

DET International Student Program Quality Standards

Information for Victorian
government schools



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1. Purpose, background and context

What is this booklet about?

This booklet aims to assist Victorian government schools to understand:

- the objectives of the Victorian International Schools Program (ISP)
- the types of students that are the focus of the ISP
- the roles and responsibilities of the key players in the ISP
- the quality assurance framework that underpins the ISP
- the Education Services for Overseas Students Act 2000 (the ESOS Act) National Code Standards that apply to the ISP and their implications for Victorian government schools wishing to participate in the ISP.

NB: The term 'overseas student', used in the ESOS Act and the National Code Standards, should be read synonymously with the term 'international student' familiar to participants in the Victorian ISP.

Objectives of the Victorian ISP

DET is committed to ensuring that international students receive a high quality education experience through optimal levels of support and care in a safe, welcoming and engaging learning environment.

The objectives of the Victorian ISP are:

- Enhancing the cultural diversity of Victorian government schools and providing Victorian government school students with the opportunity to engage with international students and share learning experiences
- Providing rich and educationally rewarding experiences for school-aged international students which reflect the culture and value of Australia and supporting language learning in Victorian government schools
- Promoting the qualities of Victorian government school education in international markets
- Providing opportunities for curriculum diversity and program expansion through an income stream additional to funding provided by government and locally-raised funds.
- Providing a pathway to further education and training in Australia for international students
- Establishing and maintaining a sustainable competitive advantage as the preferred destination of choice for overseas students in the Australian school sector.

Who does the Victorian ISP cater for?

The standards that are the subject of the advice in this document apply principally to international students that have a subclass 571 School Sector Visa and have enrolled in an accredited Victorian government school *for the specific purpose of achieving a pathway into further education and training within Australia.*

Some schools also enrol dependent children of international students undertaking vocational education and training, tertiary or post graduate studies, holders of all other student visa subclasses. The Quality Standards are still relevant to such students, however schools that enrol such students do not require ISP accreditation unless they **also** seek to enrol students with a subclass 571 School Sector Visa.

Who delivers and supports the Victorian ISP and what are their roles and responsibilities?

There are three key players in the Victorian ISP:

1. Victorian government schools

Individual schools accredited by DET to deliver an ISP are responsible for the delivery of educational, welfare, accommodation and support services to international students (international students cannot enter a Victorian government school by any other avenue than through the IED).

If the IED or a school breaches the ESOS Act 2000, DET's Registered Provider status can be suspended or cancelled, affecting the entire ISP in all Victorian government schools.

2. Department of Education & Training (DET)

DET is a registered provider on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) for education services for international students enrolled in Victorian government primary, secondary and English language schools. DET is responsible for meeting Commonwealth and VRQA requirements under Commonwealth and Victorian legislation, and for supporting Victorian ISP schools to meet legislative requirements.

The Executive Director, International Education Division (IED) is responsible for DET compliance with the ESOS National Code Standards and is registered as the Principal Executive Officer on CRICOS.

3. Commonwealth and Victorian government regulators

Responsibility for the regulation of international students in Australia is shared between the Commonwealth Department of Education (DoE), the Department of Immigration and Border Protection (DIBP) and the Victorian Registration & Qualifications Authority (VRQA). The Education Services for Overseas Students (ESOS) Act 2000 (amended 2010) is the key legislation.

How does DET assure the quality of the Victorian ISP?

DET and ISP schools share responsibility for delivering a high quality program that:

- complies with the ESOS National Code Standards
- ensures high educational outcomes for international students, providing a pathway to further education and training in Australia
- ensures the security and safety of international students
- maintains the reputation of DET and Victorian government schools
- demonstrates best practice in the delivery of educational services to international students in the Australian school sector.

At a high level, quality assurance for the Victorian ISP follows four key steps:

1. DET School Performance Framework

The Department's School Performance Framework (SPF) provides a mechanism to manage the quality of educational service delivery for all Victorian Government schools, through establishing school-based accountability arrangements and performance benchmarks across the areas of student achievement, engagement, wellbeing and productivity. This allows for the exclusive monitoring and management of school performance and the quality of educational outcomes.

2. ISP school accreditation

In addition to the SPF, DET has established a robust school accreditation system that enables the Department and school compliance with the ESOS Act. The School Accreditation System also provides a mechanism to assure the quality of support services provided to international students by Victorian Government schools, requiring that Victorian Government schools have the demonstrated capacity to meet the highest standards in the provision of support services.

3. Meeting ESOS National Code Standards

The ESOS National Code specifies quality standards across 15 areas that apply to registered providers of international student programs in Australia, i.e. DET and Victorian government schools:

1. Marketing information and practices
2. Student engagement before enrolment
3. Formalisation of enrolment
4. Education agents
5. Younger overseas students
6. Student support services

7. Transfer between registered providers
8. Complaints and appeals
9. Completion within the expected duration of study
10. Monitoring course progress
11. Monitoring attendance
12. Course credit
13. Deferring, suspending or cancelling the student's enrolment
14. Staff capability, educational resources and premises
15. Changes to registered providers' ownership or management

Registered providers must demonstrate their compliance with the standards at the point of CRICOS registration and throughout their CRICOS registration period.

As the registered provider for Victorian government schools, DET works in partnership with individual accredited ISP schools to ensure compliance with the National Code Standards.

It should be noted that some Standards require more attention from schools than others, as articulated in Part 2 of this booklet. For instance, Standards 5 and 6 stress the importance of quality homestay and welfare. In addition, many of the practices expected of schools in complying with the Standards reflect the normal operational and administrative processes required for all students, e.g. records management, welfare support, reporting, etc.

4. ISP school compliance audit

Accredited schools are required to participate in an external compliance audit against the ISP Quality Standards for schools once every four years, in alignment with the Department's School Performance Framework Cycle Review year.

