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DOCUMENTS : Academic Progress Warning & Final Letters
Attendance Warning & Final Letters

REFERENCES : Student Support Services
Complaints Policy
Appeals Policy
Attendance Monitoring Policy
Academic Progress Monitoring
Access Equity & Fairness Policy
VET Quality Framework
Standards for Registered Training Organisations (RTOs) 2015 Cwlth.
National Vocational Education and Training Regulator Act 2011

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PURPOSE

This document provides direction as to how Southern Grampians Adult Education Inc's (SGAE) staff will manage Students who are at risk of not successfully achieving their qualification, course or program.

DEFINITIONS

Academic Progress

Satisfactory Academic Progress is defined as the expected achievement of the following requirements:

- no less than and 80% "satisfactorily achieved" of for each individual assessment;
- An average "satisfactorily achieved" assessment of at least 80% combined for all the units completed from time of enrolment;
- Not failing a unit more than once;
- Not failing more than one unit per semester;
- Satisfactory attendance at scheduled classes of not less than 80% for the duration of the course unless due to evidenced special circumstances. *Please refer to Attendance Monitoring Policy.*

Training & Learning Executives

Responsible for ensuring that all Learning and Assessment materials and processes are best practice and meet the requirements of both industry and student co-hort.

Appeal or Complaint Process

Processes by which students and other stakeholders may appeal decisions or formally register a complaint.

Refer to the *Complaint Process Policy and Procedure* or *Appeal Process Policy and Procedure* or speak with a staff member for assistance.

Deferment of Studies

Deferment of studies occurs when a student is unable to complete the qualification for which they are enrolled. At this time the student will withdraw from the qualification with the ability to recommence at a later date. It should be noted that:

- a. during the period of deferment Training Packages may change and the student may need to either undertake gap training or undertake new units; and
- b. Evidence of the reason for deferment is required.

Intervention Strategy Stage 1

Implemented as soon as a student is identified as being at risk of not successfully completing the course/qualification due to:

- unsatisfactory attendance (minimum of 80% of contact hours per unit);
- unsatisfactory academic progress (unsatisfactory achievement of more than 1 unit and/or not more than 1 resit for an individual unit);
- behavioural issues;
- personal or external issues affecting the student's capacity;
- other.

This involves the active participation of a student in a negotiated strategy to increase the student's opportunity for satisfactory course progress achievement.

An Intervention Strategy is negotiated and is compulsory once a student is identified as being at risk of not achieving satisfactory academic progress. Please refer *Intervention Strategy Policy*.

If a student refuses to participate in an intervention strategy they may be subject to expulsion.

Intervention Strategy Stage 2

Stage 2 is for students whose academic performance is unsatisfactory and will mean a period in which the student is engaged in the SGAE Intervention Strategy at an increased level including the assignment of an academic mentor who will closely monitor the student's progress and provide support as required. It is the student's responsibility to maintain contact with their academic mentor.

Intervention Strategy Stage 3

Stage 3 is a 'last resort' consequence that will occur where a student does not evidence active participation in the Intervention Strategy, and has been suspended once previously, and/or their behaviour is of a serious negative or illegal nature.

Stage 3 will involve:

- Assistance to access more appropriate learning options;
- Assistance to access personal services.

Students may access the Appeal or Complaint Process if they believe that Stage 3 was not appropriate. Please refer to the *Appeal and Compliant Policies*.

Strategy Authorisation

All Intervention Strategies resulting in additional cost and/or deviation from the original training plan or completion timeframe such as:

- Extension of study time;
- Deferral of studies;
- External support services;
- Additional trainer or other employee hours;

must be reviewed and authorised by the Training Executive or Learning Executive as may be most appropriate.

Student Support Officer:

The Student Support Officers are the Children's Protection Officer and the Vulnerable People's Protection Officer is responsible for the welfare of all students.

Student Support Services

Refer to Intervention & Support Services above.

Study Period

A study period is equal to one semester which is made up of 26 weeks.

Suspension

Suspension means a student will be removed from attending normal classes for a period of time during which they will be provided with external assignments to complete and an academic mentor will be nominated as a support during this period of time.

Suspension will occur where a student has evidenced a continued disregard for course minimum requirements and/or the *Intervention Strategy* and/or the *Student Code of Conduct*.

Students may access the Appeal or Complaint Process if they believe that suspension was not appropriate. Please refer to the Appeal and Compliant Policies.

