

Course Progress Policy

Purpose

The purpose of this policy is to describe requirements regarding Monitoring Course Progress for all domestic students associated with government subsidised training. This policy has been developed in line with the requirements 2016 VET Funding Contract and Standards for Registered Training Organisations (RTOs) 2015.

Responsibility

At Risk: An 'At Risk' student is a student who for any reason, is considered as not, or potentially not, meeting course progression requirements.

Course: Program of study for the attainment of a testamur or certificate.

Course Progression/Progress:

The measure of advancement through skill based competencies towards the completion of a course as per unit/module guidelines.

Course progress monitoring Management:

A process that allows the following processes:

- Recording of submission of assessment tasks and the competencies awarded,
- Identifies if the student is above or below the designated 'At Risk' level,
- Recording of communication with student.

Intervention Strategy: Any documented action targeted at addressing the needs of an 'at risk' student.

Satisfactory Progress: Satisfactory completion of the skill based competency requirements as per unit / module guidelines.

Unsatisfactory Progress: At a minimum where student has failed or is not deemed competent in 50 % or more of units attempted in a study period as per course outline. A student may only repeat a unit twice before not meeting academic progress for individual units which may affect their overall academic progress for the study period.

Policy

1. NAHB will monitor, record and assess the course progress of each student for each unit of the course for which the student is enrolled in accordance with this policy and procedures.
2. NAHB implements appropriate documented course progress policies and procedures for each course, which are provided to staff and students, that specify the:
 - a. requirements for achieving satisfactory course progress
 - b. process for assessing satisfactory course progress.
 - c. procedure for intervention for students at risk of failing to achieve satisfactory course progress.

- d. process for determining the point at which the student has failed to meet satisfactory course progress; and
 - e. procedure for notifying students that they have failed to meet satisfactory course progress requirements.
3. NAHB will assess the course progress of the student at the end point of every study period. Study period is duration of study in between term breaks and as defined in the training plan of every student.
4. NAHB implements an intervention strategy, which is available to staff and students, that specifies the procedures for identifying and assisting students at risk of not meeting the course progress requirements. The strategy will specify:
 - a. procedures for contacting and counselling identified student
 - b. strategies to assist identified students to achieve satisfactory course progress; and
 - c. the process by which the intervention strategy is activated
5. The process for assessing satisfactory course progress is identified by the number of units assessed as 'Competent' within one study period – that is, a student must be deemed 'Competent' in at least 50% of the total number of units assessed throughout a study period. The number of units per study period varies for each qualification and is reflected in the timetables/training plan

Procedures

1. Recording Student Academic Performance

- a. The student's academic performance for each unit gets activated once the Admin receives the Evidence of Participation from the trainer. In this case the evidence submitted is the Unit of Competency participation sheet.
- b. The student's academic performance for each unit is recorded using the Unit Summary Sheet as submitted by the trainer/assessor to the Administration officer who will register the academic results into Job Ready on receipt of this document. The Unit Summary Sheet shows the list of students enrolled in a qualification and their academic results for each assessment.
- c. All students shall be deemed either 'Competent (C)' or 'Not Yet Competent (NYC)' for each unit within the qualification they are enrolled in and all assessment tasks completed. The assessment will be conducted by qualified trainers / assessors using NAHB's assessment tools/methods and recording processes as required. All academic results are entered in to the Student Management System, Job Ready by the Office Administration department.

- d. It is the responsibility of the **Course Coordinator/Training Manager** to ensure that records are updated, after each assessment is completed and recorded within 10 working days.
- e. These records are checked regularly by the **Course Coordinator/Training Manager** for currency and accuracy.

2. Monitoring Student Academic Performance

- a. Just before the end of each study period, the competencies achieved by every student in the study period is reviewed. The students have been identified as at risk of failing to meet their course progress requirements, all possible efforts will be made to ensure that the student is given the opportunity to rectify their position before they move into the next study period.
- b. A student who does not achieve 50% competency rate for two consecutive periods shall be considered in breach of the academic progress requirement. The following process are provided to rectify the situation:
 - i. 1st Warning when falling below the required academic performance for one study period.
 - ii. 2nd Warning when close to not achieving the required academic performance for a consecutive study period.
- c. The **Course Coordinator/Training Manager** notifies the Student Support Services Officer of any student who is deemed 'at risk' of not meeting their course requirements.
- d. The Student Support Services Officer will then contact the student to actively offer support available to them to assist them in meeting their course progress requirements.
- e. Where a student is deemed to be "at risk" of not achieving a satisfactory academic progress, intervention strategies shall be implemented to provide the student the opportunity to improve their academic progress.
- f. The Student Support Officer will report back to the Course Coordinator with any recommendations (if appropriate) for considerations and implementation of the Intervention Strategy.

3. Intervention Strategies

Intervention Strategies for students at risk of not achieving satisfactory Academic Progress

- a. Intervention meetings are initiated as soon as possible, at least within 5 working days, after the student being identified as 'at risk'.
- b. An intervention strategy will be activated either by:
 - i. a letter to the student
 - ii. personal contact with the student by a suitably authorised staff member
 - iii. contact with the student by the student support service officer
 - iv. An intervention strategy is negotiated and signed by the Course Coordinator and student at the meeting. The Intervention strategy is provided to the student in writing and a copy placed in the student file.

- c. The intervention procedures will include meeting with the student to identify the cause that is placing the student a risk. These procedures may include provisions for:
 - i. extra tuition and support
 - ii. Academic skills support
 - iii. personal support
 - iv. other support where required
- d. If the student has personal issues that do not require external support services, the **Course Coordinator /training Manager** may make adjustments to the training program to facilitate learning and achievement.
E.g. adjustments on the timetable or attendance; starting earlier/ later or finishing early to accommodate domestic arrangements or rescheduling the course.
- e. Welfare support If the student identifies personal/welfare issues that do require an intervention strategy the following applies:
 - i. An intervention strategy is negotiated and signed by the Course Coordinator and student at the meeting. The Intervention strategy is provided to the student in writing.
 - ii. A revised course schedule, study and/ or attendance arrangements, delivery and assessment arrangements are negotiated with the student. (where appropriate).
 - iii. The student attends a review meeting every three weeks with the Course Coordinator. The effectiveness of this intervention strategy is monitored and adjusted if necessary.
 - iv. Assessment/Re-assessment: If the student fails his/her assessments, he/she will be provided with ongoing support as prescribed in the Training and Assessment Policy and Procedures: Assessment and Re-assessment and the Assessment Appeals.
 - v. variation of student enrolment load
 - vi. assisting student by advising or opportunities for the students to be re-assessed for tasks in units or subjects they had previously failed, or demonstrate the necessary competency in areas in which they has not been previously able to demonstrate competency; and
 - vii. advise students that unsatisfactory course progress in two consecutive study periods for a course could lead to the student cancellation.
- f. The student attends a review meeting every two weeks with the Course Coordinator. The effectiveness of this intervention strategy is monitored and adjusted if necessary.
- g. All meetings, adjustments, variations and any strategies arranged will be documented.
- h. The Course Coordinator reviews the student's progress and commitment to the arrangements every two weeks.
- i. The intervention strategy will last for as long as appropriate and practicable.
- j. Appropriate internal and external personnel contribute to the process where required.
- k. Each meeting, agreement, adjustment and communication in this process is documented and placed in the Students file.

- l. The student is required to abide by the new arrangements negotiated to achieve competency in the units and complete the course.
- m. Students who do not abide by the terms of the agreement or after intervention do not achieve satisfactory course progress are invited to a meeting with the Course Coordinator. A letter will be sent to the student within 5 working days of the issue being brought to the Course Coordinators attention.
- n. At the meeting the reasons/ circumstances are identified and the Course Coordinator (with input from appropriate internal/ external stakeholders) will decide whether to implement another intervention strategy and informs the student of NAHB's intention in writing.

4. Escalations

- a. If the matter persists, the student's case will be escalated to the CEO.
- b. It will be the CEO decision to either request termination of the student's enrolment or initiate a counselling session with the student.

5. Appeals process

If a student is not satisfied with NAHB's decision of intervention strategy or with the results for unit of competencies, they have the right to access NAHB's internal complaints and appeals procedure.

Related Documents

1. Unit Summary Sheet
2. Warning letter templates
3. Academic Progress monitoring sheet
4. Complaints and Appeals policy
5. Intervention Meeting Record