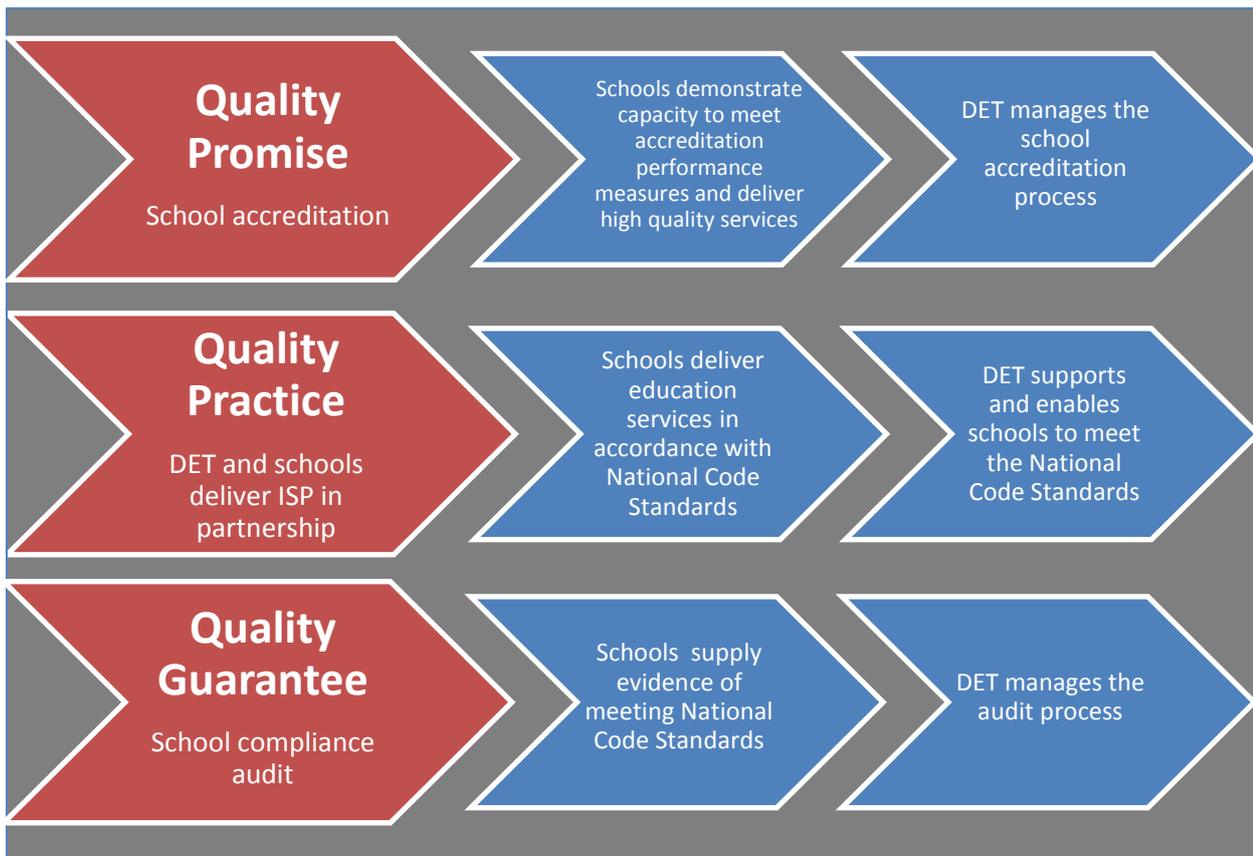
More information on the accreditation process can be found at

www.education.vic.gov.au/school/principals/curriculum/Pages/internataccredit.aspx

Support resources for schools to administer the Victorian ISP

Under each of the ISP Quality Standards listed below, schools will find useful templates, resources and links which support and assist schools to administer the International Student Program and provide high quality services to international students. Schools can modify these templates as they see fit or use their own resources where preferred.

In short, DET ISP quality assurance can be summarised as follows:



2. Meeting the National Code Standards

The following pages articulate:

- the responsibilities of ISP schools and DET in relation to each ESOS National Code Standard
- what ISP schools can expect of DET in relation to compliance with each standard
- DET's expectations of ISP schools in relation to compliance with each standard, including the evidence required to demonstrate compliance through the audit process (NB: evidence is required for all Standards except 3, 4 and 15).
- Support resources and links to assist schools in administering the International Student Program.

Section 2 should be read in conjunction with the National Code Standards, which are available in full at <https://aei.gov.au/regulatory-information/education-services-for-overseas-students-esos-legislative-framework/national-code/nationalcodepartd/pages/esosnationalcode-partd.aspx> .

Standard 1: Marketing information and practices

Registered providers ensure that marketing of their education and training services is professional, accurate and maintains the integrity and reputation of the industry

Under this standard, DET and ISP schools must:

- a) clearly identify the registered provider's name and CRICOS number (Department of Education & Training, 00861K) in written marketing and other material for students, including electronic form, e.g. websites
- b) not give false or misleading information or advice in relation to:
 - i. claims of association between providers
 - ii. the employment outcomes associated with a course
 - iii. automatic acceptance into another course
 - iv. possible migration outcomes, or
 - v. any other claims relating to the registered provider, its course or outcomes associated with the course
- c) not actively recruit a student where this clearly conflicts with its obligations under Standard 7 (Transfer between registered providers).

What ISP schools can expect of DET

- The provider name (Department of Education & Training) and the CRICOS Provider Code: 00861K appear on the DET and study.vic.au websites, and all marketing collateral
- Ethical, professional and accurate promotion of accredited schools and the Victorian government education system
- Provision of online resources, as well as marketing materials and templates to support schools
- Provision of targeted marketing modules to schools as part of the ISP Professional Learning and Mentoring Program
- Provision of marketing advice and support to schools.

