

# Attendance Monitoring Policy & Process

## POLICY SCOPE

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

## POLICY INCLUSIONS

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

## POLICY STATEMENTS

1. Lead monitors both Course progress and Course Attendance guided by its Policies and Processes.
2. Lead monitors overseas students' course attendance for each course in which the overseas student is enrolled.
3. The expected duration of study specified in the overseas student's CoE does not exceed the CRICOS registered duration unless the RTO intervention, student deferment, or other circumstances allow for eCoE extension.
4. Lead monitors course attendance of each overseas student to ensure the overseas student is in a position to complete the course within the expected duration specified on the overseas student's eCoE.
5. Lead has documented policies and processes to **record and pro-actively identify, notify and assist** an overseas student at risk of not meeting minimum attendance requirements where there is evidence from the overseas student's daily / weekly participation in tuition activities and class attendance.
6. Lead's Study period comprises **20 weeks / 400 hours** of classroom training and on LMS for calculating attendance *percentiles* for monitoring and reporting purposes.
7. Each week there will be **14 hours classroom attendance** and Moodle-led self-study & online component for **6 hours**.
8. Lead outlines and informs the overseas student before they commence the course (i.e., student contract, student orientation) of the requirements to achieve satisfactory course attendance in each study period and how attendance is calculated.
9. Lead implements its documented policy and process for assessing course attendance that includes:
  - requirements for achieving satisfactory course attendance, including policies that promote and uphold the academic integrity of the course and meet the training package or accredited course requirements.
  - processes for recording and assessing course attendance requirements.
  - processes to identify overseas students at risk of unsatisfactory course attendance.
  - details of LEAD's intervention strategy to assist overseas students at risk of not meeting course attendance requirements allowing sufficient time for those overseas students to achieve satisfactory course attendance.
  - processes for determining the point at which the overseas student has failed to meet satisfactory course attendance.
10. Where Lead assesses the overseas student as not meeting course attendance or attendance requirements, Lead gives the overseas student a written notice as soon as practicable which:
  - notifies the overseas student that Lead intends to report the overseas student for unsatisfactory course attendance.
  - informs the overseas student of the reasons for the intention to report.
  - advises the overseas student of their right to access Lead's complaints and appeals process, in accordance with Complaints and appeals policy & procedure, within **20 working days**.
11. Lead reports students breaching course attendance requirements under section 19(2) of the ESOS Act as per the breach Criteria mentioned for each course.
12. Lead will not extend the duration of the overseas student's enrolment if the overseas student is unable to complete the course within the expected duration, unless:
  - there are compassionate or compelling circumstances, as assessed by Lead on the basis of demonstrable evidence, or
  - Lead has implemented, or is in the process of implementing, an intervention strategy for the overseas student because the overseas student is at risk of not meeting course attendance requirements, or

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			Level 1, 37-39 George Street, Parramatta NSW 2150	Email: <a href="mailto:admissions@leadcollege.edu.au">admissions@leadcollege.edu.au</a>	CRICOS Code: 03636F	

- an approved deferral or suspension of the overseas student’s enrolment has occurred as per the Policy on Deferring, suspending or cancelling the overseas student’s enrolment.
13. If Lead extends the duration of the student's enrolment, the provider advises the student to contact **Immigration** (Department of Home Affairs) to seek advice on any potential impacts on their visa, including the need to obtain a new visa.

**Intervention Strategy and Process for Unsatisfactory Attendance**

**TIME POINT OF INTERVENTION**

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

- 1) Failing to attend classes for more than **5 consecutive class days** including **Moodle participation**.
- 2) Absence of class attendance reaching a threshold of greater than 10% (more than 40 hours out of 400 hours)

**Intervention strategies and processes**

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

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

**Intervention and assistance available**

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

- a. Lead can provide **additional trainer/assessor contact**. In this case, the CEO, Assessor and the student agree on a method of trainer / assessor contact and put together the **individualised Support Plan**. The Trainer / assessor maintains a log of daily/weekly support in the *individualised Support Plan (log)*. Finally, the trainer / assessor maintains the Log of the Outcome of Additional Trainer Contact given. This is used for continuous improvement purpose and whether this kind of support will be useful compared to other support.
- b. Lead can offer **extra classes** to the identified student (s) while giving the student the exact timetable for extra classes. This will allow the student to focus on their academic weaknesses while getting individualised help from our trainers and assessors and other support staff. The Trainer / assessor maintains a log of daily/weekly support in the *individualised Support Plan (log)*. Finally, the trainer / assessor maintains the Log of the **Attendance of Extra Classes** provided to the student as support. This is used for continuous improvement purpose and whether this kind of support will be useful compared to other support interventions.
- c. Lead trainers can provide extra off-campus support via maintaining contact. This will allow the student to gain immediate help so that they can move on in the assessment task. We believe that sometimes, even little external guidance can help the student to finish the whole work. Slowly, the student can gain momentum in his / her independent task completion. The Trainer / assessor maintains a log of daily/weekly support in the *individualised Support Plan (log)*. Finally, the trainer / assessor maintains the Log of the **extra off-campus support, Skype and email** provided to the student as support.
- d. Lead can make a **study group** for the student to encourage **more attendance**. This is a great way to study while collaborating as the group. In this case, the CEO, Assessor and the student agree on the timing and duration of **Study Group** and put together the **Individualised Support Plan**. Lead trainer maintains the log via *individualised Support Plan*.

