules with Special Conditions)"). For the First Aid and Massage Student Clinic modules, the 15 minute leniency rule at the start of a class does not apply. As such, if a student arrives late, returns from a break late or leaves early, no matter how many minutes late or early, they will be recorded as being absent for that lesson or clinic.
- Students must endeavour to do make up classes where offered and appropriate.
- Students must acknowledge that ALG reserve the right to send a student to the doctor should the student be sick or have a medical condition, whereby this condition may be communicable, disruptive to the class or disabling the student from participating in the class. This will result in an absence on the student's record.

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## ALG's role in maintaining Course Progress

To ensure the above requirements are met, the following policies and procedures must be observed by all administration and training and assessment staff:

- ALG will maintain standard reporting and recording procedures to record class attendance as class attendance provides one guideline for measuring adequate course progress.
- ALG will maintain an assessment recording strategy whereby assessments are marked and recorded systematically no more than 4 weeks after assessment has taken place. Marking and recording of assessment marks are first noted down by trainers & assessors on class rolls and assessment cover sheets, and are then transferred by administration onto the student database.
- If a student is deemed Not Yet Competent (NYC) in their first attempt at assessment ALG has a strategy in place whereby it is the trainer's responsibility to:
  - i) inform the student directly and immediately on issuing the results of the assessment
  - ii) inform Student Advisors of the NYC result
- Trainers/Assessors utilise the Assessment Cover Sheet as the main record data sheet of assessments and re-assessment to ensure all data is recorded and approved by both the student and the Trainer/Assessor.
- Offer appropriate support strategies to the student

## Support Strategies

To aid course progress a variety of support strategies are available.

Any student experiencing difficulty in maintaining course progress should contact a student advisor as soon as possible. Support strategies earlier a student seeks a support strategy, the more options that can be provided.

Support strategies are subject to availability and individual circumstances.

Examples of support strategies that may be available to include, but are not limited to:

- Timetabled catch-up classes within the same term of study – fee
- Timetabled catch-up classes outside the original term of study – fee
- Timetabled assessment resits within the same term of study – fee
- Timetabled assessment resits outside the original term of study – fee
- Private catch-up classes (subject to availability) – fee
- Private assessment resits (subject to availability) – fee
- Additional practice sessions in student clinic (Massage students only) – no fee
- Study Groups in the term break for not yet competent students – no fee
- Matching with peer-to-peer study partner – no fee
- Review tuition in additional classes or streams - fee
- Extra tuition and study groups from teacher – fee
- Being placed in a suitable alternative module within a course or a suitable alternative course – fee
- Modifying the training or assessment methods to better suit the learning needs of students where possible.
- Or any other action the International Student Advisor feels may help situation.

### *Example – Support strategies for missing too many classes*

*A student misses too many classes for a module and will not reach satisfactory course progress. What should they do?*

*Answer:*

- *If the student leaves it until the end of the term to seek support strategies they are limiting their options.*
- *The first strategy would be to contact student admin during the same term and see if timetabled catch-up classes are offered for that module that term*
- *Other strategies that may be available, subject to availability*