DET expectations of ISP schools

For Level 2 Accredited Schools Only

- Accurate, ethical, accessible and informative ISP marketing materials and practice
- A dedicated ISP page on the school website with key program information for students, parents, homestay families and education agents:
 - the educational environment, support programs and curriculum delivery within the school
 - details of school facilities and local area information
 - contact details of the Principal Class Officer and International responsible for the ISP
- the provider name (Department of Education & Training) and the CRICOS Provider Code: 00861K on the school website homepage
- a link to the International Student Program website www.study.vic.gov.au

ISP school evidence required for meeting National Code Standard 1

For Level 2 Accredited Schools Only

- School ISP website/homepage showing the registered provider's name and CRICOS number (Department of Education & Training, CRICOS Provider Code: 00861K)
- School ISP marketing material, including translations, showing registered provider's name and CRICOS number

Note: Level 1 accredited schools do not undertake marketing activities and this standard therefore does not apply to these schools.

Key links

- [International Student Program Website for Students](#)
- [Right School Right Place Guide to Victorian Schools Enrolling International Students](#)
- [National Accreditation Authority Translators and Interpreters \(NAATI\)](#)
- [TIS \(Translating and Interpreting Services\) National or 131 450](#)

Standard 2: Student engagement before enrolment

Registered providers recruit students in an ethical and responsible manner and provide information that enables students to make informed decisions about studying with the registered provider in Australia

Registered providers ensure students' qualifications, experience and English language proficiency are appropriate for the course for which enrolment is sought

Under this standard, DET and ISP schools must:

- a) prior to accepting a student for enrolment in a course, provide in print or electronically current and accurate information regarding:
 - i. the requirements for acceptance into a course, including the minimum level of English language proficiency, educational qualifications or work experience required and whether course credit may be applicable
 - ii. the course content and duration, qualification offered if applicable, modes of study and assessment methods
 - iii. campus locations and a general description of facilities, equipment, and learning and library resources available to students
 - iv. details of any arrangements with another registered provider, person or business to provide the course or part of the course
 - v. indicative course-related fees including advice on the potential for fees to change during the student's course and applicable refund policies
 - vi. information about the grounds on which the student's enrolment may be deferred, suspended or cancelled
 - vii. a description of the ESOS framework made available electronically by the Commonwealth Department of Education and Training
 - viii. relevant information on living in Australia, including indicative costs of living, accommodation options, and where relevant, schooling obligations and options for school-aged dependants of intending students, including that school fees may be incurred
- b) have documented procedures in place, and implement these procedures to assess whether the student's qualifications, experience and English language proficiency are appropriate for the course for which enrolment is sought.

What ISP schools can expect of DET

- Ethical and responsible international student recruitment practices
- Publication of key policies, terms and conditions, and application forms relating to international student recruitment and enrolment, translated into key languages
- Letters of offer that clearly stipulate the costs, program duration, course content, and terms and conditions to students and their families
- Publication of accurate school information in the Right School Right Place Guide, including location, facilities and equipment, details of arrangements with other registered providers, persons or businesses in course provision
- Documented and maintained processes to assess student qualifications, experience and English language proficiency
- Provision of advice and support to schools during the admissions process.
- Provide international students with relevant information relating to school assessment, school policies and rules prior to accepting an enrolment (refer to National Code Standard 6)
- Proper assessment of the suitability of student qualifications, experience and English language proficiency for the course for which enrolment is sought prior to acceptance by the schools
- A quality assurance process to review, approve and store all third party agreements entered into by accredited Victorian government schools.
- Publishing of an approved third party education provider register on the www.study.vic.gov.au website

DET expectations of ISP schools

For Level 1 and Level 2 accredited schools

- Proper assessment of the suitability of student qualifications, experience and English language proficiency for the course for which enrolment is sought prior to acceptance by the schools
- Enter into robust contractual agreements with third party education providers, persons or businesses to provide the course or part of the course and publish details of such arrangements.
- Provide the IED with copies of all signed third party contractual agreements on an ongoing basis as agreements with third party education providers are established.

ISP school evidence required for meeting National Code Standard 2

For Level 1 and Level 2 accredited schools

- Written contractual agreements with third party education providers, persons or businesses, if applicable
- Written confirmation of acceptance of international students to be enrolled in response to a request to place
- Published school entry requirements, in addition to general entry requirements published by DET.

Key links

- [Right School Right Place Guide](#)
- [DET Enrolment and Admission Policy \(SPAG\)](#)
- [DET \(ISP\) Admissions Policy \(SPAG\)](#)
- [ISP Terms and Conditions & Key Policies Document \(Including translated versions\)](#)
- [ESOS Framework](#)
- [ISP Pre-departure Guide](#)
- [Accommodation Options/Requirements](#)
- [Admissions/ Age//English language Requirements](#)
- [Course Content and Duration – see Right School Right Place Guide](#)
- [IED Refund Policy](#)
- [Course Fees](#)
- [VETiS auspicing and purchasing agreements](#)

Standard 3: Formalisation of enrolment

Written agreements between registered providers and students set out the services to be provided, fees payable and information in relation to refunds of course money

Under this standard, DET and ISP schools must:

- a) enter into a written agreement with the student, signed or otherwise accepted by that student (or their parent or legal guardian if they are under 18 years of age), concurrently with or prior to accepting course money from the student. The agreement must:
 - i. identify the course in which the student is to be enrolled and enrolment conditions
 - ii. provide an itemised list of course money payable by the student
 - iii. provide information in relation to refunds of course money
 - iv. set out the circumstances in which personal information e.g. personal and contact details, course enrolment details and changes, and the circumstance of any suspected breach by the student of a student visa condition about the student may be shared between the registered provider, the Australian Government, designated authorities and the Tuition Protection Service
 - v. advise the student of his or her obligation to notify the registered provider of a change of address while enrolled in the course
- b) include in the written agreement the following information, which is to be consistent with the requirements of the ESOS Act, in relation to refunds of course money in the case of student and provider default:
 - i. amounts that may or may not be repaid to the student (including any course money collected by education agents on behalf of the registered provider)
 - ii. processes for claiming a refund
 - iii. a clear explanation of what happens in the event of a course not being delivered
 - iv. a statement that “This agreement, and the availability of complaints and appeals processes, does not remove the right of the student to take action under Australia’s consumer protection laws”