Students evidencing active participation in the SGAE Intervention Strategy will not be subject to suspension.

Withdrawal from a unit

Withdrawal from a unit or qualification, due to illness or other compassionate or other compelling circumstance, without academic penalty will be negotiated and will be dependent upon the level of completion and achievement at the time of withdrawal.

Generally, academic penalty will apply before and up to week 4 of the qualification as assessments are not conducted before this time.

It is not SGAE policy to penalise a student for circumstances that are out of their control.

POLICY

It is the policy of SGAE to provide a safe and effective learning environment with practical support mechanisms to ensure all Students successfully achieve their qualifications in compliance with VET Quality Framework and other funding and regulatory bodies.

This policy should be read in conjunction with the Student Support Services Policy.

SCOPE

This policy covers all students of all courses and qualifications delivered by SGAE

PROCEDURE

If a student is at risk of not making satisfactory course progress through either attendance or academic progress or personal issues, the Trainer/Assessor will in consultation with the Training Executive and/or Learning Executive discuss the applicable issues with the student:

- where appropriate, advising student of the suitability of the course in which they are enrolled;
- assisting students by advising of opportunities for reassessment of units they had previously not demonstrated the required competency for.

Depending on the outcome of those preliminary discussions, the Trainer/Assessor will in consultation with the Training Executive or Learning Executive establish a support program which may include one or more of the following:

- academic skills programmes;
- tutorial or study groups;
- individual case management, coaching or mentoring;
- study clubs;
- external counselling;
- referral to external specialist assistance regarding personal, health or finance issues
- a combination of the above and a reduction in course load where possible.

Please note that the above list is not exhaustive and other assistance may need to be sourced and extended to the student depending on their circumstances.

A record of the intervention measures and monitoring progress is to be kept up to date in the student's file.

A review of intervention **MUST** be made after each warning letter is sent to the student for any of the following reasons:

- In danger of not meeting academic progress requirements;

- In danger of not meeting course attendance requirements;
- At risk of having their enrolment cancelled based on behavioural issues or breaches of Student Code of Conduct.

All SGAE staff involved in supporting the Student must keep in mind that they are:

- training professionals who can provide assistance directly related to training;
- unless they are qualified professional counsellors SGAE does not endorse, require or expect them to provide counselling in the areas of personal, health or finance. All of these types of support are to be referred to external specialists.

Student

A student requiring assistance in any matter should contact their Trainer/Assessor or other member of SGAE Staff with whom they feel comfortable to do so.

Trainer/Assessor

A Trainer/Assessor who identifies or is approached by a student in regards to any type of support should:

- immediately and in the first instance discuss with the student;
- if an academic or attendance issue is identified, the Intervention Strategy should be implemented in collaboration with the Student and the Training Executive and Learning Executive (and the parent/guardian if a minor child) and including the negotiation of a plan of action for support that may include referral to other support services;
- if a non-academic/attendance issue is identified the student should be referred immediately to the Training Executive and Learning Executive. It is the responsibility of the Training Executive and Learning Executive to document such issues and where appropriate advise and engage the parent/guardian of a minor child or Vulnerable Person.

Other SGAE Staff

If other SGAE staff identify an issue related to a student, they should advise the Training Executive or Learning Executive immediately either verbally or via email.

Attendance Issue

In line with the Intervention Strategy the Trainer/Assessor and Training Executive or Learning Executive, are tasked with:

- identifying the cause of the poor attendance through conversation with the student and parent/guardian if a minor child or vulnerable person;
- negotiating and documenting an appropriate intervention/assistance plan with specified timeframes and outcomes;

- monitoring the success of the outcomes;

and

- if necessary continuing through the steps of the Intervention Strategy for up to 3 stages.

Academic Issue

In line with the Intervention Strategy the Trainer/Assessor and Training Executive or Learning Executive are tasked with:

- identifying the cause of the poor academic performance through conversation with the student and parent/guardian of a minor child or vulnerable person, and review of academic records;
 - negotiating and documenting an appropriate intervention/assistance plan with specified timeframes and outcomes;
 - monitoring the success of the outcomes;
- and
- if necessary continuing through the steps of the Intervention Strategy for up to 3 stages.

Non- Academic/Attendance Issue

The Trainer/Assessor is tasked with advising the Training Executive or Learning Executive.