- e. Lead CEO can alter the Student’s course length by adjusting study load on *eCoE*. This can only happen based on compassionate and compelling circumstances and significant documentary evidence:
- There are compassionate or compelling circumstances, as assessed by Lead CEO by verifiable evidence,
  - Lead CEO has approved deferral or suspension of the overseas student’s enrolment as per the Policy on Deferring, suspending or cancelling the overseas student’s enrolment.

Lead CEO and trainer/assessors maintain the student progress and outcomes of adjusting study length in ***individualised Support Plan***.

- f. Lead staff can provide personal and study counselling to help the student’s **class participation**. Personal counselling example is:
- having a friendly chat with the student,
  - helping the student to form a study group,
  - referring the student to specialist external help if a serious condition has been identified,
- g. Lead staff can assist you with personal **issues outside Lead**. For example, student accommodation problems, assistance with information regarding health professionals etc. Lead **CEO** will maintain the outcomes of provided support in ***individualised Support Plan*** by asking the student if their problems are resolved.
- h. Lead delegated staff member can make **transition support** available for students who are finding it difficult to adjust to the Australian environment. This support might include the appointed staff having a chat with the student, forming a group of like-minded students, referring students to their local communities outside Lead and around their suburb of accommodation. Lead **CEO** will register the outcomes of the provided support in ***Individualised Support Plan*** by asking the student if they feel adjusted to local life.
- i. Lead staff can provide all or some of the above in some combination.

### Steps for the Intervention & Assistance processes

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

STEP NO.	TABLE 1: STEPS OF IMPLEMENTING INTERVENTION POLICY	
1.	Student has responded to the Intervention letter within time frame specified on the letter	Student is expected to have a chat with the Staff members identified on the notice of Intervention.
2.	Lead Staff will <b>Diagnose</b> or <b>identify the</b> issues the student is facing. Documentary evidence is examined in order to prepare an individualised Support Plan for the student. The staff member will gain evidence from the Student and anecdotal and attendance evidence from their trainers and assessors.	The Student will provide Lead staff with detailed reasons and documentary evidence in support of the reasons. Documentary evidence include medical certificate, other evidence of hard ships, evidence of personal or family issues that are beyond the student’s scope of control. Lead staff will sensitively listen to the student’s problems.
3.	Lead Staff will ask the student as to how Lead can bring the student back on track with <b>course attendance</b> .	This is the student’s opportunity to tell the staff about how he / she can be helped. We believe that the student is the best judge of how they can be helped.
4.	Once, the student provides their expectations as to how Lead can help them, Lead staff will align the available support with the support the student expects.	This is the student’s time to collaborate with Lead’s staff to agree on an <b>Individualised Support Plan</b> .

5.	Lead Staff and the identified student make an <b>Individualised Support Plan</b> while collaborating with each other. However, the type of support will be negotiated with the student as per their needs and expectations on individual basis.	A copy of <b>the Individualised Support Plan</b> is provided to the student. For example, Individualised Support Plan will include what help is provided, how the help will be provided, who will provide the help and when the help will be provided. Individualised Support Plan will also include <b>short-term</b> and <b>long-term</b> goals for the student and Lead staff. In short, the Individualised Support Plan will have Timetable and goals of the plan.
6.	The Individualised Support Plan is executed and implemented.	Weekly goals and attendance percentiles are assessed by the Assessor and the student.
7.	If the <b>Individualised Support Plan</b> works, no amendment is made till the Student is on track.	Regular goals of the Support are met by the student and assessor till the student achieves satisfactory course attendance.
8.	The student and Lead Staff make modifications to the Individualised Support Plan if the goals of the plan are not met for some reasons.	The student provides feedback and reasons for not meeting the goals of the Individualised Support Plan. The reasons are evaluated, and some modifications are made to the Individualised Support Plan.
9	Once, the student has reached all milestones of the Individualised Support Plan, the student is re-assessed in course attendance.	Upon achieving satisfactory attendance, student Intervention including the Individualised Support Plan will be concluded.
10.	Lead Staff will alert its trainers and assessors to make some adjustments to the training and assessment strategy for the student while adopting helpful strategies from the Individualised Support Plan.	The Student starts satisfactory attendance as per the eCoE.
11	The CEO records all notes and re-assessment of attendance percentiles on the Student file and PRISMS (if and when applicable).	Lead Trainers and assessors and other support staff <b>consistently monitor</b> the identified student for class attendance.