What ISP schools can expect of DET

- International students are formally advised of services to be provided, fees payable and information relating to fee refunds
- Issuing of an appropriate written agreement for signing by the student (or the student’s parent or legal guardian if the student is under 18 years of age), concurrent with accepting course fees
- Publication of key policies, terms and conditions, and application forms relating to the formalisation of enrolment, translated into key languages

DET expectations of ISP schools

Not applicable

ISP school evidence required for meeting National Code Standard 3

Not applicable

Key links

- [ISP Terms and Conditions & Key Policies Document](#)
- [ISP Standard Application Form](#)

Standard 4: Education agents

Registered providers take all reasonable measures to use education agents that have an appropriate knowledge and understanding of the Australian international education industry and do not use education agents who are dishonest or lack integrity

Under this standard, DET and ISP schools must:

- a) enter into written agreements with each education agent it engages that specifies the responsibilities of the education agent and the registered provider, as well as the need to comply with the requirements in the National Code, including processes for monitoring education agent activities, corrective action and termination conditions
- b) ensure education agent access to up-to-date and accurate marketing information
- c) not accept students from an education agent or enter into an agreement with an education agent if it knows or reasonably suspects the education agent to be:
 - i. engaged in, or to have previously been engaged in, dishonest practices
 - ii. facilitating the enrolment of a student who the education agent believes will not comply with the conditions of his or her student visa
 - iii. using Provider Registration and International Students Management System (PRISMS) to create Confirmations of Enrolment for students that are not bona fide
 - iv. providing immigration advice where not authorised to do so
- d) terminate the agreement with the education agent where the registered provider becomes aware of, or reasonably suspects, the engagement by that education agent, or an employee or sub-contractor of that agent, of such conduct
- e) take immediate corrective and preventative action upon becoming aware of an education agent being negligent, careless or incompetent or being engaged in false, misleading or unethical advertising and recruitment practices

What ISP schools can expect of DET

- Comprehensive accreditation and performance monitoring and management processes to ensure education agents have appropriate knowledge of the Australian international education industry, are honest and have integrity
- Written agreements with each education agent that meet the requirements of National Code Standard 4 and DET's education agent accreditation criterion
- Provision of current, accurate marketing information to education agents
- Provision of advice and support to schools with regard to education agent engagement.

DET expectations of ISP schools

For Level 1 and Level 2 accredited schools

- Engagement with DET-accredited education agents only
- No direct contractual agreements with education agents
- Provision of information relating to education agent practice and performance to DET as appropriate

ISP school evidence required for meeting National Code Standard 4

For Level 1 and Level 2 accredited schools

School self-evaluation survey (if interaction with agents has taken place)

Key links

- [ISP Accredited Agent Listing](#)
- [Agent Expression of interest](#)

Standard 5: Younger overseas students

Where students under the age of 18 are not being cared for in Australia by a parent or suitable nominated relative, registered providers ensure the arrangements made to protect the personal safety and social well-being of those students are appropriate

Under this standard, DET and ISP schools must:

- a) where responsibility has been accepted under the Migration Regulations for approving the accommodation, support and general welfare arrangements for a student who has not turned 18:
 - i. nominate the dates for which this responsibility is accepted using the DIBP proforma letter available through PRISMS
 - ii. advise DIBP in writing of the approval using the DIBP proforma letter available through PRISMS
 - iii. have documented procedures for checking the suitability of the student's accommodation, support and general welfare arrangements
 - iv. advise DIBP as soon as possible using the DIBP proforma letter available through PRISMS if the student changes their living arrangements or if the school/DET no longer approves of the arrangements
- b) where the student's enrolment is terminated, suspended or cancelled, continue to check the suitability of arrangements for that student until they are accepted by another registered provider which takes responsibility for this; the student leaves Australia; other suitable arrangements are made that satisfy the Migration regulations; or the registered provider reports that it can no longer approve of the arrangements for the student

What ISP schools can expect of DET

- Clear advice re ensuring the suitability of accommodation, support and welfare arrangements for students
- All relevant information is submitted on PRISMS
- Relevant templates and resources from the to support schools
- Provision of advice and support to schools relating to homestay accommodation, support and general welfare responsibilities.

DET expectations of ISP schools

For Level 2 Accredited Schools Only

A comprehensive Homestay Policy and procedures incorporating:

- a homestay providers' register
- structured evaluation of homestay hosts through interviews and site visits, and registration of homestay hosts in sufficient time to receive induction training and relevant information
- signed Homestay Responsibility Agreements, and completion of Working with Children Checks for all persons aged 18+ residing/frequently residing in the homestay residence prior to commencement of homestay arrangements
- regular monitoring of homestay arrangements including independent liaison with both the homestay family and mechanisms for regular feedback from international student to enable the identification and resolution of any issues, and maintaining records of Working With Children Checks held by all adults residing in homestay residences
- annual appraisal of homestays including thorough site visits each semester
- a maintained register of staff and persons suitable to provide short term accommodation in cases of an emergency (including Working With Children Checks)
- Provision of comprehensive homestay details to parents, agents and IED
- A maintained register of student locations during school holidays and overnight stays, including details of friends or relatives with whom students are staying, and written parental permission for students staying away overnight from their homestay provider
- Details of departure/expected dates for students returning home

ISP school evidence required for meeting National Code Standard 5

For Level 2 Accredited Schools Only

- Comprehensive and up to date Homestay Policy endorsed by School Council
- Homestay records including homestay provider register, profiles, Working With Children Checks, responsibility agreements, site visit checklists and annual appraisals
- Written homestay providers' induction information
- Up to date student holiday location register and travel plan records

Note: Level 1 accredited schools do not offer homestay accommodation and accept welfare responsibility for international students. Standard 5 does not apply to these schools.