The Training Executive or Learning Executive, as may be most appropriate, is tasked with:

- identifying the issue through conversation with the student and parent/guardian if a minor child or vulnerable person,
- providing appropriate options for support;
- where the issue has potential to affect the academic success of the student negotiate and document a support plan with the student and parent/guardian of a minor child or vulnerable person;
- monitor the student's progress in regards to the support plan and academic achievement;
- where the support plan is proving to be unsuccessful re-evaluate the support plan with the student and parent/guardian of a minor child or vulnerable person for up to 3 stages.

Refusal to Participate in Intervention Strategy

Students at risk of not successfully completing their qualification and who refuse to participate in an Intervention Strategy will be given reasonable opportunity to improve their academic or attendance levels.

If the Student does not identify issues or is not cooperative the Training Executive and Learning Executive in consultation will discuss with the student issues such as:

1. suitability of the course in which they are enrolled;
2. reassessment process;

The Student is to be given a reasonable and fair period to improve their performance in any circumstance.

Intervention should be triggered at the earliest possible identification of an issue and as a minimum at the time any warning letter is handed to a student for any of the following reasons:

- academic progress
- course attendance
- behavioural and attitudinal issues.

Referral Partners

SGAE will generally use ACCESS Programs for personal counselling.

Email : enquiries@access-ocar.com.au

Website : <http://www.accessprograms.com.au>

Referral Costs

SGAE does not charge students for referral to external specialist providers, however, external specialist costs are not paid for by SGAE and will have to be borne by the Student.

In some cases, the Student may be able to seek a referral from a GP. In these circumstances some of the cost may be covered by their Health Cover.

In some instances, the Student may be able to access public specialist services through a Public Hospital. In these instances, they may not incur any cost.

RESPONSIBILITY

Training Executive and/or Learning Executive

It is the responsibility of the Training Executive and Learning Executive(s) to ensure that students are assisted and supported throughout the Intervention process and that the requirements of this policy are met.

Student Support, Children's Protection & Vulnerable People's Protection Officers

The Student Support Officers, Children's Protection and Vulnerable People's Protection Officers are responsible for the welfare of students, Children's Protection and Vulnerable People's Protection throughout the student's period of study with SGAE.

Trainer/Assessors

It is the responsibility of Trainer/Assessors to promptly act once the need for intervention has been identified or is suspected.

Students &/or Parent Guardian

It is the responsibility of Students &/or Parents/Guardians to

- advise SGAE if they have issues which will/are affecting their capacity to succeed and meet academic visa requirements;
- ask for support/help;
- to seek out referrals to GPs or Public Hospital specialist services if they choose not to use ACCESS Programs.

APPLICABLE STANDARDS

Standards for Registered Training Organisations 2015

Made under the National Vocational Education and Training Regulator Act 2011:

Standard 1: Training & Assessment Strategies

The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.

Clause 1.7 Support learners

The RTO determines the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in training packages or VET accredited courses.

Standard 2: The Operations of the RTO Are Quality Assured

Clause 2.4

The RTO has sufficient strategies and resources to systematically monitor any services delivered on its behalf, and uses these to ensure that the services delivered comply with these Standards at all times.

Standard 5: Each Learner is Properly Informed & Protected

Clause 5.2

Prior to enrolment or the commencement of training and assessment, whichever comes first, the RTO provides, in print or through referral to an electronic copy, current and accurate information that enables the learner to make informed decisions about undertaking training with the RTO and at a minimum includes the following content:

- the code, title and currency of the training product to which the learner is to be enrolled, as published on the National Register

- the training and assessment, and related educational and support services the RTO will provide to the learner including the:
 - estimated duration
 - expected locations at which it will be provided
 - expected modes of delivery
 - name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the learner on the RTO's behalf, and
 - any work placement arrangements.
- the RTO's obligations to the learner, including that the RTO is responsible for the quality of the training and assessment in compliance with these Standards, and for the issuance of the AQF certification documentation.
- the learner's rights, including:
 - details of the RTO's complaints and appeals process required by Standard 6, and
 - if the RTO, or a third party delivering training and assessment on its behalf, closes or ceases to deliver any part of the training product that the learner is enrolled in
- the learner's obligations:
 - in relation to the repayment of any debt to be incurred under the VET FEE-HELP scheme arising from the provision of services
 - any requirements the RTO requires the learner to meet to enter and successfully complete their chosen training product, and
 - any materials and equipment that the learner must provide, and
- information on the implications for the learner of government training entitlements and subsidy arrangements in relation to the delivery of the services.