**STUDENT/LEARNER PROGRESS POLICY**

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| Version | Date | Author | Reviewed by | Review Date | Summary of Changes |
| 1 | 6 April 2022 | Paul Cavicchia | Andrew Lewis | 30 June 2025 | Initial Version |
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Approved: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
**Andrew Lewis (CEO)**

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Policy

## Policy Statement

This policy sets out the procedure and process by which CTI will monitor and manage the progress of students enrolled in all courses. This policy maps to the Standards for Registered Training Organisations (RTOs) 2015: Standard 1.6.

## Purpose

This policy ensures that CTI sets in place scheduled monitoring and reviews for student progress in courses.

1. Policy

| **ROLES** | **RESPONSIBILITIES** |
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| **RTO Manager** | * Ensures that there is a scheduled review and monitoring process for student progress aligned to the learner’s training plan to meet regulatory compliance.
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| **Learning & Development Manager** | * Monitor student attendance and progress.
* Attempt to contact student/learners, employers and /or parents/guardians as applicable, where student/Learners have missed two consecutive LMS on-line classes and/or workshops or have not logged into a New Spring LMS for more than two weeks.
* Conduct scheduled review of students’ progress.
* Convene Course Progress review meetings to address identified progress concerns.
* Meet with students and agree on actions.
* Document outcomes of Course Progress Review meetings.
* Monitor agreed actions.
* Collaborate with Trainers and Assessors.
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| **Trainers and Assessors** | * Monitor attendance and progress.
* Communicate with CTI Administration when the program area has identified a learner is making unsatisfactory progress.
* Notify the L&D Manager if a Student/learner is not attending in the first week of delivery of each unit of competency.
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| **Student Services Co-ordinator** | * Co-ordinate and record student progress in the student file – VETtrak Cloud.
* Assist any administration required by the training department.
* Flag any potential student progression issues
* Assist the L&D Manager with any Intervention administration
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1. Identification of ‘Unsatisfactory’ Progression
	1. Trainers and assessors will check participation against the learner training plan and Learning Management System (LMS) “A New Spring” activity and monitor assessment submissions in line with identified requirements outlined in the Stage outline.
	2. As per this policy Student attendance is required at 100% (percent) and must be monitored and recorded. Special circumstances and consideration must be approved by the Learning & Development Manager (L&D Manager).
	3. The progress of each student/learner will be monitored by Trainers and Assessors throughout each study stage and after each assessment through the LMS. The progress reports are to be communicated to the Student Services Co-ordinator for recording in the VETtrak Student Management System (SMS) within each unit of competency.
	4. At the end of each calendar month and or each stage (which comes first) a progression meeting will be held with all relevant trainers and assessors and the L&D Manager to monitor each student’s progress and determine if any student/learner may be at risk of not fulfilling course progress requirements.
	5. In instances where students/learners have:
* missed (or been late for) assessment deadlines;
* missed classes (online or face to face);
* are not fully participating in classes during that month/unit and been deemed ‘Unsatisfactory’ or ‘Not Yet Competent’ in any assessments conducted during that month/unit.

Then, those students/learners are deemed to be *‘at risk’* of not fulfilling course progress requirements and identified as having ‘Unsatisfactory Progression’.

Discussions by the trainer/assessor to ascertain appropriate additional learning support, or other forms of assistance must be conducted with the student/learner to maximise the chances of a student successfully completing by the end of the Stage/Unit.

1. ‘At Risk’ of Course Progression
	1. At the end of each Stage/Unit of a program, trainers and assessors, together with the L&D Manager will review:
* the progress of student/learner for that Stage;
* any Special Consideration granted;
* will identify any students whose progression is at *‘at risk’.*

Students/Learners will be identified as being *‘at risk’* of not fulfilling course progress requirement when the following expectations (as identified in the Training and Assessment Strategy (TAS)) have not been met. These expectations are as follows:

