

Progress and Intervention Policy and Procedure (VET)

Note: The Eagle Academy has implemented the Progress Policy and Procedures for all its VET courses. A copy of that document is available to all students in the Handbook, and all staff have access to the document.

Policy: VET Student progress is monitored and reported as per the Procedure below. If a student fails to meet course progress requirements as per the relevant procedure, the CEO (or Delegate) will intervene to take appropriate action within requirements of the National Code. **Unsatisfactory Progress** is defined as not successfully completing or demonstrating competency in at least 50% of the units of competency / modules delivered fully in that study period.

1. At the end of each study period*, students are formally monitored and assessed for satisfactory Progress.

* A study period is either 10 or 20 study weeks.

2. Progress is monitored and assessed by staff as directed. Monitoring is as per the Progress Policy and Procedures, and assessment of Progress occurs against the following definition of Unsatisfactory Progress. See final page for minimum requirements in each study period. **Unsatisfactory Progress** is defined as not successfully completing or demonstrating competency in at least 50% of the units of competency / modules delivered fully in that study period. Because many VET courses often require repeated demonstration of skills over a period of time, the requirements for Satisfactory completion of units must be weighted more towards the end of a course.

3. **Intervention** of "At Risk Students" occurs to look at solutions or support that can be offered to students, at any point during their study, and depends on the length of the course. Generally Course progress is monitored informally, especially in the second half of a study period. If a trainer/ assessor is concerned, he/ she will approach, and subsequently meet with the "At Risk Student" and together discuss strategies to overcome the problem. Student will be offered Support services as required, and/ or extra tutorial assistance, or alternative assessment strategies, suitable for the student. All attempts are made to intervene in a proactive and informal manner BEFORE students require formal intervention. Intervention may also involve counselling students on the suitability of the student's course, their workload, or counselling on factors outside of their course, if required. IF THE STUDENT IS NOT PROGRESSING SATISFACTORILY BECAUSE THEY MISSED ASSESSMENT SESSIONS, A CHARGE MAY BE LEVIED TO COVER THE COSTS OF RUNNING EXTRA ASSESSMENT SESSIONS.

4. If a student is at high risk* of not meeting Progress requirements, any agreed strategies are formally written. Relevant staff notified of Strategies implemented.

5. Action taken/ Outcome to be recorded. Continued monitoring on a semi-formal and regular interval with staff and student occurs.

6. ALL students are FORMALLY assessed and monitored at the completion of a study period. Where a student has failed to meet Satisfactory Progress requirements at the completion of a study period (see Point 2 above), students are personally contacted and counselled as per the above Intervention process. Students are invited to participate in re-assessments where they have previously failed, or been deemed NYC. He/ she is formally notified in writing that not having satisfactory progress in a second consecutive study period, will result in the Academy issuing them with a Notice of Intent to Report them to Immigration for Unsatisfactory course progress. Where there is no consecutive study period, the student will receive a Notice informing them that they are to be reported for unsatisfactory Progress, and advised of appeal mechanisms at this point. If a student submits outstanding work that allows them to be deemed as having satisfactory progress, within the Appeal period, the Academy will take such submissions into favourable account, and not report the student.

7. If a student has UNSATISFACTORY progress for a second consecutive study period, he/she is formally issued with a Notice of Intent to Report them to Immigration for Unsatisfactory course progress. The notice will include information on the student's right to appeal within 20 working days, and the grounds for appeal (incorrect calculation of progress, compassionate or compelling reasons, or The Eagle Academy not implementing this Policy and Procedure correctly). All outcomes are recorded and copies given to the student. If any appeal (including external appeal) is unsuccessful, or the student does not appeal, the student is reported through the PRISMS system.

VET PROGRESS & INTERVENTION POLICY

Definitions:

“At Risk Student” A student that Training or Assessing staff feels is at some risk of not progressing satisfactorily, based on informal monitoring of the student’s progress prior to the end of a study period. This is a professional judgement based on assessment tasks completed, and general observations of the student’s skills and competencies during sessions. It is aimed at intervening BEFORE formal intervention is required at the end of a study period.

“High Risk Students” are those that Training or Assessing staff, using professional judgement, feels will probably fail to meet satisfactory progress requirements at the end of the study period, or a student who has been given an “unsatisfactory progress” result in their first study period. Where possible, formal intervention occurs BEFORE the end of the study period, and formal notes are recorded.

WHO is responsible for each of the steps?: The CEO, and any delegated staff, are responsible for defining the workload for the study period, checking progress, deciding who is at risk, implementing (or directing the implementing of) the intervention strategy and reporting of the student. Appeals are as per the Appeals Policy and Process. Staff however should be vigilant, and alert the CEO to students who they notice are not keeping up with set tasks or assessments. Records will be kept centrally in the Student’s Profiles Folders.

