

DET INTERNATIONAL STUDENT PROGRAM QUALITY STANDARDS

Information for Victorian government schools



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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) and the National Code of Practice for Providers of Education and Training to Overseas Students that apply to the ISP and their implications for Victorian government schools wishing to participate in the ISP.
- the Guidelines for the Enrolment of Overseas Students Aged Under 18 issued by the Victorian Registration and Qualifications Authority
- the Guidelines on Provision of VCAL to Overseas Students issued by the Victorian Registration and Qualifications Authority

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 child 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 international 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 who have a subclass 571 or subclass 500 (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 or subclass 500 Student – School Sector Visa.

Note on nomenclature: Reflecting the title of the enabling legislation, the Education Services for Overseas Students Act 2000 (the ESOS Act), the ESOS National Code and the legislation refer to “Overseas Students”. For the purposes of the ESOS National Code and these Quality Standards, the terms “overseas students” and “international students” are interchangeable and both refer to the holders of subclass 571 or subclass 500 (Schools) visas described above.

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 as reported on the CRICOS website and VRQA State Register.

3. Commonwealth and Victorian government regulators

Responsibility for the regulation of international students in Australia is shared between the Commonwealth Department of Education and Training (DoE), the Department of Home Affairs (DHA) and the Victorian Registration & Qualifications Authority (VRQA). The Education Services for Overseas Students (ESOS) Act 2000 (amended 2015) 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 child 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 Reviews

The Department applies a Differentiated School Performance Method which evaluates a school's most recent level of achievement, as well as its change in performance over time against six domains: achievement, school climate, engagement, participation, attitudes to schools and senior secondary outcomes.

The Differentiated School Performance Method 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 six domains. 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 Differentiated School Performance Method, 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.

More information on the accreditation process can be found at

<http://www.education.vic.gov.au/school/teachers/management/Pages/internationalstudents.aspx>

3. Meeting ESOS National Code Standards

The ESOS National Code 2018 specifies quality standards across 11 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. Recruitment of an overseas student
3. Formalisation of enrolment and written agreements
4. Education agents
5. Younger International Students
6. Overseas student support services
7. Overseas student transfers
8. Overseas student visa requirements
9. Deferring, suspending or cancelling the overseas student's enrolment
10. Complaints and appeals
11. Additional registration requirements

Registered providers are required to 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. 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 at least once every four years.

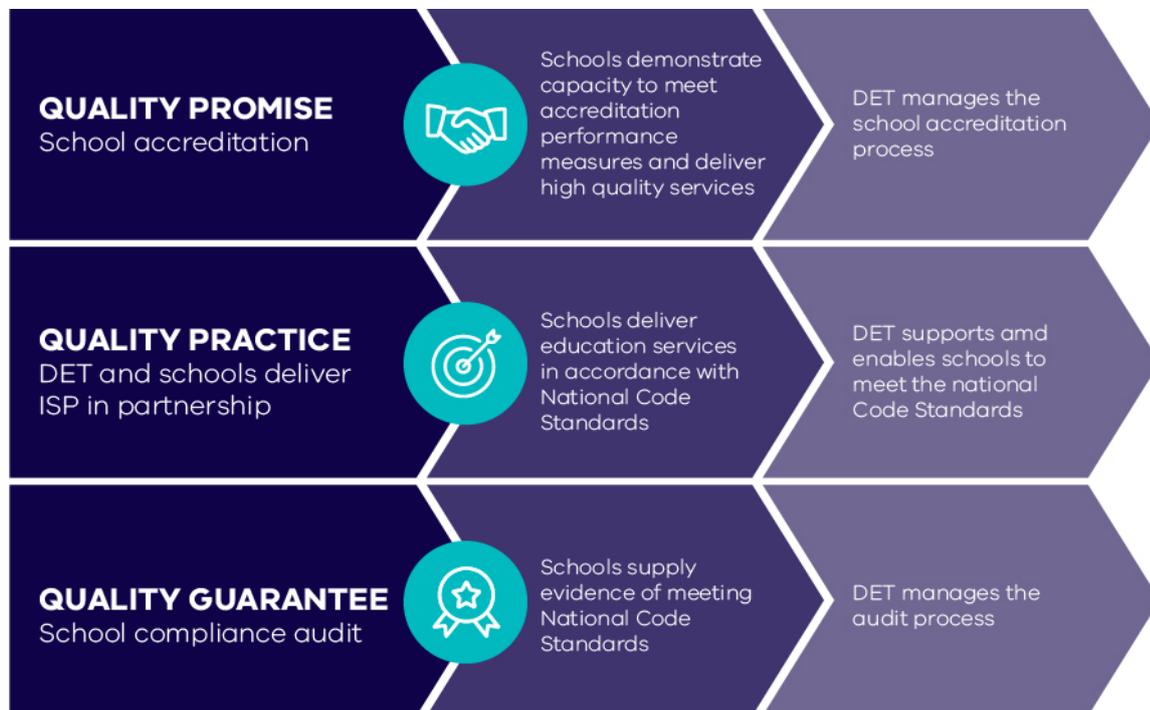
More information on the accreditation process can be found at

<https://www.study.vic.gov.au/en/pages/qualitystandards.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. DET Templates include the minimum information requirements. Schools may modify these templates by adding items only or can use their own approach provided a detailed mapping has been completed to ensure the minimum requirements are met.

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



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).
- Support resources and links to assist schools in administering the International Student Program.

The following section must be read in conjunction with the National Code Standards, which are available in full at

<https://internationaleducation.gov.au/Regulatory-Information/Education-Services-for-Overseas-Students-ESOS-Legislative-Framework/National-Code/Pages/default.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 are required to:

- a. ensure that the marketing and promotion of its services connected with the recruitment of international students or intending international students, including through an agent (in accordance with Standard 4), is not false or misleading, and is consistent with Australian Consumer Law.
- b. ensure that any information provided to an overseas student or intending overseas student to encourage that student to enrol with them clearly outlines the student's education obligations and entitlements to allow the student to make an informed decision about their course of study.
- c. ensure, in seeking to enter into agreements with international students or intending international students, that they accurately identify in the information that they provide:
 - i. its association with any other providers of the course in which the student intends to enrol or may apply to enrol
 - ii. any work integrated or work-based learning opportunities to be offered as part of the course
 - iii. prerequisites including English language proficiency, for the course
 - iv. any other information relevant to the registered provider, its courses or outcomes associated with those courses.
- d. include the provider name and CRICOS registration number in any written or online material that it disseminates or makes publicly available for the purposes described in paragraphs 8(1)(b) to (d) of the ESOS Act, which include:
 - i. providing or offering to provide a course to an overseas student
 - ii. inviting a student to undertake or apply for a course, or
 - iii. indicating it is able or willing to provide a course to international students.

Under this standard, DET and ISP schools must not:

- i. undertake to be able to secure, on the student or intending student's behalf, a migration outcome from undertaking any course offered by that provider
- ii. guarantee an education assessment outcome for the student or intending student
- iii. actively recruit a student, where this conflicts with obligations under Standard 7 (Student transfers).

What ISP schools can expect of DET

- The current 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 1 and Level 2 accredited schools

- Provision of information to students/parents about any part of the academic program delivered by a third party provider such as a Registered Training Organisation (RTO) or non-government language schools.
- Provide students, and parent/s of students aged under 18, are provided with current and accurate information about the course including specific advice on:
 - Up to date and accurate information on the outcomes for domestic students who have been enrolled in VCAL with the provider.
 - The information should indicate the outcomes in terms of completions rates and pathways achieved for students who complete the certificate and those who do not complete.

For Level 2 Accredited Schools Only

- Accurate, ethical, accessible and informative ISP marketing materials and practice. Marketing materials include any information supplied to a student or their parents/legal guardian prior to an application being accepted.
- A dedicated ISP page on the school website and marketing materials with key program information for students, parents, homestay families and education agents including
 - the educational environment, support programs and curriculum delivery within the school
 - the student's education obligations and entitlements
 - details of school facilities and local area information
 - contact details of the Principal Class Officer and International Student Coordinator responsible for the ISP
 - the provider name (Department of Education & Training) and the CRICOS Provider Code: 00861K on the school website homepage and all marketing materials made available to the student via the website or directly prior to enrolment
 - 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 and attachments showing all information required including the current registered provider's name and CRICOS number (Department of Education & Training, CRICOS Provider Code: 00861K)
- School ISP marketing material, including translations, showing current registered provider's name and CRICOS number (e.g. Student handbooks, brochures etc.)