Key links

- [DET Duty of Care Policy \(SPAG\)](#)
- [DET Policy on Working with Children Checks \(SPAG\)](#)
- [Working With Children Check Online Application](#)
- [Accommodation/Welfare Policy – See Key Policies Document](#)
- [Change of Welfare Provision Form](#)
- [School Homestay Policy Template](#)
- [Homestay Provider and Emergency Accommodation Register Template](#)
- [Homestay Responsibility Agreement for Students under Options 3 and 4 Welfare Template](#)
- [Homestay Site Visit Checklist Template](#)
- [Information for Homestay Providers and Third Parties](#)
- [School Holiday Student Location Register Template](#)

Standard 6: Student support services

Registered providers support students to adjust to study and life in Australia, to achieve their learning goals and to achieve satisfactory academic progress towards meeting the learning outcomes of the course

Under this standard, DET and ISP schools must:

- a) assist students to adjust to study and life in Australia, including through the provision of an age and culturally appropriate orientation program
- b) provide access to services to assist students in meeting course requirements and maintaining their attendance
- c) provide the opportunity for students to access school-based or independent welfare-related support services to assist with issues that may arise during their study, at no additional cost to the student, as appropriate
- d) have a documented critical incident policy together with procedures that covers the action to be taken in the event of a critical incident, required follow-up to the incident, and records of the incident and action taken
- e) designate a member/s of staff to be the official point of contact for students
- f) have sufficient student support personnel to meet the needs of international students
- g) ensure that its staff members who interact directly with students are aware of the registered provider's obligations under the ESOS framework and the potential implications for students arising from the exercise of these obligations

What ISP schools can expect of DET

- A comprehensive accreditation process to ensure the school has the capacity to provide appropriate student support
- Relevant templates and resources to support schools
- Provision of advice and support to schools to assist in the resolution of complex cases or student incidents.
- Provision of translated visa conditions and ISP key policies

DET expectations of ISP schools

For Level 2 Accredited Schools Only

- Comprehensive pre-departure information sent to students and parents preferably three weeks prior to arrival - arrival arrangements, airport reception and transfers, homestay profile, School Emergency Contact Card
- Provision of completed Arrival Support and Information Sheets to the accredited agent and IED prior to student arrival including photo and phone number of the staff member collecting the student at the airport (if available)
- A register of school representatives and homestay hosts who can provide arrival support
- Ensuring parents or DIBP-approved relatives are kept well informed and provided with regular information about student welfare, achievements and extracurricular activities, or significant or serious events involving their child, including in-country face to face reporting with the assistance of preferred language speakers where required

For Level 1 and Level 2 accredited schools

- Notification of IED of non-arrivals
- Updating of CASES21 to confirm the student's commencement of study within 5 working days of course commencement
- Age-appropriate, culturally-sensitive student orientation (information on the school, its academic programs, general support services, special programs, student handbook and Code of Conduct, ISP policy, parent reporting and other contact procedures, cultural information, information on the local area,

e.g. shops and services, transport between school and homestay, and information on legal rights and responsibilities, general health care and personal safety, and dispute resolution procedures

- Support for associated study programs, e.g. external English language program, language school, vocational education and training institute or other third party provider, including assistance to participate in relevant enrolment and orientation processes
- Regular contact with students and third party providers to ascertain academic progress and personal acclimatisation, including invitations to participate in host school events (where applicable) during their third party provider study
- Provision of translated third party provider reports to parents (Compass learning cycles)
- Systems to report and respond to student emergencies and critical incidents (adherence to DET School Policy and Advisory Guide requirements), and provision of appropriate additional support for international students, including advising IED as appropriate
- Provision of access to appropriate counselling and welfare services within-school, at no cost re course progress, attendance, transition and accommodation issues
- Pathways planning and counselling in relation to further study options, career pathways, and safe return to country of origin

ISP school evidence required for meeting National Code Standard 6

For Level 2 Accredited Schools Only

- Copies of pre-departure information provided to students and their parents
- Completed Arrival Support and Information Sheets
- School Emergency Contact Cards
- International student orientation program materials
- Register of School Representatives and Homestay Hosts who can provide Arrival Support
- Student Orientation Program Checklist
- Associated study program reports/records
- Regular student records relating to contact with students, parents and/or relatives, homestay hosts, accredited agents, associated study program providers and IED, CASES21 records, student critical incident reports, records of counselling, welfare and pathways planning services provided to individual students, and student progress and welfare reports, translated where appropriate (see National Code Standard 10: Monitoring course progress)

For Level 1 and Level 2 accredited schools

- CASES 21 records, student critical incident plan and reports (if applicable), and welfare related records only required.

Note: Level 1 accredited schools do not offer additional support services tailored to the needs of international students, beyond that available to domestic students. For this reason not all aspects of Standard 6 apply to these schools.

Key links

- [DET School Policy and Advisory Guide \(SPAG\)](#)
- [DET Critical Incident Policy \(SPAG\)](#)
- [DET Emergency Management Policy \(SPAG\)](#)
- [DET ISP School Accreditation Process \(SPAG\)](#)

- [DET Student Engagement Policy Guidelines \(SPAG\)](#)
- [DET Student Support Services Policy \(SPAG\)](#)
- [ISP Key Policies Document](#)
- [ISP Pre-departure Guide for international students](#)
- [ISP Student File Coversheet](#)
- [Homestay Profile Template](#)
- [Arrival Support Template](#)
- [Translated Visa Conditions](#)
- [Student Orientation Program Checklist](#)
- [Register of School Representatives & Homestay Hosts providing Arrival Support Template](#)
- [School Emergency Contact Card Template](#)
- [Australian Education International \(AEI\)-/ National Office of Overseas Skills Recognition \(NOOSR\) Country Education Profiles](#)
- [Department of Immigration and Border Protection \(DIBP\)](#)
- [ISANA International Education Association](#)
- [All Graduates Interpreting & Translating](#)
- [Critical Incident Reporting Template](#)

Standard 7: Transfer between registered providers

Registered providers assess requests from students for a transfer between registered providers prior to the student completing six months of the principal course of study in accordance with their documented procedures

Under this standard, DET and ISP schools must:

- a) not knowingly enrol the student wishing to transfer from another registered provider's course prior to the student completing six months of his or her principal course of study except under certain conditions
- b) implement a documented student transfer request assessment policy and procedure available to staff and students that specifies the circumstances in which a transfer will or will not be granted within a reasonable timeframe
- c) grant a letter of release only where the student has provided a letter from another registered provider confirming that a valid enrolment offer has been made, and where the student is under 18, it has written confirmation that the student's parent or legal guardian supports the transfer, and the registered provider will accept that responsibility for approving the student's accommodation, support and general welfare arrangements as per Standard 5 (Younger students)
- d) issue the letter of release at no cost to the student and advise the student of the need to contact DIBP to seek advice on whether a new student visa is required
- e) provide students with written reasons for refusing a transfer request and inform them of their right to appeal the decision in accordance with Standard 8 (Complaints and appeals)
- f) maintain records of all requests from students for a letter of release and the assessment of, and decision regarding, the request on the student's file

What ISP schools can expect of DET

- Efficient and timely resolution of international student requests for transfer, including a transfer policy, processes and systems, and the issuing of letters of release in accordance with the requirements of National Code
- Provision of advice and support to schools to assist in the resolution of transfer inquiries.

DET expectations of ISP schools

For Level 1 and Level 2 accredited schools

- Ethical, professional and efficient processes to transfer international students between Victorian government schools, and between government and non-government schools, including notification of IED and the maintenance of appropriate records

ISP school evidence required for meeting National Code Standard 7

For Level 1 and Level 2 accredited schools

- Transfer and Withdrawal forms and related documents as appropriate as part of student records

Key links

- [DET Student Transfer Policy \(SPAG\)](#)
- [Transfer Policy \(See Key Policies Document\)](#)
- [ISP Withdrawal Form](#)
- [ISP Transfer Form](#)

Standard 8: Complaints and appeals

Registered providers' complaints and appeals processes are independent, easily and immediately accessible and inexpensive for the parties involved

Under this standard, DET and ISP schools must:

- a) have an appropriate internal complaints handling and appeals process that satisfies the following requirements:
 - i. a process is in place for lodging a formal complaint or appeal if the matter cannot be resolved informally
 - ii. each complainant or appellant has an opportunity to formally present their case at minimal or no cost
 - iii. each party may be accompanied and assisted by a support person at any relevant meetings
 - iv. the complainant or appellant is given a written statement of the outcome, including details of the reasons for the outcome
 - v. the process commences within 10 working days of the formal lodgement of the complaint or appeal and supporting information and all reasonable measures are taken to finalise the process as soon as practicable
- b) have arrangements in place for a person or independent and external body to hear complaints or appeals arising from its internal complaints and appeals process
- c) advise the student of his or her right to access the external appeals process at minimal or no cost if the student is not satisfied with the result or conduct of the internal complaint handling and appeals process
- d) maintain the student's enrolment while the complaints and appeals process is ongoing
- e) immediately implement any decision and/or corrective and preventative action required and advise the student of the outcome if the internal or any external complaint handling or appeal process results in a decision that supports the student

What ISP schools can expect of DET

- Efficient and timely handling of complaints and appeals, including maintenance of arrangements with an impartial arbitration and mediation service provider to handle disputes at no cost to students

DET expectations of ISP schools

For Level 1 and Level 2 accredited schools

- Maintenance of international student enrolments until the complaints and appeals process is resolved
- Provision of relevant information to DET to facilitate the resolution of a complaint or appeal in an efficient and timely manner

For Level 2 accredited schools only

- Appropriate student welfare support before during and after the complaints and appeals process

ISP school evidence required for meeting National Code Standard 8

For Level 1 and Level 2 accredited schools

(if applicable, i.e. complaints have occurred)

- Relevant information relating to any complaint or appeal as part of student records (in alignment with DET Complaints policy and appeals process)

Note: Only part of Standard 8 applies to Level 1 accredited schools, as these schools do not offer additional, tailored welfare support for international students.

Key links

- [DET Parents Complaints Policy \(SPAG\)](#)
- [ISP Complaints Policy \(See Key Policies Document\)](#)

Standard 9: Completion within expected duration

Registered providers monitor the enrolment load of students to ensure they complete the course within the duration specified in their Certificate of Enrolment and do not exceed the allowable portion of online or distance learning

Registered providers only enable students to extend the expected duration of study for the course through the issuing of a new Certificate of Enrolment in limited circumstances

Under this standard, DET and ISP schools must:

- a) have and implement documented policies and procedures for monitoring the progress of each student to ensure that at all times the student is in a position to complete the course within the expected duration as specified on the student's Certificate of Enrolment
- b) only extend the duration of the student's study where it is clear that the student will not complete the course within the expected duration as the result of compassionate or compelling circumstances, the registered provider implementing its intervention strategy for students who were at risk of not meeting satisfactory course progress, or an approved deferment or suspension of study has been granted under Standard 13.
- c) record variations in the student's enrolment load which may affect the student's expected duration of study in accordance with National Code Standard 9.2 and the reasons for it on the student file and correctly report the issue via PRISMS and/or issue a new Certificate of Enrolment when the student can only account for the variation/s by extending his or her expected duration of study
- d) not allow the student to undertake more than 25% of the student's total course by distance and/or online learning

What ISP schools can expect of DET

- Effective monitoring of international students' enrolments
- Management of the issuing of new Certificates of Enrolment as appropriate
- Provision of advice and support to schools to clarify school responsibilities relating to the effective monitoring of course progress for international students.

DET expectations of ISP schools

For Level 1 and Level 2 accredited schools

- Timely notification to DET of changes to student enrolment durations as required
- Effective monitoring of course progress as per National Standard 10
- Effective monitoring of student visa end dates, with timely reminders issued to students needing to renew their visa

ISP school evidence required for meeting National Code Standard 9

For Level 1 and Level 2 accredited schools

- International student files and course progress monitoring records
- International student enrolment records including any tracking of changes to enrolment patterns and durations

Key links

- [DET Attendance Policy \(SPAG\)](#)
- [DET Policy on Digital Learning \(SPAG\)](#)
- [DET Policy on Distance Education included in Specialism Schools and Programs \(SPAG\)](#)
- [Course Progress Policy \(see Key Policies Document\)](#)
- [International Student Program – Compliance Reporting Monitoring](#)

Standard 10: Monitoring progress

Registered providers systematically monitor students' course progress

Registered providers are proactive in notifying and counselling students who are at risk of failing to meet course progress requirements

Registered providers report students, under section 19 of the ESOS Act, who have breached the course progress requirements

Under this standard, DET and ISP schools must:

- a) monitor, record and assess the course progress of each student
- b) implement course progress policies/procedures that specify requirements for achieving satisfactory course progress, and procedures for intervention for students at risk of not achieving satisfactory course progress
- c) have a documented intervention strategy to identify and assist students at risk of not meeting course progress requirements
- d) implement the intervention strategy for any student who is at risk of not meeting satisfactory course progress requirements
- e) notify students in writing of the intention to report them for not achieving satisfactory course progress, and inform them of the complaints and appeals process (Standard 8)
- f) notify DET (Commonwealth) through PRISMS of students not achieving satisfactory course progress as soon as practicable if they choose not to access the complaints and appeals processes within 20 working days, withdraw from the process, or the process is completed and results in a decision supporting the registered provider

What ISP schools can expect of DET

- Management of the process to report students who breach course progress requirements to the Department of Education
- Relevant templates and resources to support schools
- Provision of advice and support to schools to clarify school responsibilities relating to the effective monitoring of course progress for international students.

DET expectations of ISP schools

For Level 1 and Level 2 accredited schools

- Effective monitoring of student progress and performance, including attendance, absences from school and/or homestay accommodation (see Standard 11: Monitoring attendance); academic progress; and accommodation and welfare issues
- Implementation of an appropriate intervention strategy where academic performance may be at risk of failing to meet requirements
- Clear and timely communications with parents and homestay providers
- Notification of IED where an international student fails to satisfy course progress requirements

ISP school evidence required for meeting National Code Standard 10

For Level 1 and Level 2 accredited schools

- Student attendance records (see Standard 11: Monitoring attendance)
- Regular student records relating to course progress, welfare, counselling, and intervention plans and meetings
- Course Progress Procedure Template
- International Student Welfare, Course Progress and Attendance Compliance Record Template

Key links

- [DET Attendance Policy Covering Course Progress \(SPAG\)](#)
- [Course Progress Policy \(see Key Policies Document\)](#)
- [Course Progress Procedure Template](#)
- [International Student Welfare, Course Progress and Attendance Compliance Record Template](#)
- [International Student Program – Compliance Reporting Monitoring](#)

Standard 11: Monitoring attendance

Registered providers systematically monitor students' compliance with student visa conditions relating to attendance

Registered providers are proactive in notifying and counselling students who are at risk of failing to meet attendance requirements

Registered providers report students under Section 19 of the ESOS Act who have breached the attendance requirements

Under this standard, DET and ISP schools must:

- a) record the attendance of each student
- b) implement appropriate documented attendance policies and procedures
- c) identify the process for contacting and counselling students who have been absent for more than five consecutive days without approval or where the student is at risk of not attending for at least 80 per cent of the scheduled course contact
- d) regularly assess the attendance of the student
- e) notify students in writing of its intention to report them for not achieving satisfactory attendance
- f) notify DET (Commonwealth) through PRISMS that the student is not achieving satisfactory attendance as soon as practicable if the student chooses not to access the complaints and appeals processes within the 20 working day period, withdraws from the process, or the process is completed and results in a decision supporting the registered provider

What ISP schools can expect of DET

- Management of the process to report students who breach attendance requirements
- Relevant templates and resources to support schools
- Provision of advice and support to schools to clarify school responsibilities relating to the effective monitoring of attendance for international students.

DET expectations of ISP schools

For Level 1 and Level 2 accredited schools

- Effective monitoring of student attendance to facilitate early detection of and response to student attendance issues
- Application of remedial strategies as soon as a student's attendance reaches 90% to ensure international students satisfy the ESOS attendance requirement of a minimum of 80%
- Implementation of an intervention plan, including student counselling and establishing a student agreement if a student's attendance reaches 85%
- Notification of IED if an international student's attendance falls below 80% per term

ISP school evidence required for meeting National Code Standard 11

For Level 1 and Level 2 accredited schools

- Regular student attendance records
- Copies of student agreements, student non-compliance checklists, intervention plans, and records of counselling, welfare and intervention meetings if required
- Attendance Compliance Procedure Template
- Attendance Summary Report Template
- International Student Welfare, Course Progress and Attendance Compliance Record Template

Key links

- [DET Attendance Policy has links to ESOS requirements and IED \(SPAG\)](#)
- [Attendance Policy – \(see Key Policies Document\)](#)
- [Attendance Compliance Procedure Template](#)
- [Attendance Summary Report Template](#)
- [International Student Welfare, Course Progress and Attendance Compliance Record Template](#)
- [International Student Program – Compliance Reporting Monitoring](#)

Standard 12: Course credit

Registered providers appropriately recognise course credit within the ESOS framework

Under this standard, DET and ISP schools must:

- a) have documented procedures for the granting and recording of course credit, and provide a record of the course credit to the student, which must be signed or otherwise accepted by the student, and place it on the student's file
- b) if granted course credit leads to a shortening of the student's course, indicate the actual net course duration (as reduced by course credit) in the confirmation of enrolment issued for that student for that course if the course credit is granted before the student visa grant, or if the course credit is granted after the student visa grant, report the change of course duration via PRISMS

What ISP schools can expect of DET

- Appropriate management of course credit recognition through the VCAA Recognition of Prior Learning (RPL) Process.

