

DOMESTIC STUDENTS COURSE PROGRESS AND ATTENDANCE POLICY

Legislation	Standards for Registered Training Organisations (RTOs) 2015 – Standard 1.7 Learner Support
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This policy/ procedure supports The Standards for RTO's Clause 1.7 which states:

“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.”

Purpose

The purpose of this policy is to outline the Ella Bache College's approach to recording and monitoring student course progress and attendance to ensure that they can complete their course within the duration specified on their Confirmation of Enrolment and that timely interventions are implemented for students at risk of failing to meet course progress requirements. The College recognizes that poor attendance often leads to poor course progress. Both are monitored by Ella Bache College.

Scope

This policy applies to fee paying and VSL students enrolled in Ella Baché College courses.

Policy Statement

Ella Bache College will:

- a) Systematically monitor and assess course progress and attendance of all students.
- b) Be proactive in notifying and counselling students who are at risk of failing to meet course progress requirements
- c) Support students who are at risk of meeting course progress requirements by implementing appropriate intervention strategies
- d) Provide this policy to students and staff

Definitions

In implementing the Course Progress policy, the following definitions apply:

An engaged learner is a learner who actively participates in the learning process through attendance at practical training sessions, engages with the LMS and regularly submitting assessment tasks.

Census date is when the student progress is measured, there are three census dates, one each trimester.

Unit of Study Review is when a student receives formal progression report for the Trimester Unit of Study.

Compassionate and compelling circumstances may include:

- i. serious illness or injury, where a medical certificate states that the student was unable to attend classes

- ii. bereavement of close family members such as parents or grandparents (where possible a death certificate should be provided)
- iii. a traumatic experience which could include involvement in, or witnessing of a serious accident; or witnessing or being the victim of a serious crime (these cases should be supported by police or psychologists' reports)
- iv. any other circumstance deemed compassionate or compelling by the Ella Bache College management

Intervention for 'at risk' students

Identifying a student as being 'at risk' of not making satisfactory academic progress prior to the submission of their assessments is important. Indicators are typically that, the student:

- a. is not attending class regularly and/or not participating actively in class
- b. is not participating in the LMS
- c. is not completing assessment tasks
- d. is not completing their self-study
- e. is experiencing some personal issues or difficulties
- f. **Study period** is One Trimester (EdFlex Campus program 15 weeks study + 2 weeks Holidays and EdFlex Blended 18 weeks + 2 weeks Holidays)
- g. **Satisfactory course progress** is defined as demonstrating competency in 50% or more of the units in a unit of study period (a UOS, or a "trimester") and satisfactorily meeting census requirements for each unit of study period.
- h. Identifying a student as being 'at risk' is in regard to a student at risk of not making satisfactory academic progress prior to the submission of their assessments. This may be for reasons including a student not meeting course attendance requirements, failing 50% of units in a study period etc.

UOS – Unit of Study: There are three units of study or "trimesters":

UOS1 - Trimester 1 has 7 core units of competency

UOS2 - Trimester 2 has 8 units of competency

UOS3 - Trimester 3 has 10 units of competency

Unit of Study Reviews:

Week 4 Unit of Study Review: The census date occurs each Trimester in Week four (4) of each Unit of Study (UOS), this week is when the trainers report the students' academic progress to the Education Manager to determine if early intervention is required.

End of Unit of Study Review: All students receive the formal progression report in the last week of the trimester.

Monitoring Course Progress Procedures

Information provided to students

This policy is provided to students prior to enrolment and are discussed during orientation and will be available during the study. The following key points are discussed during student orientation:

- the requirements for achieving satisfactory course progress including attendance of 20 scheduled course contact hours for the course per week
- process for assessing satisfactory course progress
- intervention strategies that will be implemented for students at risk of failing to achieve satisfactory course progress
- the process for determining the point at which the student has failed to meet satisfactory course progress
- the procedure for notifying students that they have failed to meet satisfactory course progress requirements.

Course timetables listing, trimester durations and units offered in each trimester are provided to students during orientation & before the start of each trimester. In order to graduate with the SHB50115 Diploma of Beauty Therapy a student must have successfully completed all the twenty-five (25) Units of Competence within the course.

Process for Monitoring Course Progress

A student is deemed to be an engaged learner when they are actively participating in the learning process through attendance at practical training sessions, engaging in the LMS and regularly submitting assessment tasks.

Students progression is assessed continuously, both formally and informally by a Trainer as assessments are submitted, marked and results provided to the student and by observation of a students' skills and techniques demonstrated in practical training and assessment sessions. Students receive formal progression reports at the end of Unit of Study Review.

Course progression is measured at each of the three census dates where they must have met the requirements and also at the end of each trimester as follows:

Census Dates

Refer to the website for further information - [Click here](#)

Census Date 1

- Logged into the Learning Portal
- Completed Orientation
- Completed 1 assessment task (practical or theory)

Census Dates 2

- Completed 50% of total Unit of Study 1 assessment tasks
- Attended Unit of Study 2 practical training sessions On Campus
- Completed 1 assessment task in Unit of Study 2 (practical or theory)

Census Date 3

- Completed 100% of Unit of Study 1 Units of Competence
- Completed 50% of Unit of Study 2 Assessment Tasks
- Attended Unit of Study 3 practical training sessions On Campus

Course progression is also monitored at the end of each trimester when all students undergo an "End of Unit of Study Review". **Satisfactory course progress** occurs when a student demonstrates competency in 50% or more of the units in a unit of study period (a UOS, or a "trimester") and satisfactorily meets census requirements for each unit of study period as outlined above.

Recording of results

- The Admin Staff register course timetables in the My Ella Bache Learning Portal Learning Management System (LMS).
- Once units are completed, the trainers notify the Student Services Staff to enter the results into the Student Management System (SMS). Students can check their results at LMS with trainer's feedback.
- Trainers complete a Progression Report for each individual student and email students a copy of the report each trimester and arrange a progression meeting either face to face or over the phone to discuss their academic progress.
- Students will be given opportunities to either appeal the assessment decisions or request re-assessment.
- If a student appeals the decision, the trainer receives the appeal and appoint a different assessor to review the assessment in line with the Assessment Appeals process.
- If student requests for reassessment, the trainer arranges the reassessment and records any academic intervention in SMS. If a student is deemed "Not Yet Competent" in the re-assessment, the student will be advised to re-enroll in the unit at their own cost as per terms and conditions outlined prior to enrolment with the RTO.

Monitoring Course Attendance Procedures

Process for Monitoring Course Attendance

Enrolled EdFlex Campus students are required to attend all classes each week, 20 hours per week on Campus.

Student attendance is monitored daily by trainers, who are required to:

- Mark (A – Absent and P – Present) attendance for each session on the shared class roll spreadsheet. The attendance spreadsheet is shared with the Admin Staff to identify students who were absent regularly from classes or who may be risk of not achieving satisfactory course progress due to not meeting the satisfactory attendance requirement.

If a student's overall projected attendance for the course is below 80% or if a student who missed 5 consecutive days of classes, the student will be sent a "Warning letter for unsatisfactory course progress or attendance".

This letter is to caution the student that he/she is at risk of:

- Not completing course requirements within the expected duration of their course enrolment
- Failing to meet the course progress requirements due to their unsatisfactory attendance.

Managing Unsatisfactory Progression or Attendance

Implementing intervention for 'at risk' students

The Education Manager or delegate will contact in the first instance any student identified as not meeting attendance requirements or being at risk of not achieving satisfactory academic progression.

If no progress is made the Education Manager or delegate will decide the intervention strategy most suited to the student's specific situation. The following steps are then implemented:

- Interviewing the student
- Developing and implementing an appropriate strategy and recording the details on an Academic

Intervention Study Plan; (Provide a copy to the student via email)

- Monitoring and recording of the student's subsequent progress
- Issuing a Warning letter if the student is not progressing satisfactorily
- Further interview where necessary.

Intervention strategies

Step 1: Warning letter 1 - Warning email for unsatisfactory course progress or attendance

Students are formally advised in writing that not meeting course attendance or progress requirements as outlined in this policy could lead to the student, depending on the outcome of any appeals process.

In the case of no response or improvement in two weeks from the student a second warning will be issued, and the student will be invited to participate in an intervention meeting.

Step 2: Intervention Meeting

Students who have failed to make satisfactory academic progress or meet attendance requirements as per the conditions above will be deemed at risk.

The student is requested to attend an intervention meeting to address the issue with the Education Manager.

When the student attends the attendance intervention meeting, the Education Manager explain to the student that maintaining satisfactory attendance is a condition of enrolment as per the terms and conditions, and counsels them on their non- attendance or progress. The Education Manager completes the Academic Intervention Study Plan. After the intervention meeting, the Education Manager will email the student outlining the details of the meeting and the Academic Intervention Study Plan. All intervention records including the Academic Intervention Study Plans and the email communication to the student are entered in Student Management System.

The intervention may include, but not be limited to:

- Advising students to attend classes regularly
- Where appropriate, advising students on the suitability of the course in which they are enrolled
- Assisting students by advising them of opportunities for a student to be reassessed for tasks in units or subjects where they have previously been assessed Not Yet Competent (NYC), or demonstrate the necessary competency in areas in which they have not previously been able to demonstrate competency
- Providing extra tuition and support and or LLN Support
- Providing assistance to deal with the personal issues which are influencing progress
- Providing support where personal issues are affecting attendance or progress

Academic Intervention Study Plan

Students who have failed to make satisfactory academic progress as per the conditions above will be deemed to be "at risk" and a formal academic intervention strategy will be implemented specific to their particular needs in the form of an Academic Intervention Study Plan. The plan, negotiated with the Education Manager and agreed with the student may include:

- Specific action items with agreed timeframes (maximum 90 days) for achievement
- Follow up meetings with the trainer or Education Manager
- The student is allowed a maximum period of 90 days to meet progression requirements. The student's enrolment is not affected.

Students on an Academic Intervention Study Plan may **not** progress to the next Unit of Study. Academic Intervention Study Plan must be completed and signed off by the Education Manager. A student who does not comply with the conditions of their Academic Intervention Study Plan will be asked to attend second meeting with the Education Manager.

The student must acknowledge and accept the Academic Intervention Study Plan in writing, which is retained in the student's file.

Once an intervention strategy has been activated for a student, all documentation must be retained on the students file and the ongoing effectiveness of the strategy monitored by the Education Manager.

Step 3: Inactive Status

A student who does not comply with the conditions of their Academic Intervention Study Plan will be advised that their status has been changed to inactive.

Students who have:

- not made progress as per the Academic Intervention Study Plan outlined in Step 2

been at risk of not achieving satisfactory progression for two consecutive Units of Study (UOS)

- are not attending classes after the implementation of the intervention
 - been inactive for 12 months
 - are deemed inactive as they cannot be reached by the college
- will have their course enrolment cancelled. A letter will be sent in writing to the student's email address.
- The letter will outline Ella Bache College's decision, reasons for this decision and appeal mechanisms.

Students are informed that they have a period of **28** days to utilise the Complaints, Grievances and Appeals Policy and Procedure **to appeal an intention to report decision by the College**. If a student chooses to appeal their enrolment will remain inactive until the outcome of the appeal is advised to the student.

Step 4: Appealing Inactive Status:

According to the Ella Bache College Course Progress Policy, a student may appeal if they believe one or more of the following have happened:

- Ella Bache has not recorded or calculated marks correctly
- There are compassionate or compelling reasons which have contributed to unsatisfactory progress (evidence must be provided)
- Ella Bache has not implemented its intervention strategy in accordance with documented policies and procedures that have been made available to the student
- Ella Bache has not implemented other policies which may impact upon results – e.g. assessment policy, examinations policy, feedback policy
- Ella Bache has not made relevant policies regarding monitoring course progress and attendance policies available to the student.

Successful Appeal

If the appeal is determined as successful and the student actually made satisfactory course progress (successfully completed more than 50% of the course requirements for that study period), there is no requirement for further intervention. The student will however continue to be monitored for attendance and course progress and will remain on a risk register.

If the appeals process shows that the student has not made satisfactory progress, but there are compassionate or compelling reasons for the lack of progress, ongoing support will be provided to the student through the Ella Bache College intervention strategy, and Ella Bache College will not report the student.

Where a student does not complete their course, they may only be eligible to get a Statement of Attainment.

Review of Intervention strategies

The Education Manager reviews all intervention records with the Admin Staff every six months to ensure that these strategies are effective and are supporting students to maintain the course progress.

Responsibilities

The **Trainers / Admin** are responsible for

- monitoring course progress and attendance of all students and recording and managing interventions.

The **Education Manager** is responsible for monitoring the effectiveness of interventions, hearing appeals relating to student enrolment decisions and making appeals decisions.

Associated Documents

Complaints, Grievances and Appeals Policy and Procedure

Deferring, Suspending or Cancelling Students Enrolment Policy and Procedure (Domestic students)

Academic Intervention Study Plan

Warning letter 1 - Unsatisfactory Course Progress or Attendance Warning Letter

Warning letter 2 – Inactive