Key links

- [International Student Program Website for Students](http://www.study.vic.gov.au)

- [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: Recruitment of an international student

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 are required to:

- a. prior to accepting a student for enrolment in a course, make current, comprehensive and plain English information available to the overseas student or intending overseas student on:
 - 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 CRICOS course code, course content and duration, qualification offered if applicable, modes of study and assessment methods
 - iii. course duration and holiday breaks
 - iv. the qualification, award and other outcome
 - v. campus locations and a general description of facilities, equipment, and learning and library resources available to students
 - vi. details of any arrangements with another registered provider, person or business to provide the course or part of the course
 - vii. indicative tuition and non-tuition fees including advice on the potential for fees to change during the student's course and applicable cancellation and refund policies
 - viii. information about the grounds on which a student's enrolment may be deferred, suspended or cancelled
 - ix. a description of the ESOS framework made available electronically by the Commonwealth Department of Education and Training
 - x. the policy and process for approving the accommodation, support and general welfare arrangements for students under the age of 18 (in accordance with Standard 5)
 - xi. accommodation options and indicative costs of living in Australia.
- 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
- c. have documented procedures for the granting and recording of course credit, and provide a record of the course credit to the student
- d. if the school grants course credit to a student, the provider must give a record of this credit to the student to sign, and require the student to return the signed record to the registered provider to retain the record on the student's file for two years after the student ceases to be an enrolled student
- e. ensure, if the school grants the student course credit that reduces the student's course length, that they:
 - i. inform the student of the actual net course duration following granting of credit
 - ii. 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

- Ethical and responsible international student recruitment practices
- 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)
- Publication of key policies, terms and conditions, and application forms relating to international student recruitment and enrolment, translated into key languages
- Information to be provided to students and their families that clearly stipulate the following:
 - Tuition and non-tuition costs
 - program duration and holiday breaks
 - course content and structure including CTICOS course code, qualification offered in applicable and assessment methods
 - admission requirements including English language requirements
 - campus location/s
 - accommodation and welfare policies
 - terms and conditions including grounds for deferral, suspension or cancellation of enrolments
 - description of the ESOS framework
- 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
- Documented procedures for assisting student apply for course credit with the VCAA and recording of course credit
- Provision of advice and support to schools during the admissions process.
- Proper assessment of the student applications, ensuring they satisfy the overall ISP academic entry criteria prior to referral of the application to schools

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 (based on information provided in the Request to Place package) prior to acceptance by the school so that applicants can be responded to in an efficient manner
- Enter into robust contractual agreements with third party academic or other education program providers, persons or businesses (such as recreational, drama, VET or other education programs (e.g. those that assess students) and publish details of such arrangements so that parents, and students are aware of the services being provided. Note: The approval of a third party education provider is at the discretion of the school. Parents may suggest a preferred arrangement but the school needs to ensure that the arrangement has been child safe screened and approved by the school as this is a sub-contracting service. Also, the arrangement will need to be quality assured, monitored (including for suitability for child connected work) and the students will need to be supported by the school.
- Facilitation of the VCAA course credit process on behalf of students, including assessment of academic suitability of students as part of the course credit process

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 e.g. records of the communications responding reply to Request to Place
- Published school entry requirements, in addition to general entry requirements published by DET
- Course credit submissions to VCAA
- Acceptance by the student of the course credit in writing.

Key links

Brochures and Forms

<https://www.study.vic.gov.au/en/brochures-and-forms/Pages/BrochureForms.aspx>

The Brochures and Forms link should be used to access:

- Accommodation Options/Requirements
- Admission/Age/English language requirements (see Standard Application Terms, Conditions and Policies)
- Course Content and Duration (see Right School Right Place)
- Course Fees (see School Tuition Fees)
- ISP Refund Policy
- International Student Program Standard Application Terms, Conditions and Policies
- ISP Pre-departure guide
- Right School Right Place Guide
- VET auspicings and purchasing agreements.

Other links

- [DET Enrolment and Admission Policy \(SPAG\)](#)
- [DET \(ISP\) Admissions Policy \(SPAG\)](#)
- [ESOS Framework](#)
- <https://www.vic.vcaa.edu.au/Pages/vce/vceregognition/credit/overseas.aspx>

Standard 3: Formalisation of enrolment and written agreements

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

Under this standard, DET and ISP schools are required to:

- 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 fees from the student. The agreement must, in plain English:
 - i. clearly outline the course or courses in which the student is to be enrolled, the course start date, location of the school, their content and modes of study, including online and/or work related learning, placements, and/or other community-based learning and collaborative research training arrangements
 - ii. clearly outline the prerequisites necessary to undertake the course or courses, including English language requirements
 - iii. include any conditions on the student's enrolment
 - iv. provide an itemised list of tuition and non-tuition fees payable by the student for the course, the periods to which those fees will relate and options for payment (including that the student may choose to pay more than 50 per cent of their fees before their course commences)
 - v. clearly outline the registered provider's cancellation policy if the student withdraws from the course and the provider's process for refunding any outstanding amount to the student after any cancellation fee is deducted
 - vi. provide details of any additional fees the student may incur for reassessment of study outcomes, deferral of study, late payment of fees or other circumstances in which additional charges may apply
 - vii. identify the person who is to receive the refund in respect of the student identified in the written agreement, consistent with the ESOS Act, but who must not be an agent acting as an intermediary in the transaction
 - viii. clearly outline the circumstances in which personal information about the student may be shared between the registered provider and the Australian Government or state or territory governments and, if relevant, the Tuition Protection Service (TPS)
 - ix. clearly outline internal and external complaints and appeals processes, in accordance with Standard 10
 - x. clearly state that the student is responsible for keeping a copy of the written agreement and receipts of any payments of fees for the course
 - xi. include the following statement: 'This agreement, and the right to make complaints and seek of decisions and actions under various processes, does not affect the right of the student to take action under the Australian Consumer Law if the Australian Consumer Law applies'.
- b. include in the written agreement the following information in relation to refunds of tuition fees and non-tuition fees in the case of student default and provider default:
 - i. amounts that may or may not be repaid to the overseas student (including any tuition and non-tuition fees collected by education agents on behalf of the registered provider). This includes refund requirements that apply if the student defaults in relation to a course at a location
 - ii. processes for claiming a refund
 - iii. the specified person(s), other than the overseas student, who can receive a refund in respect of the overseas student identified in the written agreement, consistent with the ESOS Act

- iv. a plain English explanation of what happens in the event of a course not being delivered, including the role of the TPS
- v. a statement that “This written agreement, and the right to make complaints and seek appeals of decisions and action under various processes, does not affect the rights of the student to take action under the Australian Consumer Law if the Australian Consumer Law applies”.
- c. include in the written agreement the following requirements regarding student contact details:
 - i. the student’s current residential address, mobile number and email address
 - ii. who to contact in emergency situations
 - iii. commitment to advise of any changes to the above details, within 7 days of the change.
- d. retain records of the written agreement and receipts of payments made by students that demonstrate the student’s acceptance of the agreement, for at least two years after the person ceases to be a student.

What ISP schools can expect of DET

- International students are formally advised of services to be provided, course duration, location and content, admission requirements, detail of student information privacy policies, 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
- Provision to students and families of a statement of student responsibility for record and fee receipt retention, and requirement to provide up to date contact details
- Publication of the International Student Program - Standard Application Terms, Conditions and Policies Document and application forms relating to the formalisation of enrolment, translated into key languages
- Keep records of each accepted student who has paid any course money for a course provided by the school in PRISMS
- Retention of records of student written agreements and fee receipts

DET expectations of ISP schools

Not applicable

ISP school evidence required for meeting National Code Standard 3

Not applicable

Key links

Brochures and Forms

<https://www.study.vic.gov.au/en/brochures-and-forms/Pages/BrochureForms.aspx>

The Brochures and Forms link should be used to access:

- International Student Program Standard Application Terms, Conditions and Policies
- ISP Standard Application Form

Standard 4: Education agents

The ESOS National Code requires 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 are required to:

- a. enter into written agreements with each education agent it engages to represent it, and enter and maintain the education agent's details on PRISMS
- b. the written agreement must outline:
 - i. the responsibilities of the registered provider, including that the registered provider is responsible at all times for compliance with the ESOS Act and National Code 2018
 - ii. the registered provider's requirements of the agent in representing the registered provider as outlined in this standard
 - iii. the registered provider's processes for monitoring the activities of the education agent in representing the provider, and ensuring the education agent is giving students accurate and up-to-date information on the registered provider's services
 - iv. the corrective action that may be taken by the registered provider if the education agent does not comply with its obligations under the written agreement including providing for corrective action outlined in this standard
 - v. the registered provider's grounds for termination of the registered provider's written agreement with the education agent, including providing for termination in the circumstances outlined in this standard
 - vi. the circumstances under which information about the education agent may be disclosed by the registered provider and the Commonwealth or state or territory agencies.

Under this standard, DET is required to ensure that education agents:

- i. declare in writing and take reasonable steps to avoid conflicts of interests with its duties as an education agent of the registered provider
- ii. observe appropriate levels of confidentiality and transparency in their dealings with international students or intending international students
- iii. act honestly and in good faith, and in the best interests of the student
- iv. have appropriate knowledge and understanding of the international education system in Australia, including the Australian International Education and Training Agent Code of Ethics.

Under this standard, DET and schools are required to:

- a. Only engage with education agents that have been accredited by DET IED
- b. if they become aware that, or have reason to believe, that the agent or an employee or subcontractor of that agent has not complied with the agent's responsibilities under the National Code, take immediate corrective action to ensure the agent understands and acts on those requirements, and understands the consequences of non-compliance.
- c. if they become aware that, or have reason to believe, that an accredited agent or an employee or subcontractor of the agent is engaging in false or misleading recruitment practices, they must immediately terminate their relationship with the agent or require the agent to terminate its relationship with the employee or subcontractor who engaged in those practices.
- d. not accept students from an agent who is also providing migration advice, unless that agent is authorised to do so under the Migration Act 1958.

Under this standard, DET and ISP schools are required to not accept students from an education agent if they know or reasonably suspect the education agent to be:

- i. providing migration advice, unless that education agent is authorised to do so under the Migration Act
- ii. engaged in, or to have previously engaged in, dishonest recruitment practices, including the deliberate attempt to recruit a student where this clearly conflicts with the obligations of registered providers under Standard 7 (Overseas student transfers)
- iii. facilitating the enrolment of a student who the education agent believes will not comply with the conditions of his or her visa
- iv. using PRISMS to create CoEs for other than bona fide students.

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
- Maintenance of up to date education agent details on the PRISMS system and on the website
- Written agreements with each education agent that meet the requirements of National Code Standard 4 and DET's education agent accreditation criteria
- Provision of current, accurate marketing information to education agents
- Provision of advice and support to schools with regard to education agent engagement
- Address any issues in respect to education agent practice and performance that breaches the requirements.

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
- Promptly provide written reports of education agent practice and performance that breaches the requirements of this Standard to DET
- Provide feedback on an education agent's performance to DET via the Education Agent Performance & Conduct Form at least once per year per agent (if interaction with agents has taken place)

ISP SCHOOL EVIDENCE REQUIRED FOR MEETING NATIONAL CODE STANDARD 4

For Level 1 and Level 2 accredited schools

- Records of communication with DET to report on education agent practice and performance
- Completed Education Agent Performance & Conduct Form (if interaction with agents has taken place)

Key links

Brochures and Forms

<https://www.study.vic.gov.au/en/brochures-and-forms/Pages/BrochureForms.aspx>

The Brochures and Forms link should be used to access:

- Agent Expression of Interest
- ISP Accredited Agent List

Quality Standards

<https://www.study.vic.gov.au/en/pages/qualitystandards.aspx>

The Quality Standards link should be used to access:

- Education Agent Performance & Conduct Form

Standard 5: Younger international 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. In addition to satisfying Standard 5 of the ESOS national Code of Practice for Providers, these arrangements should satisfy the requirements of the Victorian Registration and Qualifications Authority (VRQA) *Guidelines for the Enrolment of Overseas Students Aged Under 18 Years*, the Victorian Government Child Safe Standards and the CCYP Reportable Conduct Scheme.

In situations where an international student is not able to live with parents or with DHA approved relatives in Victoria, the student's parents request that DET arrange accommodation, support and general welfare for the student. In these cases the school arranges approved accommodation with a local homestay family (Option 4) or nominated third party homestay (Option 3). The school's International Student Coordinator manages the day-to-day coordination of student support, accommodation and welfare of students accommodated in a homestay (Option 3 & 4). The broader oversight of student welfare role is undertaken by the school Principal or Assistant Principal.

Under this standard DET and ISP schools are required to:

- a. Have in place a Child Safe Policy, a Child Safe Code of Conduct and Procedures for reporting and responding to suspected child abuse in accordance with the CCYP Reportable Conduct Scheme and ensured that all employees (paid and volunteer including homestay providers) are provided with annual training in:
 - i. the Child Safe Standards and Reportable Conduct Scheme including how the needs of overseas students have been identified and addressed
 - ii. the school's policies and procedures for managing emergency situations and critical incidents including actual or suspected child abuse
 - iii. policies and procedures for verifying that the student's accommodation and welfare support is child safe and appropriate to the student's age and needs prior to placement and every six months.
- b. Have considered, identified and addressed the risks of child abuse to and by overseas students in the school environment including a description of the measures that the school will take to:
 - i. ensure that it has a clear understanding of and has documented the potential risks of child abuse to and by overseas students and the school's mitigating controls
 - ii. an appropriate approach to monitoring and reviewing these risks by the school council and implementing the requirements of the Child Safe Standards and the CCYP Reportable Conduct Scheme.
- c. Ensure students under 18 years of age are given age-and culturally-appropriate information on:
 - i. who to contact in emergency situations, including contact numbers of nominated staff members
 - ii. speaking up about suspected child abuse and how to seek assistance and report any incident or allegation involving actual or alleged sexual, physical or other abuse.
- d. 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 DET (as the CRICOS-registered provider) accepts responsibility for approving the student's accommodation, support and general welfare arrangements and advise Immigration, which is responsible for administering the Migration Regulations, of the dates in the form required by that department (CAAW letter). The dates need to ensure that there is not any welfare gap.

- ii. not delegate, outsource or contract out the responsibility for approving the accommodation, support and general welfare arrangements for a student who is under the age of 18 to an external third party organisation such as a homestay company.
- iii. ensure all adults involved in or providing accommodation and welfare arrangements to the student have current Working With Children Checks or VIT registration prior to placement and throughout the placement or until the student turns 18
- iv. have and implement documented recruiting, screening and monitoring homestay provider processes that include verifying through a site visit that the student's accommodation includes a separate bedroom and is appropriate to the student's age and needs:
 - prior to the accommodation being approved
 - at least every six months thereafter
- v. include as part of their policy and processes for critical incidents under Standard 6 (Student support services), a process for managing emergency situations and when welfare arrangements are disrupted for students under 18 years of age including in respect to child abuse
- vi. maintain up-to-date records of the student's contact details as outlined in Standard 3, including the contact details of the student's parent(s), legal guardian or any adult responsible for the student's welfare including the homestay providers
- vii. ensure that the homestay provider is given appropriate information regarding their responsibilities and emergency contact details for both the school and the parents of the student
- viii. advise the student's parents or legal guardians immediately, if approval for welfare arrangements has been withdrawn
- ix. make all reasonable efforts to locate the student, if it has not been possible to contact the student at any point in time
- x. advise Immigration in the form required by that department:
 - as soon as practicable if the student will be cared for by a parent or nominated relative approved by Immigration and a Confirmation of Appropriate Accommodation and Welfare (CAAW) is no longer required
 - within 24 hours if DET (as the CRICOS-registered provider) is no longer able to approve the student's welfare arrangements
- xi. have documented policies and processes for selecting, screening and monitoring any third parties engaged by the registered provider to organise and assess welfare and accommodation arrangements
- xii. where the DET suspends or cancels the enrolment of the student, the school must maintain and continue to check the suitability of welfare arrangements for that student until any of the following applies:
 - the student has alternative welfare arrangements approved by another registered provider, from the end date of DET-approved welfare
 - the student leaves Australia, or
 - DET has notified DHA that they are no longer able to approve the student's welfare arrangements or that they have taken the required action after not being able to contact the student.

Under this standard, DET is required to, when enrolling an international student who has welfare arrangements previously approved by another provider:

- i. negotiate the transfer date for welfare arrangements with the previous education provider to ensure there is no gap

- ii. inform the student of their visa obligation to maintain their current welfare arrangements until the transfer date, or have alternate welfare arrangements approved or return to their home country until the new approved welfare arrangements take effect.

What ISP schools can expect of DET

- Clear advice ensuring the suitability of accommodation, support and welfare arrangements for students
- All relevant information is recorded in the PRISMS system
- Relevant templates and resources to support schools
- Provision of advice and support to schools relating to homestay accommodation, support and general welfare responsibilities
- Provision of training, advice and support for the implementation of Child Safe Standards and the CCYP Reportable Conduct scheme
- DET IED staff comply with each school's child safe practices and are appropriately screened and monitored
- DET IED staff who become aware of an allegation of reportable conduct or misconduct that may involve reportable conduct must report this information to either their manager, the IED Executive Director or DET's Employee Conduct Branch.

DET EXPECTATIONS OF ISP SCHOOLS

For Level 1 and Level 2 accredited schools

Child Safe Policy and Procedures

Schools are required to have and implement a Child Safe Policy that has been endorsed by the school council including:

- establishment of a School Child Safe Policy, Code of Conduct and the process for reporting actual or suspected physical or sexual abuse
- a requirement that students, parents/legal guardians and staff are provided with culturally and age appropriate information about the School Child Safe Policy, Child Safe Code of Conduct and the school's child safe practices and reportable conduct procedures including how to report a critical incident involving actual or suspected physical or sexual abuse and in accordance with the CCYP Reportable Conduct scheme
- staff receive annual training in the school's child safe practices
- students are provided with contact details of school staff designated as emergency contacts and child safe officers
- students are provided with information encouraging them to speak up about child abuse and on how to report an incident or allegation of sexual or physical abuse
- risks of child abuse associated with overseas students have been considered, identified and addressed by the school in its child safe risk register and practices.

CCYP Reportable Conduct Scheme

Schools are required to have procedures in place to ensure that:

- the principal notifies the Employee Conduct Branch as soon as possible once a principal has become aware of an allegation of reportable conduct or misconduct that may involve reportable conduct

- teachers, contractors, volunteers, allied health staff, homestay providers and school council employees bring any allegation of reportable conduct to the attention of their school Principal
- a teacher, contractor, volunteer, allied health staff member, homestay provider or school council employee notifies the Regional Director if they become aware of an allegation against the Principal or acting Principal.

Record Keeping

Schools are required to maintain accurate student contact details including contact details for the student's parents or legal guardian and homestay hosts.

For Level 2 accredited schools only

Welfare Responsibility

Principals are responsible for the day to day welfare of each international student enrolled at the school and accommodated in a school approved option 3 or option 4 homestay under a Confirmation of Appropriate Accommodation and Welfare letter. This responsibility for the health and wellbeing of students during and after school hours is for the duration of their enrolment including term breaks (except if the student returns home during this time)

Homestay Policy and Procedures (applicable to option 3 and option 4 students)

Schools are required to have a comprehensive Homestay Policy and homestay management procedures, for all students in option 3 and option 4 arrangements that have been endorsed by the school council incorporating:

- a homestay providers' register which includes surnames and corresponding WWCC numbers or VIT registration numbers for each adult residing at the homestay
- a documented structured evaluation process of homestay hosts through interviews, site visits, reference and identity checks. Timely registration of new homestay hosts so that induction training and relevant information can be received prior to a student being placed
- a requirement that homestay hosts are provided with:
 - information about the School Child Safe Policy, Child Safe Code of Conduct and the school's child safe practices and reportable conduct procedures including how to report a critical incident involving actual or suspected physical or sexual abuse and in accordance with the CCYP Reportable Conduct Scheme.
 - appropriate information regarding their responsibilities and emergency contact details for both the education provider and the parents of the student
 - annual training in the school's child safe practices.
- signed Homestay Responsibility Agreements,
- verified Working With Children Checks for all persons aged 18+ residing/frequently residing in the homestay residence prior to commencement of homestay arrangements and throughout the arrangement or until the student turns 18 (Note: the DOJR WWCC check website must be used to verify the WWCC)
- regular monitoring of homestay arrangements including independent liaison with both the homestay family and mechanisms for regular feedback from international students to enable the identification and resolution of any issues and suitability for child connected work
- annual appraisal of homestays including thorough in-person site visits at least every six months

- a process for managing a homestay arrangement in which a student is at risk including if after placement of a student, a valid Working With Children Check is cancelled or cannot be obtained for adults residing in the homestay residence
- Option 3 Homestay providers must be 21 years of age or older and be either a permanent resident or hold a visa with an expiry date being later than the expiry date on the international student's visa.

Schools can opt to employ a third party provider to engage potential homestays, however ultimately it is the school's responsibility to assess and approve all homestays using the resources provided by DET.

Homestay Responsibility (Duty of Care)

The Principal or Assistant Principal maintains an oversight responsibility for all accommodation, support and general welfare arrangements for international students at the school, including:

- periodic (at least every six months) review of accommodation, support and welfare arrangements for all international students
- monitoring to ensure that no more than three international students (including those from other schools and tertiary institutions) are residing in any homestay household
- liaison with the International Education Division (IED) regarding complex or significant international student management matters
- oversight of international student program management
- giving interim consent to medical treatment in emergencies
- dispute resolution where issues relate to homestay or the International Student Coordinator.

Emergency Homestay Register

Schools are required to maintain a register of staff and persons suitable to provide short term accommodation in cases of an emergency (including valid Working With Children Checks or VIT registration details for all adults residing in the residence or regularly visiting).

Homestay Information and Contact Information

Schools are required to:

- maintain a register of current contact details for students, their parents and homestay hosts including valid Working With Children Checks or VIT registration details for all adults residing in the residence (Note: the DOJR WWCC check website must be used to verify the WWCC)
- provide up to date and comprehensive homestay details to parents, agents and DET
- maintain a 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
- maintain details of departure/expected return dates for students returning home.

Critical Incident Policy and Procedures

- critical incident policy and procedures including:
 - the requirement to make all reasonable efforts to locate the student and notifying Victoria Police and the IED through the Incident Reporting Information System (IRIS), if it has not been possible to contact the student at any point in time
 - a process for managing emergency situations and when welfare arrangements are disrupted for students under 18 years of age

- a process for responding to critical incidents such as a traumatic event or the threat of such (within or outside Australia), which cause extreme stress, fear or injury to an international student.

Withdrawal, Suspension and Continuity of Welfare Approval

- Where the school has requested that DET withdraw approval for welfare arrangements of a student (by cancelling the Confirmation of Appropriate Accommodation and Welfare (CAAW) letter), the school (with DET support) must make all reasonable efforts to ensure that the student's parents or nominated relative are notified immediately.
- Where the DET suspends or cancels the enrolment of the student, the school must maintain and continue to check the suitability of welfare arrangements for that student until any of the following applies:
 - the student has alternative welfare arrangements approved by another registered provider, from the end date of DET-approved welfare
 - the student leaves Australia, or
 - DET has notified DHA that they are no longer able to approve the student's welfare arrangements or that they have taken the required action after not being able to contact the student.

ISP SCHOOL EVIDENCE REQUIRED FOR MEETING NATIONAL CODE STANDARD 5

For Level 1 and Level 2 accredited schools

An accessible Child Safe Policy.

- An accessible Child Safe policy or Statement of Commitment and Child Safe Code of Conduct for the school, which applies to all staff (as defined by the Ministerial order)
- Evidence that staff (as defined by the Ministerial order), student and parents have been made aware of and can access information about the process for reporting a critical incident including actual or suspected physical or sexual abuse
- Records of initial and ongoing annual training of staff (as defined by the Ministerial order), to comply with the Child Safe Code of Conduct and the CCYP Reportable Conduct Scheme requirements
- A risk register that specifies the child abuse risks and mitigating controls associated with overseas students.

For Level 2 accredited schools only

- Comprehensive and up to date Homestay Policy endorsed by School Council
- Homestay records including:
 - homestay provider register of current student, parents and homestay provider contact and valid working with children check details
 - A documented screening process for new homestay providers including evidence of completion of the Homestay provider profiles (using the DET template), obtaining WWCC or VIT

registration details, checking of personal identification and reference checking for suitability for child connected work.

- Evidence that Working With Children Checks are regularly validated by checking the issuing state's online "Check Status" service
- Homestay responsibility agreements signed by the student, the parent(s)/legal guardian, the homestay provider and the school (using the DET template)
- Homestay site visit checklists (using the DET template) to confirm suitability of the residence and an annual appraisal of suitability of Homestay providers for child connected work.
- Evidence of Third Party Homestay providers being 21 years of age or older
- Evidence of Third Party Homestay providers' visa expiry date being later than the expiry date on the international student's visa
- Written homestay providers' induction information including information about the school's child safe practices including the Child Safe policy, Child Safe Code of Conduct, the process for reporting a critical incident including actual or suspected physical or sexual abuse and the CCYP Reportable Conduct Scheme
- Up to date student holiday location register and travel plan records
- School Critical Incident policy and procedure.

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

Key links

Quality Standards

<https://www.study.vic.gov.au/en/pages/qualitystandards.aspx>

The Quality Standards link should be used to access:

- Homestay Provider and Emergency Accommodation Register Template
- Homestay Responsibility Agreement for Students under Option 3 and 4 Welfare Template
- Homestay Site Visit Checklist Template
- Information for Homestay Providers and Third Parties
- School Homestay Policy Template
- School Holiday Student Location Register Template

Brochures and Forms

<https://www.study.vic.gov.au/en/brochures-and-forms/Pages/BrochureForms.aspx>

The Brochures and Forms link should be used to access:

- Accommodation/Welfare Policy – ISP Standard Application Terms, Conditions and Policies
- Change of Welfare Provision form

Other links

- [Child Safe – Protect website](#)
- [DET Duty of Care Policy \(SPAG\)](#)
- [DET Policy on Working with Children Checks \(SPAG\)](#)

- [DET Reportable Conduct Scheme requirements for schools](#)
- [Department of Justice and Regulation Working With Children Check, Check Status Service](#)
- [VRQA Guidelines for the Enrolment of Overseas Students Aged Under 18 Years](#)
- [VRQA Child Safe Standards website \(http://www.vrqa.vic.gov.au/childsafe/Pages/default.html\)](http://www.vrqa.vic.gov.au/childsafe/Pages/default.html)
- [WWCC Applications](#)
- [Identifying and Responding to All Forms of Abuse in Victorian Schools](#). Information specifically in relation to international students is on pages 39, 48, and 49. The Reportable Conduct Scheme is on p 10.
- [Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse](#).
- [Recording your actions: Responding to suspected child abuse](#).
- [Child Safe Standards Fact Sheets](#)

Note: DET Templates include the minimum information requirements. School may modify by adding items only.

Standard 6: International 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 are required to:

- a. support the overseas student in adjusting to study and life in Australia by providing an age and culturally appropriate orientation program that provides information about:
 - i. support services available to assist students to help them adjust to study and life in Australia
 - ii. English language and study assistance programs
 - iii. any relevant legal services
 - iv. emergency and health services
 - v. school facilities and resources
 - vi. complaints and appeals processes
 - vii. requirements for course attendance and course progress to complete within the course duration
 - viii. the support services available if their personal or other circumstances are adversely affecting their education in Australia
 - ix. the school Child Safe Policy, Code of Conduct, and the process for reporting actual or suspected physical or sexual abuse
 - x. services students can access for information on their employment rights and conditions (if relevant), and how to resolve workplace issues, such as through the Fair Work Ombudsman.
- b. give relevant information or provide referrals as appropriate to international students who request assistance in relation to the above services and programs, at no additional cost to the overseas student.
- c. offer reasonable support to international students to enable them to achieve expected learning outcomes regardless of the overseas student's place of study or the mode of study of the course, at no additional cost to the overseas student.
- d. facilitate access to learning support services consistent with the requirements of the course, mode of study and the learning needs of overseas student cohorts, including having and implementing documented processes for supporting and maintaining contact with international students undertaking online or distance units of study.
- e. designate a member or members of its staff to be the official point of contact for international students. The student contact officer or officers must have access to up-to-date details of the registered provider's support services.
- f. have sufficient student support personnel to meet the needs of the international students enrolled.
- g. ensure its staff members who interact directly with international students are aware of the registered provider's obligations under the ESOS framework and the potential implications for international students arising from the exercise of these obligations.
- h. have and implement a documented policy and process for managing critical incidents that could affect the overseas student's ability to undertake or complete a course, such as but not limited to incidents that may cause physical or psychological harm. Schools must maintain a written record of any critical incident and remedial action taken by the school for at least two years after the overseas student ceases to be an accepted student.
- i. take all reasonable steps to provide a safe environment on campus and advise overseas students and staff on actions they can take to enhance their personal security and safety.

- j. provide information to international students about how to seek assistance for and report an incident that significantly impacts on their wellbeing, including critical incidents.
- k. provide international students with or refer them to (including electronically) general information on safety and awareness relevant to life in Australia
- l. have a procedure to ensure that, at least every 6 months, while the student remains an accepted student:
 - i. the school confirms, in writing, the following details with the student:
 - the student's current residential address;
 - the student's mobile phone number (if any);
 - the student's email address (if any);
 - any other details prescribed by the regulations.
 - ii. the records are updated accordingly

What ISP schools can expect of DET

- A comprehensive accreditation process to ensure the school has the capacity to provide appropriate student support
- Training and support for International Student Coordinators including
 - the Child Safe Standards
 - the education provider's policies and procedures for managing emergency situations and critical incidents
 - policies and procedures for verifying that the student's accommodation is appropriate to the student's age and needs (Level 2 accredited schools only)
 - the Education Services for Overseas Students Act 2000 (ESOS Act), the National Code and any VRQA Guidelines for the Enrolment of Overseas Students Aged Under 18 Years issued from time to time.
- Relevant templates and resources to support schools to meet ESOS requirements
- Provision of advice and support to schools to assist in the resolution of complex cases or student incidents.
- Coordination of arrivals processes, and support for schools in delivery of arrival support services, including emergency contact numbers
- Provision of advice to DHA using the PRISMS system on student non-commencements within 14 days of the expected start date
- Provision of translated visa conditions and the International Student Program - Standard Application Terms, Conditions and Policies Document
- Keep records of each accepted student who is enrolled in a course provided by the school in PRISMS.

DET EXPECTATIONS OF ISP SCHOOLS

For Level 1 and Level 2 accredited schools

- Participating in training and support for International Student Coordinators and ensuring that the International Student Coordinators provide training to support staff in:
 - the Child Safe Standards

- the education provider’s policies and procedures for managing emergency situations and critical incidents
- policies and procedures for verifying that the student’s accommodation is appropriate to the student’s age and needs (Level 2 accredited schools only)
- the Education Services for Overseas Students Act 2000 (ESOS Act), the National Code and any VRQA Guidelines for the Enrolment of Overseas Students Aged Under 18 Years issued from time to time.
- Timely notification of DET of student non-arrivals within one day of their scheduled commencement date
- Updating of CASES21 to confirm the student’s commencement of study within 5 working days of course commencement
- Age-appropriate, culturally-sensitive student orientation including information on the school, its academic programs, requirements for course attendance and course progress, general support services, special programs (e.g. English language and study assistance programs), emergency and health services, student/parent handbook, behaviour expectations/Code of Conduct, parent reporting and other contact procedures, cultural information, information about the local area (e.g. shops and services, transport between school and homestay), and relevant legal services, general health care and personal safety, information on their employment rights and conditions (if relevant) complaints and appeals procedures
- Age-appropriate information on the school’s Child Safe Policy, Child Safe Code of Conduct for staff and the process for reporting actual or suspected physical or sexual abuse
- Records of orientation e.g. Orientation checklist completed for each student
- Support for associated study programs, e.g. external English language program, language school, vocational education and training institute or other third education party provider, including assistance to participate in relevant enrolment and orientation processes
- Regular contact with students and third party education providers to ascertain academic progress and personal acclimatisation, including invitations to participate in host school events (where applicable) during their third party provider study
- Confirm student details every six months including:
 - (a) the student’s current residential address;
 - (b) the student’s mobile phone number (if any);
 - (c) the student’s email address (if any);
 - (d) any other details prescribed by the regulations.
- Provision of translated third party education provider reports to parents (Compass learning cycles)
- Provision of a Student Safety Card at the time of commencement of the course which includes:
 - (for any student on a CAAW letter in homestay accommodation) the homestay accommodation provider’s address, home telephone number and mobile numbers, (Level 2 schools only)
 - the education provider’s contact details, including 24/7 contact details for the education provider’s international student coordinator and general emergency contact information
 - a statement that “(name of education provider) is regulated by the Victorian Registration and Qualifications Authority (VRQA). Students can contact VRQA at www.vrqa.vic.gov.au”.
- 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 DET 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 to allow for timely lodgement of applications or planned return to the student's home country
- Have a member or members of its staff designated as the official point of contact for international students at all times and promptly notify DET of any changes
- Provide students with or refer them (including electronically) to general information on safety and awareness relevant to life in Australia.

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, English language support, study assistance, support services
- Records of completed Arrival Support and Information Sheets to the accredited education agent and DET 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 who have valid Working With Children Checks or VIT registration
- Ensuring parents or DHA-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

ISP SCHOOL EVIDENCE REQUIRED FOR MEETING NATIONAL CODE STANDARD 6

For Level 1 and Level 2 accredited schools

- International student orientation program materials including safety and awareness information provided to students
- Records of the international student's age appropriate orientation
- A Student Safety Card
- Critical incident policy
- CASES 21 records, student critical incident plan and reports (if applicable) and welfare related records (if applicable).
- Information supplied to staff, students and parents about the school's child safe practices including Child Safe Standards, Code of Conduct and the CCYP Reportable Conduct scheme, and the process for reporting actual or suspected physical or sexual abuse
- Associated study program reports/records
- Records relating to student support including contact with students, parents and/or relatives, 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 2 Accredited Schools Only

- International student orientation materials including transport between school and homestay and provision of the ISP policy information
- Records of pre-departure information provided to students and their parents
- Records of completed Arrival Support and Information Sheets provided to students and their parents
- Register of School Representatives and Homestay Hosts who can provide Arrival Support with valid Working with Children check details
- Student Orientation Program Checklist (using the DET template) completed for each commencing student
- Records relating to student support including contact with homestay hosts and education agents.

Key links

Quality Standards

<https://www.study.vic.gov.au/en/pages/qualitystandards.aspx>

The Quality Standards link should be used to access:

- Arrival Support Form
- Critical Incident Reporting Template
- Critical Incident Summary and Checklist Template
- Homestay Provider and Emergency accommodation Register Template
- Register of School Representatives and Homestay Hosts providing Arrival Support Template
- School Emergency Contact Card Template
- Student File Coversheet
- Student Orientation Program Checklist
- Suspected Child Abuse Incident Reporting Template

Brochures and Forms

<https://www.study.vic.gov.au/en/brochures-and-forms/Pages/BrochureForms.aspx>

The Brochures and Forms link should be used to access:

- International Student Program Standard Application Terms, Conditions and Policies
- ISP Pre-Departure Guide for international students

Other Links

- [DET School Policy and Advisory Guide \(SPAG\)](#)
- [DET Emergency and Critical Incidents \(SPAG\)](#)
- [DET Emergency Management Policy](#)
- [DET ISP School Accreditation Process \(SPAG\)](#)
- [DET Student Engagement Policy Guidelines \(SPAG\)](#)
- [Student Support Services \(SPAG\)](#)

- [Australian Education International \(AEI\) / National Office of Overseas Skills Recognition \(NOOSR\) Country Education Profiles](#)
- [Department of Home Affairs \(DHA\)](#)
- [ISANA International Education Association](#)
- [All Graduates Interpreting & Translating](#)
- [Orientation information – student obligations](#)
- [Orientation information – Legal services](#)
- [Orientation information – employment rights Fair Work Australia](#)
- [Orientation information – Road-rules, pedestrian-safety](#)
- [Orientation information – Healthcare](#)
- [Study Melbourne – advice and support](#)
- [Child Safe – Protect website](#)

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 are required to not:

- a. knowingly enrol an overseas student seeking to transfer from another registered provider's course until after the first six months of his or her course, except where the releasing registered provider has agreed to the overseas student's release and recorded the date of effect and reason for release in PRISMS.

Under this standard, DET and ISP schools are required to:

- a. have and implement a documented policy and process for assessing overseas student transfer requests made prior to the end of the first six months of their course (i.e. first six months of the first registered school sector course).
- b. make the policy available to relevant DET and school staff and international students.
- c. ensure that the documented policy includes:
 - i. the steps for an overseas student to lodge a written request to transfer, including that they must provide a valid enrolment offer from another CRICOS-registered provider and CAAW letter if applicable.
 - ii. circumstances in which the school will grant the transfer request because the transfer is in the overseas student's best interests, including but not limited to where the school has assessed that:
 - the overseas student will be reported because they are unable to achieve satisfactory course progress at the level they are studying, even after engaging with that registered provider's intervention strategy to assist the overseas student in accordance with Standard 8
 - there is evidence of compassionate or compelling circumstances
 - there is evidence that the overseas student's reasonable expectations about their current course are not being met
 - there is evidence that the overseas student was misled by an education or migration agent regarding the registered provider or its course and the course is therefore unsuitable to their needs and/or study objectives
 - an appeal (internal or external) on another matter results in a decision or recommendation to release the overseas student.
 - iii. the circumstances which the DET and the school consider as reasonable grounds to refuse the transfer.
 - iv. a reasonable timeframe for assessing and replying to the overseas student's transfer request having regard to the restriction period.
 - v. For students under the age of 18 years:
 - A requirement for provision of written confirmation that the student's parents or legal guardian support the transfer
 - A requirement that the school and DET sight confirmation from the receiving provider that it accepts responsibility for approving the student's accommodation, support and general welfare arrangements.
- d. If the transfer request is granted:
 - i. Provide advice to students requesting a transfer to another education provider, regarding the course cancellation policy and associated fees

- ii. Provide advice to the student (and their parent or legal guardian, if under 18 years of age) to contact DHA to seek advice on whether a new student visa is required
- iii. Record the changes to the student's enrolment in PRISMS as required under sections 19 (Giving information about accepted students) and 21 (Record keeping) of the ESOS Act.
- e. If the transfer request is not granted:
 - i. Inform the student in writing of the reasons for the refusal and the student's right to access the complaints and appeals process within 20 days
 - ii. Record the refusal in PRISMS if the student does not access the complaints and appeals process within 20 working days, the student withdraws their appeal or the appeals process has been completed and is found in favour of the school.
- f. The school must maintain records of all requests for a release and assessment of the request for two years after the student ceases to be a student.

What ISP schools can expect of DET:

- Documented policy and process for assessing overseas student transfer requests made prior to the end of the first six months of their course
- Efficient and timely resolution of international student requests for transfer, including a transfer and course cancellation policy, processes and systems
- Provision of advice and support to schools to assist in the resolution of transfer inquiries
- Timely update of student enrolment records on PRISMS
- Ethical, professional and efficient processes to transfer international students between ISP-accredited Victorian government schools, and between government and non-government schools, including notification to DHA, PRISMS updates and the maintenance of appropriate records.

DET EXPECTATIONS OF ISP SCHOOLS

For Level 1 and Level 2 accredited schools

- Efficient and timely implementation of processes to transfer international students between Victorian government ISP schools, and between government and non-government CRICOS registered schools, including notification of DET and the maintenance of appropriate transfer assessment records

ISP SCHOOL EVIDENCE REQUIRED FOR MEETING NATIONAL CODE STANDARD 1

For Level 1 and Level 2 accredited schools

- Transfer and Withdrawal forms (DET templates) and related documents as appropriate as part of student records

Key links

Brochures and Forms

<https://www.study.vic.gov.au/en/brochures-and-forms/Pages/BrochureForms.aspx>

The Brochures and Forms link should be used to access:

- ISP Withdrawal Form
- ISP Transfer Form
- Transfer Policy (See International Student Program Standard Application Terms, Conditions and Policies)

Other links

- [DET Student Transfer Policy \(SPAG\)](#)

Standard 8: Monitoring Course Progress and Attendance

Course Progress

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

Course 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 are required to:

- a. Clearly outline and inform students before they commence the course of the requirements for:
 - i. satisfactory course progress - pass or demonstrate competency in at least 50 per cent of the course requirements for a study period (i.e. a semester) and successfully complete sufficient units of study to enable completion within the approved Confirmation of Enrolment (CoE) duration in each study period (i.e. semester) e.g. for Year 11 and 12 students satisfactorily complete sufficient units to achieve a VCE/VCAL qualification
 - ii. satisfactory attendance - a minimum of 80% attendance or the minimum VCE/VCAL attendance rate) in each study period (semester).
- b. Monitor international students' academic performance and attendance to ensure the students make satisfactory course progress and meets attendance requirements.
- c. Have in place documented policies and procedures for monitoring the progress of each student and identify students at risk of not meeting their visa conditions to ensure the student can complete the course within the expected duration specified on the student's CoE duration.
- d. The policy and procedures related to students satisfying the attendance requirements must specify:
 - i. requirements for achieving satisfactory attendance for the course
 - ii. the method for working out minimum attendance under this standard
 - iii. processes for recording and assessing attendance requirements
 - iv. details of the registered provider's intervention strategy to identify, notify and assist international students who have been absent for more than five consecutive days without approval, or who are at risk of not meeting attendance requirements before the overseas student's attendance drops below 80 per cent
 - v. processes for determining the point at which the overseas student has failed to meet satisfactory course attendance (minimum 80% attendance or the minimum VCE/VCAL attendance rate each semester).
- e. The policy and procedures related to students satisfying the course progress for the overseas student must specify:
 - i. requirements for achieving satisfactory course progress for the course
 - ii. processes for recording and assessing course progress

- iii. details of the registered provider's intervention strategy to identify, notify and assist students at risk of not meeting course progress requirements in sufficient time for those students to achieve satisfactory course progress
- iv. processes for determining the point at which the student has failed to meet satisfactory course progress or course duration. Unsatisfactory course progress is: where the school identifies a student as not making satisfactory course progress i.e. did not pass or demonstrate competency in at least 50 per cent of the course requirements for a study period (i.e. a semester); where the school considers it is necessary for the student to repeat a year of study; where the school identifies that the student will not successfully complete sufficient VCE/VCAL units of study to enable completion within the CoE duration.
- f. notify and assist students at risk of not meeting course progress and attendance requirements where there is evidence from the students' assessment tasks, participation in tuition activities or other indicators of academic progress that the students are at risk of not meeting those requirements.
- g. assess each student's progress at the end of each semester, as specified in the course progress policy, to ensure course progress and completion within duration requirements are satisfied
- h. notify the student of its intention to report the student for not making satisfactory course progress, where the school identifies a student as not making satisfactory course progress in a second consecutive compulsory period of study.
- i. advise the student of any potential impacts on their visa, if the student's enrolment duration is extended, the including the need to contact the DHA to obtain a new visa.

Under this standard, where a student has been assessed as not meeting course progress or attendance requirements, DET and ISP schools are required to:

- a. notify the student immediately that DET intends to report the student for a breach of their visa requirements
- b. inform the student of the reasons for the report
- c. advise the student of their right to appeal and allow 20 working days for the student to lodge an internal appeal in accordance with standard 10
- d. where the breach of course progress or attendance is substantiated and the 20 working days has passed, report the breach in PRISMS in accordance with section 19(2) of the ESOS Act.

Under this standard, DET and ISP schools are required to not:

- a. extend the duration of the student's enrolment if the student is unable to complete the course within the expected duration, unless:
 - i. there are compassionate or compelling circumstances, as assessed by DET on the basis of demonstrable evidence, or
 - ii. the school has implemented, or is the process of implementing, an intervention strategy for the student because the student is at risk of not meeting course progress requirements in accordance with this standard, or
 - iii. an approved deferral or suspension of the student's enrolment has occurred under standard 9.
- b. deliver education services to international students in online or distance mode, except services delivered in addition to the minimum face to face teaching requirements
- c. report unsatisfactory course progress or unsatisfactory course attendance in PRISMS in accordance with section 19(2) of the ESOS Act unless:
 - i. the internal and external complaints processes have been completed and the decision or recommendation supports DET, or
 - ii. the overseas student has chosen not to access the internal complaints and appeals process within the 20 working day period, or

- iii. the overseas student has chosen not to access the external complaints and appeals process, or
- iv. the overseas student withdraws from the internal or external appeals processes by notifying the registered provider in writing.

Under this standard, DET and ISP schools may decide not to report the student for breaching the attendance or course progress requirements if, within 20 working days of being notified that the student is to be reported, the student:

- a. is still attending at least 70 per cent of the scheduled course contact hours, and
- b. provides genuine evidence demonstrating that compassionate or compelling circumstances apply, or
- c. successfully appeals the decision through the internal complaints and appeals process.

What ISP schools can expect of DET

- Clear communication to students and families of attendance and academic progress requirements
- 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.
- Management of the process to report students who breach course progress requirements to the DHA
- Relevant templates and resources to support schools

DET EXPECTATIONS OF ISP SCHOOLS

For Level 1 and Level 2 accredited schools

- Documented process for monitoring and recording attendance of the overseas student, specifying:
 - requirements for achieving satisfactory attendance for the course which at a minimum must be 80 per cent
 - processes for recording course attendance
 - the method for working out minimum attendance under this standard
 - details of the school's intervention strategy to identify, notify and assist overseas students who have been absent for more than five consecutive days without approval, or who are at risk of not meeting attendance requirements before the overseas student's attendance drops below 80 per cent
 - processes for determining the point at which the overseas student has failed to meet satisfactory course attendance
 - details of the school's intervention strategy to identify, notify and assist students at risk of not meeting course progress requirements in sufficient time for those students to achieve satisfactory course progress
 - processes for determining the point at which the student has failed to meet satisfactory course progress.
- Effective monitoring of student progress and performance, including attendance, absences from school and/or homestay accommodation; academic progress; and accommodation and welfare issues

- Clear and timely communications with parents and homestay providers about attendance and course progress.
- Implementation of an appropriate intervention strategy where academic performance or attendance may lead to a risk of failing to meet requirements, including timely notification of students at risk.
 - Application of remedial strategies as soon as a student’s attendance rate reaches 90% per semester to ensure international students satisfy the ESOS attendance rate requirement of a minimum of 80% per semester
 - Implementation of an intervention plan, including student counselling and establishing a student agreement if a student’s attendance rate reaches 85% per semester
 - Notification of DET if an international student’s attendance falls below 80% per semester
- Timely notification to the student of the intention to report the student to DHA for not making satisfactory course progress or unsatisfactory attendance including:
 - the reasons for the intention to report
 - advising the overseas student of their right to access the school’s complaints and appeals process in accordance with Standard 110 (Complaints and Appeals) within 20 working days.
- Effective monitoring of student visa end dates, with timely reminders issued to students needing to renew their visa
- Timely notification to DET of changes to student enrolment durations as required.
- Notification for relevant students of the visa implications where a course is extended
- Provision to DET of information on compassionate and compelling circumstances where a student is attending at least 70% of scheduled course contact hours but less than 80%.

ISP SCHOOL EVIDENCE REQUIRED FOR MEETING NATIONAL CODE STANDARD 8

For Level 1 and Level 2 accredited schools

- Student academic reporting system (i.e. Term, semester or continuous reports) and course progress monitoring records
- An attendance system that reports the attendance rate per semester or use of the Attendance Summary Report Template.
- Student attendance records that report the attendance rate per semester and includes in the calculation attendance at any third party education providers.
- Records of student visa expiry dates and changes.
- Student records relating to attendance, course progress, welfare, counselling, and intervention plans and meetings (which includes course progress with third party education providers):
 - copies of student agreements;
 - student non-compliance checklists and intervention plans using Attendance Compliance Procedure Template completed for at risk students, Course Progress Procedure Template completed for each at risk student;
 - records of counselling, welfare and intervention meetings if required.
- Records of communication with DET about students with unsatisfactory course progress or attendance.

Key links

Quality Standards

<https://www.study.vic.gov.au/en/pages/qualitystandards.aspx>

The Quality Standards link should be used to access:

- Course Progress Procedure Template
- International Student Program Compliance Reporting and Monitoring
- International Student Welfare, Course Progress and Attendance Compliance Record

Brochures and Forms

<https://www.study.vic.gov.au/en/brochures-and-forms/Pages/BrochureForms.aspx>

The Brochures and Forms link should be used to access:

- Course Progress Policy (see International Student Program Standard Application Terms, Conditions and Policies)

Other links

- [DET Attendance Policy \(SPAG\)](#)
- [DET Attendance Policy Covering Course Progress \(SPAG\)](#)
- [DET Policy on Digital Learning \(SPAG\)](#)
- [DET Policy on Distance Education included in Specialism Schools and Programs \(SPAG\)](#)

Standard 9: Deferring, suspending or cancelling a student's 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

Registered providers may only cancel an overseas student's enrolment in certain limited circumstances, and then only after a documented appeals process has been applied.

Under this standard, DET and ISP schools are required to:

- a. have in place a documented process for assessing, approving and recording a deferment of the commencement of study or suspension (approve leave) or cancellation of study for an overseas student, including maintaining a record of any decisions on the student's file.
- b. only suspend (approve leave) or defer the enrolment of a student if it believes there are compassionate and compelling circumstances.
- c. only suspend or cancel the enrolment of the student on the grounds of:
 - i. misbehaviour by the student or the student's failure to meet his or her attendance or other visa obligations; or
 - ii. the student's failure to pay an amount he or she was required to pay the registered provider to undertake or continue the course as stated in the written agreement; or
 - iii. a breach of course progress or attendance requirements by the overseas student, which must occur in accordance with Standard 8.
- d. if a suspension or cancellation of the overseas student's enrolment is initiated, before imposing a suspension or cancellation:
 - i. inform the overseas student of that intention and the reasons for doing so and inform the student that this may impact their visa, in writing
 - ii. advise the overseas student of their right to appeal through the provider's internal complaints and appeals process, in accordance with Standard 10 (Complaints and appeals), within 20 working days.
- e. in the event of the student's enrolment being suspended or cancelled,
 - i. inform students of the need to seek advice from DHA on the potential impact on their visa, and
 - ii. report the change to the student's enrolment on PRISMS as required by Section 19 of the ESOS Act.
- f. Once DET informs the student of an intention to suspend or cancel a student's enrolment for reasons other than at the student's request (i.e. the suspension or cancellation is because the student failed to pay the required fees or the student breached a condition of his or her visa, or because of misbehaviour of the student), notify the student that they have 20 working days to access the internal complaints and appeals process (in accordance with National Code Standard 10)
- g. not action the student's enrolment suspension or cancellation until the internal process of appeal is completed, unless the student's health or wellbeing is likely to be at risk (this includes the student's refusal to maintain approved welfare arrangements) or is at risk of committing a criminal offence.