* Not meeting/unable to meet an assessment deadline(s);
* Unable to provide Supplementary Evidence as per the Ready Skills profiling tool;
* Failure to submit required assessment evidence after counselling;
* Non-attendance at scheduled site visit meetings with trainers/assessors;
* Having been deemed ‘Not Satisfactory (NS)’ or ‘Not Yet Competent (NYC)’ in more than 50% of the units in which they are enrolled;
* Deemed ‘Unsatisfactory’ or ‘Not yet Competent’ in the same unit of competency on two (2) attempts;
* Failure to meet their Training Plan requirements;
* Plagiarism breaches; and
* Are deemed to be an unsafe practitioner by their employer and/or Site Assessor.
1. ‘At Risk’ Course Progress – Intervention Strategy
	1. If a student/learner is identified as *‘at risk’* at the end of a Stage/Unit in accordance with this policy, the L&D Manager will contact the student/learner to arrange an Intervention Strategy meeting.

The purpose of this meeting is to explain and discuss:

* the grounds on which risk to progress has been identified
* whether the student/learner is required to re-enrol in the same Stage/unit, and not progress to the next Stage/unit
* identification of barriers to progression and completion
* identification appropriate forms of assistance and learning support to achieve the required satisfactory progress.
	1. At the Intervention Strategy meeting, a formal individual learning plan, setting out planned actions (see pro forma) and timeframes to assist the student/learner to achieve satisfactory course progress is to be developed.

The agreed actions to assist the student should include:

1. Strategies identified by the BKSB LLN system analysis reports, completed by the student/learner for the enrolled qualification, recommending that participation in academic skills and/or English language proficiency programs;
2. recommendations that the student/learner participate in relevant learning support activities;
3. the completion of additional tutorials, training sessions, optional theory exercises, and /or extra practical training sessions;
4. that the student/learner participate in support activities outside academic apprenticeship on the job requirements.

Assistance would include:

* Student/learner to access counselling services;
* Support and assistance with any personal issues that may be affecting the student’s course progress;
* Study skills support such as special equipment or resources, such as learning materials being provided in alternative formats;
* Welfare support, mediation or referral to specialist services;
* Provision of IT support;
* Pairing the student/learner with an appropriate student mentor;
* Requiring the student to meet specific attendance requirements;
* Requiring the student/learner to repeat a Stage/Unit, one or more assessments, or one or more Units of Competency in their program.
	1. An Intervention Strategy (see pro forma) must include the commencement and concluding dates of the Strategy and be accompanied by a course planner, indicating what is required to achieve satisfactory course progress and a planned course completion date.

The Intervention Strategy form must be signed and dated by the student/learner to indicate their acceptance of the Intervention Strategy, as a condition of their continued enrolment, and signed by the L&D Manager. This is process is to be supported administratively and recorded on the student management system (SMS) by the Student Services Co-ordinator.

* 1. A student/learner who is the subject of an Intervention Strategy is expected by the terms of this policy to take all possible steps to improve their performance, including using available support services. They *must* participate fully in the development and implementation of the agreed Intervention Strategy.
1. Failure to achieve satisfactory course progress following Intervention Strategy

In the event that a student/learner has not achieved satisfactory course progress at the conclusion of an Intervention Strategy, the RTO Manager must be consulted to review enrolment in a course, imposing any conditions or re-enrolling in the same Stage/Unit of their course. The RTO Manager will advise the student/learner that they have failed to achieve ‘Satisfactory’ course progress as per their Intervention Strategy and discuss outcomes and requirements.

1. System Process

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| **Trigger** | **Accountability** |
| Check LMS (a New Spring) participation each week and monitor assessment submissions as per dates in or Stage/Unit Outline. | Training Department |
| Progression meetings held monthly to consider student progress and identify students who may be at risk of unsatisfactory course progress against the training plan. | Training Department |
| Develop and Intervention strategy at a meeting that aligns to the student/learner training plan. | L&D Manager  |
| Contact with Student to ascertain and provide additional learning support, or other assistance, to support them to achieve satisfactory progress by the end of the Stage/Unit as per the agreed Intervention Strategy.  | Training Department  |
| Provide student progress information to Administrative Officer to record progress of each student in Student Management System (VETtrak Cloud). | Training Department |
| Failure to meet progression as per the Intervention strategy discussions with student/learner and Employer.  | RTO Manager  |