DET expectations of ISP schools

For Level 1 and Level 2 accredited schools

- Facilitation of the VCAA RPL process on behalf of students, including assessment of academic suitability of students as part of the RPL process

ISP school evidence required for meeting National Code Standard 12

For Level 1 and Level 2 accredited schools

- RPL submissions to VCAA

Key links

- [VCAA Credit Towards VCE](#)
- [VCAA Recognition of Prior Learning](#)
- [VCE Flexible Pathways Brochure](#)

Standard 13: Deferment, suspension or cancellation of study during enrolment

Registered providers may only enable students to defer or temporarily suspend their studies, including granting a leave of absence, during the course through formal agreement in certain limited circumstances

Under this standard, DET and ISP schools must:

- a) have in place documented procedures for assessing, approving and recording a deferment of the commencement of study or suspension of study, including keeping documentary evidence of the assessment of the application
- b) only defer or temporarily suspend the enrolment of the student on the grounds of compassionate or compelling circumstances, misbehaviour by the student.
- c) inform students that deferring, suspending or cancelling enrolment may affect student visas, and notify the Secretary of the Department of Education via PRISMS where a student's enrolment is deferred, temporarily suspended or cancelled
- d) inform the student of its intention to suspend or cancel their enrolment where the suspension or cancellation is not initiated them, and notify them that they have 20 working days to access the internal complaints and appeals process

What ISP schools can expect of DET

- Appropriate management and processes to handle the deferment, suspension and cancellation of enrolments.
- Provision of advice and support to schools to assist in the processing of student enrolment changes.

DET expectations of ISP schools

For Level 1 and Level 2 accredited schools

- Timely notification to IED of changes to student enrolments as required

ISP school evidence required for meeting National Code Standard 13

For Level 1 and Level 2 accredited schools

- Records of changes to student enrolment including deferrals, suspensions and cancellations in CASES21 within 3 working days.

Key links

- [DET Student Engagement Policy \(includes Suspensions and Expulsions\) SPAG](#)
- [Behaviour Policy \(see Key Policies Document\)](#)
- [ISP Deferral Application Form](#)
- [International Student Welfare, Course Progress and Attendance Compliance Record Template](#)
- [Behaviour Compliance Procedure Template](#)

Standard 14: Staff capability, educational resources and premises

The educational resources of registered providers support the delivery of courses to students

The registered provider must have and implement policies and procedures to ensure its staffing resources are adequate and have the capabilities as required by the quality assurance framework applying to the course

Under this standard, DET and ISP schools must:

- a) implement policies and procedures to ensure staffing resources are adequate and have the capabilities as required by the quality assurance framework applying to the course, or implement appropriate documented policies and processes for the recruitment, induction, performance assessment and ongoing development of members of staff involved with the recruitment or delivery of education or client services to students
- b) have adequate education resources, including facilities, equipment, learning and library resources and premises as required by the quality assurance framework applying to the course
- c) notify the designated authority and affected students of any intention to relocate premises (including the head office and campus locations) at least 20 working days before the relocation

What ISP schools can expect of DET

- Relevant templates to support schools
- Provision of advice and support to schools relating to the ISC Professional Learning and Developmental Framework (ISC Professional Learning and Mentoring Programs) and any contractual arrangements with third party educational provider

DET expectations of ISP schools

For Level 2 accredited schools only

- Robust ISP planning, provision, resourcing and evaluation:
- Integration with broader school planning and resource allocation, including a discrete enrolment-based ISP budget
- Relevant professional development and learning for staff
- Annual ISP self-assessment informed by the school's own internal performance measures such as international student educational outcomes and feedback, surveys, focus groups, and meetings with students, SRC feedback and the annual self-audit report
- School Council reports, including feedback of any survey results and future directions of the program

For Level 1 and Level 2 accredited schools

- Robust contractual arrangements between the school and any third party educational provider delivering a component of the course of study to students
- Nominated contact person for communication with IED re enrolments, student transfers/withdrawals, fees, etc.

ISP school evidence required for meeting National Code Standard 14

For Level 2 accredited schools only

- School strategic plan that includes ISP
- Discrete ISP budget records
- Annual ISP self-assessment (including survey data) and relevant reports to School Council
- Relevant ISP professional learning records

For Level 1 and Level 2 accredited schools

- Relevant third party provider agreements and other records

Note: Level 1 accredited schools enrol only limited numbers of international students and are not accredited with the aim of developing a large international student program. For this reason only limited elements of Standard 14 apply to Level 1 accredited schools.

Key links

- [ISC Learning and Development Framework \(SPAG\)](#)
- [ISC Capability Statement \(SPAG\)](#)
- [ISC Learning and Development Guide \(SPAG\)](#)
- [ISC Professional Learning Program Summary \(SPAG\)](#)
- [ISC Mentoring Program Summary \(SPAG\)](#)
- [ISC Cluster Network Group Listing \(SPAG\)](#)
- [DET Policy on Performance and Development Culture \(SPAG\)](#)

Standard 15: Changes to registered providers' ownership or management

Registered providers proactively inform the designated authority of prospective ownership and/or management changes

Under this standard, DET must:

- a) advise the designated authority in writing of any prospective changes to its ownership as soon as practicable prior to the change taking effect, and any prospective or actual change to its high managerial agents (as defined in section 5 of the ESOS Act) as soon as practicable prior to the change taking effect or within 10 working days of the change taking effect where the change cannot be determined until it takes effect
- b) provide the designated authority with information on the new owner or high managerial agent for the purpose of making an assessment under section 9(6) of the ESOS Act

What ISP schools can expect of DET

- Appropriate notification of changes to its ownership and/or management

DET expectations of ISP schools

Not applicable

ISP school evidence required for meeting National Code Standard 1

Not applicable