What ISP schools can expect of DET

- Provision of information to students and families of circumstances under which enrolment can be deferred, suspended or cancelled and details of appeals procedures

- 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 DET of approval to changes to student enrolments including:
 - Student leave
 - Transfer to another education provider; or
 - Withdrawal to return to the student's home country
- Records for school-initiated suspension or cancellation of enrolment i.e. misbehaviour.

ISP SCHOOL EVIDENCE REQUIRED FOR MEETING NATIONAL CODE STANDARD 9

For Level 1 and Level 2 accredited schools

- Documented procedure for assessing, approving and recording deferments (approving leave) or suspensions of study requested by students that is only approved on the basis of compassionate and compelling circumstances.
- Records of the suspension or deferment assessment process (using DET templates) and communications to the student and the parents/legal guardian
- Records of notification of changes to student enrolment including deferrals, suspensions (including approved and unapproved leave) and cancellations in CASES21 within 3 working days.
- Records of school initiated suspension or cancellation of enrolment i.e. Behaviour Compliance Procedure Template

Key links

Quality Standards

<https://www.study.vic.gov.au/en/pages/qualitystandards.aspx>

The Quality Standards link should be used to access:

- Behaviour Compliance Procedure Template
- International Student Program Compliance Reporting and Monitoring
- ISP Deferral Application Form

Brochures and Forms

<https://www.study.vic.gov.au/en/brochures-and-forms/Pages/BrochureForms.aspx>

The Brochures and Forms link should be used to access:

- Behaviour Policy (see International Student Program Standard Application Terms, Conditions and Policies)

Other links

- [DET Student Engagement Policy \(includes Suspensions and Expulsions\) SPAG](#)

Standard 10: Complaints and Appeals

Registered providers need to have an internal complaints handling and appeals process in place. Professional, timely, inexpensive and documented complaints handling and appeals processes ensure that grievances between overseas students and registered providers can be heard and addressed.

Registered providers must have and implement a documented internal complaints handling and appeals policy and process; advise an overseas student within 10 working days of their right to access an external appeals process and provide contact details, if the overseas student is not satisfied with the outcome of the internal complaints and appeals process; and immediately implement any decision or recommendation in favour of the overseas student through the internal or external appeals process.

For guidance on where to direct a complaint, please see the ISP Complaints Process Guide in the [ISP Complaint Form](#) located under *Brochures and Forms* at www.study.vic.gov.au.

Under this standard, DET and ISP schools are required to:

- a. have and implement a documented internal complaints handling and appeals process and policy which:
 - i. responds to any complaint or appeal the student makes regarding the DET/schools dealings with the student or any dealings with the student by any other provider, education agent or related party (i.e. third party education providers) engaged to deliver the student's course
 - ii. includes a process for the overseas student to lodge a formal complaint or appeal if a matter cannot be resolved informally
 - iii. includes that DET and the school will respond to any complaint or appeal the overseas student makes regarding his or her dealings with DET or the school, education agents or any related party DET or the school has an arrangement with to deliver the overseas student's course or related services
 - iv. commences assessment of the complaint or appeal within 10 working days of it being made in accordance with the registered provider's complaints handling and appeals process and policy, and finalise the outcome as soon as practicable
 - v. ensures the overseas student is given an opportunity to formally present his or her case at minimal or no cost and be accompanied and assisted by a support person at any relevant meetings
 - vi. conducts the assessment of the complaint or appeal in a professional, fair and transparent manner
 - vii. ensures the overseas student is given a written statement of the outcome of the internal appeal, including detailed reasons for the outcome
 - viii. keeps a written record of the complaint or appeal, including a statement of the outcome and reasons for the outcome.
- b. provide students with comprehensive, free and easily accessible information about that process and policy.
- c. advise the student within 10 working days of concluding the internal review of the student's right to access an external appeals process, and provide contact details of the appropriate external appeals body.
- d. immediately implement the decision or recommendation and/or take the preventive or corrective action required by the decision, and advise the student of that action, if the internal or any external complaints handling or appeal process results in a decision or recommendation in favour of the student.

What ISP schools can expect of DET

- A documented internal complaints handling and appeals process with the complaints process and policy information made accessible on the <https://www.study.vic.gov.au> website.
- 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.
- Provide students with the contact details of the appropriate external complaints handling and appeals body, the Victorian Ombudsman. Students will be advised that in most cases, the purpose of the external appeals process is to consider whether DET has followed its policies and procedures, rather than make a decision in place of DET.
- Cooperate with the external complaints handling and appeals body, the Victorian Ombudsman, and efficiently manage any external appeals process.

DET EXPECTATIONS OF ISP SCHOOLS

For Level 1 and Level 2 accredited schools

- Maintain records of complaints or appeals process (in alignment with DET Complaints policy and appeals process)
- Advise to students that they can escalate a complaint or appeal to DET where a matter is not satisfactorily resolved at the school level
- 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 advocacy and welfare support before during and after the complaints and appeals process

ISP SCHOOL EVIDENCE REQUIRED FOR MEETING NATIONAL CODE STANDARD 10

For Level 1 and Level 2 accredited schools

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

Key links

- [DET Parent Complaints Policy \(SPAG\)](#)
- [ISP Complaint Form](#), which includes the ISP Complaints Policy
- [ISP Appeal Form](#), which includes the ISP Appeals Policy
- <https://www.ombudsman.vic.gov.au/Complaints/Make-a-Complaint>

Standard 11: Additional registration requirements

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

The registered provider is required to 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.

The registered provider is required to establish and monitor an enrolment ceiling for the entire International Student Program in Victorian government schools as well as in each individual school.

Under this standard, DET and ISP schools are required to:

- a. Ensure that schools and any partner they engage to deliver a course or courses to international students has adequate staff and education resources, including facilities, equipment, learning and library resources and premises as are needed to deliver the course to the international students enrolled.
- b. Ensure that any work based training (e.g. work experience) to be undertaken as part of the course is necessary for the student to gain the qualification and there are appropriate arrangements for supervision and assessment of students.
- c. Ensure that the international student enrolment ceiling and individual school enrolment caps reflect the appropriateness of the staff, resources and facilities for the delivery of the course.
- d. Notify the Victorian Registration and Qualifications Authority (VRQA) on any proposed changes at least 30 days prior to the time the changes take effect including:
 - i. number of international students for each location
 - ii. modes of study including online, distance or work based learning (e.g. work experience)
 - iii. arrangements with third party education providers in delivering courses.

What ISP schools can expect of DET

- A quality assurance process to accredit schools that are appropriately resourced to deliver and support an international student program
- Management of an annual external audit process, encompassing all ISP-accredited schools over a four year cycle that includes:
 - Notifying schools that are participating in each annual compliance audit;
 - Conducting a briefing session on the audit process which has a focus on ensuring students receive a quality education in a child safe and supportive environment;
 - Conducting a compliance audit for each school;
 - Recommending actions to enhance the ISP program ensuring compliance with all regulatory requirements and program quality.
- Monitoring school compliance with the approved school enrolment caps.
- A quality assurance process to review, approve and store all third-party agreements entered into by accredited Victorian government schools.
- Notify the VRQA about changes to the DET CRICOS registration by:
 - Where necessary, preparing and lodging an application to request a change in the DET maximum capacity
 - Providing information about mode of study on the website
 - Publishing an approved third-party education provider register on the www.study.vic.gov.au website which provides notification of the current third-party education arrangements.

DET EXPECTATIONS OF ISP SCHOOLS

For Level 1 and Level 2 accredited schools

- Participation in scheduled ISP School Compliance audits
- Monitoring the school's enrolment cap and where necessary, submitting enrolment cap variation forms, if a school is seeking to increase numbers of international students beyond the current enrolment cap
- 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 11

For Level 1 and Level 2 accredited schools

- Engagement and timely submission of all requested information during ISP Compliance audits including responding to Individual school compliance audit reports with an action plan and implementing all actions.
- Confirmation by the school principal or principal class officer responsible for the program that the action plan has been completed.
- Records of provision to IED of signed third-party contractual agreements
- Timely lodgement of accredited school application form and enrolment cap variation forms