WHEN will each step take place? Informal intervention of “At risk” and “High Risk” students can occur anytime the CEO feels appropriate as per Point 3-5. Intervention of those occurring as a result of formal monitoring and assessment of course progress occurs immediately after the end of a study period, and always within 4 weeks of the beginning of the subsequent study period. Appeals are allowed as per point 7.

HOW will each step be taken? Staff recording assessment results on profile sheets, and trainers signing off on observation sheets, are to alert the CEO to any “At Risk” students AT ANY TIME. Students will be issued with a note to make an appointment to have a meeting with the CEO, or delegated staff. Students that are to be reported are emailed the Notice, as well as a copy being sent to their Education Agent. Pro-forma letters are generated and sent by the Administration System. Records of all interventions, appeals and reporting are kept on the students’ files.

Completion of a course within the expected duration of study

The continuous assessment and delivery strategies of our courses should mean that no student is incapable of completing their course on time. As students do not have choice of how many units to study at any time, the monitoring of a student’s individual workload is not required, other than as part of an intervention strategy, where additional assistance and opportunities as (opposed to extra workload) is offered. If for some reason there is a variation in the student’s workload which may affect the student’s expected completion date, this is to be recorded on the student’s file, along with the reasons for it.

STRATEGY for PROVISION OF EXTRA LEARNING SERVICES & SCHEDULE OF FEES

Students have weekly access to timetabled tutorial sessions to assist them with ANY aspect of their course, free of charge. If a student is falling behind or requires extra learning services, they will be directed to that free service. However if a student misses a test, or a formal observation of skills session, or fails to submit work on time (without a medical certificate or good reason), and later wishes to be assessed in those areas, there is a \$20 per assessment item fee charged to cover expenses. This is to prevent students deliberately missing sessions, and then later presenting themselves expecting to catch up on all missed assessments at a time that suits them.

Academic Integrity of the Course. All VET courses offered to our students are bound by the RTO Standards relating to the training and assessment requirements of the course, including the principles of assessment, trainer qualifications, validation of assessment and progress decisions, and the like. This ensures the academic integrity of the course at all times.

Misconduct and Allegations of Misconduct. Allegations of misconduct (eg plagiarism) are handled promptly and using procedural fairness principles. The Student Handbook outlines Misconduct in further detail. Students found guilty of Misconduct will face appropriate disciplinary action, including possible termination of enrolment. Appeal processes remain in place for all students.

Progress Intervention Meeting Form

Student Name: _____

Course Title: _____

Study Period: 1st / 2nd / 3rd Is this the second consecutive SP of unsatisfactory progress? YES / NO

SP Start Date: _____ SP End Date: _____

Minimum Satisfactory Course Progress Requirements in a Study Period

	First Study Period	Second Study Period	Third Study Period
Certificate I in Sport & Recreation	4 (of 8) *10wk SP		
Certificate II in Sport & Recreation	7 (of 13)		
Certificate III in Sport & Recreation	3 (of 6)	4 (of 9)	
Diploma of Sport Development	4 (of 8)	6 (of 12)	
Certificate III in Fitness	3 (of 6)	5 (of 10)	
Certificate IV in Fitness	3 (of 6)	7 (of 14)	
Certificate IV in Outdoor Recreation	6 (of 12)	10 (of 19)	
Course in Preliminary Spoken & Written English	4 (of 7)		
Certificate I in Spoken & Written English	4 (of 7)		
Certificate II in Spoken & Written English	4 (of 7)		
Certificate III in Spoken & Written English (12mth)	2 (of 3)	3 (of 6)	
Certificate IV in Spoken & Written English – FS	2 (of 3)	2 (of 4)	
Certificate IV in Spoken & Written English – E	1 (of 2)	2 (of 4)	
Certificate I in Business (4 months)	3 (of 6) *10wk SP		
Certificate II in Business (6 months)	6 (of 12)		
Certificate III in Business (6 months)	6 (of 12)		
Certificate IV in Business (6 months)	5 (of 10)		
Certificate I in Business - Ext (6 months)	3 (of 6)		
Certificate II in Business - Ext (9 months)	4 (of 8)	2 (of 4) *10wk SP	
Certificate III in Business - Ext (12 months)	3 (of 6)	3 (of 6)	
Certificate IV in Business - Ext (12 months)	2 (of 4)	3 (of 6)	
Diploma of Business	1 (of 2) *10wk SP	3 (of 6)	
Advanced Diploma of Business	2 (of 4)	2 (of 4)	
Advanced Diploma of Leadership & Management	1 (of 2)	2 (of 4)	3 (of 6)

Please note only compassionate/compelling reasons are valid reasons for poor progress.

Trainer Reason for Intervention: E.g. Not progressing at expected rate			
Agreed Study Plan: E.g. Student needs to attend MLD, Tuit Day & study 5 hours at home per week.			
Student Comment: E.g. I will commit to the study plan.			
Further Action (MAN):	No / Yes	If Yes what type	Course Transfer / Extend CoE
Trainer Signature:			Date:
Student Signature:			Date:
Manager Signature:			Date: