

<b>Name of the Policy</b>	<b>PP39 Student Progress Monitoring and Support Policy and Procedure</b>
Distribution	All Staff
Entity relating to	<p>Stirling Institute of Australia Pty Ltd trading as</p> <ul style="list-style-type: none"> <li>• Academy of Hypnotic Science</li> <li>• Stirling Institute of Counselling</li> <li>• Stirling Institute</li> <li>• Stirling Institute of Hypnotherapy</li> <li>• Stirling Institute of Business</li> <li>• Stirling Institute of Children's Services</li> </ul>
Reference to HESG	Skills First Contract 2022 Schedule 1 Clause 9
Related Documents	<p>PP07 Students Complaints, Grievance &amp; Appeals Policy and Procedure</p> <p>PP20 Access and Equity Policy &amp; Procedure</p> <p>PP28 Training and Assessment Policy and Procedure</p> <p>PP41 Pre-Training Review &amp; LLN Policy and Procedure</p> <p>Form 39 Intervention Strategy Form</p> <p>TMP04 Academic Action Plan</p>
Statutory References	<p>National Vocational Education and Training Regulator Act 2011</p> <p>Standards for RTO's 2015 Clause 1.7</p>
Legislative Context	<p>Commonwealth Human Rights and Equal Opportunity Commission Act 1986</p> <p>Commonwealth Disability Discrimination Act 1992</p> <p>Commonwealth Disability Standards for Education 2005</p> <p>Australian Human Rights Commission Act 1986</p> <p>Victorian Equal Opportunity Act 1995</p>

## Table of Contents

1. Policy .....	3
2. Purpose .....	3
3. Scope .....	3
4. Definitions .....	3
5. Requirements and Process .....	4
6. Procedures .....	5
Pre-training review .....	5
Monitoring competency completion.....	6
Intervention strategies .....	6
Specific Academic Action Plan Strategies .....	7
Appeal process and enrolment cancellation .....	8
7. Responsibility .....	8
8. Review Date .....	8
9. Resources .....	9
10. Version History .....	10

## 1. Policy

Stirling Institute of Australia (Stirling Institute) is committed to providing a personalised, innovative supportive learning environment whereby students receive an enjoyable, enriching valuable educational experience.

This policy is in place to provide staff with structure and guidance regarding their responsibilities towards monitoring student progress and identification of risk. This policy aims to ensure individual student needs are identified and strategies are implemented to ensure additional personal or educational needs are provided.

## 2. Purpose

The purpose of this policy is to document the processes that Stirling Institute will use to ensure that it offers and organises support to all its students and regularly monitors their progress so that students will be able to achieve their learning objectives.

## 3. Scope

This policy applies to all the students and staff that directly or indirectly linked to provide support to the students on ongoing basis.

## 4. Definitions

**Activities** include class or group lessons, workbook tasks, projects and on-the-job learning, including simulations that are designed to provide significant learning opportunities.

**Attendance** not only means being present in a face-to-face class for the duration of time from start to finish, but also attendance at field trips, keeping appointments with the workplace trainer, discussions with mentors and other situations which requires a physical presence by the student.

**Active participation in learning** involves a student's commitment to the learning tasks and activities in terms of preparation, research, completion of tasks and participation in group or team activities.

**Active participation in assessment** may be demonstrated by the gathering of appropriate evidence or by preparing for, submitting and/or presenting an assessment on time and in the required format.

**Competence** is determined under the guidelines indicated in the relevant Training Package. Students are required to show they have gained the required skills and knowledge through the satisfactory completion of assessment tasks that have been mapped and validated against competency elements and performance criteria. All requirements of the assessment must be satisfactorily achieved.

**Formative Assessments** are used to demonstrate the ongoing development of skills and knowledge.

**Intervention strategies** are aimed at providing support to student so they are not at risk of failing to satisfactorily complete their courses.

**Language** relates to the words, verbal structures and gestures we use to convey meaning.

**Literacy** refers to being able to read and use written information

**Numeracy** is the practical application of mathematical skills

**Satisfactory** course progress is based on satisfactory assessment results achieved within the given time frame of the agreed training contract.

**Summative assessment** occurs at a point in time and is carried out to summaries achievement at that point in time. Often more structured than formative assessment, it provides trainers and students with information on student progress and level of achievement.

## 5. Requirements and Process

Stirling Institute recognises that a student's course and academic progress is largely impacted by their attendance and active participation in learning and assessment activities.

Students who regularly attend, complete learning tasks and actively participate in their learning activities achieve positive performance outcomes in their learning journey.

Stirling Institute recognises that in addition to its standard training and assessment strategy it must implement specific intervention strategies for students at risk.

### **Students at risk of failing to meet satisfactory course progress**

A student could be at risk at any time due to factors such as:

- Inadequate foundation skills in language literacy or numeracy
- General poor participation
- General poor attitude towards learning
- Failure to provide assessments by the due date without providing satisfactory reason
- Student does not adhere to mandatory directions
- Student does not meet the specified outcomes which have been agreed to and documented
- Student is at risk of not completing a course within the expected duration of study as specified on the training contract, without a valid reason
- Learning Disability
- Physical Disability
- Cultural, socioeconomic, family issues
- Limited access to resources

### **General strategies to encourage and monitor student progress**

Stirling Institute has several strategies to encourage and monitor student progress, including, but not limited to:

- Mandatory attendance at Pre-Training Review Information Session – this session is designed to ensure students undertake a pre-course skills assessment to assess student's suitability.
- Providing prospective students with pre-course information describing delivery model, duration and assessment and advising students on the suitability of the course in which they are expressing interest towards
- Appointment of quality educators to deliver quality education and to provide regular feedback to students relating to progress.
- Designated responsibilities to student support officers to monitor attendance and competency completion.
- Trainer reports indicating poor participation or concerns about student progress
- Formative and summative assessment results and feedback to students
- Providing regular feedback to students regarding their progress
- Giving students the opportunity to discuss concerns and improvement strategies with an appropriate staff member to achieve satisfactory course progress
- Ensuring all staff promote an inclusive learning environment enabling all students to be welcomed, accepted and engaged so that they can participate, achieve and thrive.

## 6. Procedures

### Pre-training review

Stirling Institute will conduct a pre-training review with all students to ensure that all students are enrolled in an appropriate training program and identify any special needs with their individual learning. The pre-training review provides:

- Detailed outline of the training program
- Final training plan negotiation
- A language, literacy and numeracy (LLN) assessment
- An opportunity to apply for recognition of prior learning and current competence or credit transfer
- Students who have indicated that they need special support in their enrolment form are contacted, or students who require assistance or support with any special need, including LLN, speak confidentially with their trainer
- Stirling institute's staff discuss options for participation in training programs to assist students in achieving competence
- Monitoring regular and active participation in training and assessment.

### **Stirling Institute will implement the following procedures to monitor student's attendance and academic progress**

Trainers/assessors are required to:

- Submit to student support officer by 11am of every scheduled class an attendance record identifying any student absent
- Discuss attendance and participation issues with the student support officer
- Discuss attendance and participation issues with the student
- Regularly review course progress in terms of competency achievement in comparison with the approved training plan
- In collaboration with student develop intervention strategy
- SIA has a range of strategies to ensure sufficient EOP is available within our student hard copy files. Students are required to sign attendance registers at each training session and complete a range of class activities and case studies throughout their program of study. These items are in addition to their final competency assessments. Trainers and assessors are to ensure all evidence to support participation is submitted to the data team. This evidence may include however not limited to:
  - Participant attendance sheet
  - Student engagement activity
  - Case study review
  - Self-paced activities
  - Summative assessments
- Student Engagement Activities are to be facilitated by the trainer within 1 month of the units Enrolment Activity Start Date. The exact delivery is at the discretion of the trainer which may include:
  - Unit commencement
  - Across a number of sessions (with a 28 day period)

Student Support staff are required to:

- Review attendance record submitted by trainers and contact students absent without previous notification

Data team are required to:

- Record student progress into student management system
- Record intervention strategy into student management system
- Record Academic Action plan on student management system
- Provide Training managers with fortnightly Progress Report

Training Manager is required to:

- Review fortnightly progress reports to identify students who are at risk
- Discuss students at risk with trainer/assessor and where applicable instigate intervention strategy

### **Monitoring competency completion**

- The trainer/assessor documents academic progress through the recording of assessment outcomes. (Students are provided with the opportunity for two assessment re-sits prior to a final assessment of Not Yet Competent outcome being recorded in the student management system)
- Where a student's final assessment results for a Unit of Competence show Not Yet Competent, the situation is viewed as a potential risk to course completion. (Final assessment results are the results recorded for a Unit of Competency after undergoing all assessments and any available assessment re-sits.)
- Where a student does not satisfactorily complete required assessments for a Unit of Competency within required timeframes an Intervention Strategy is prepared by the trainer/assessor, student support officer or training manager to identify potential risks to overall course completion according to the training plan.
- Whereby academic progress is at risk due an Academic Action Plan will be developed and implemented to assist the student to achieve course objectives

Students, under traineeship or apprenticeship, will have their enrolment reviewed in conjunction with their employer and the Australian Apprenticeship Support Network which may result in their traineeship /apprenticeship being cancelled.

### **Intervention strategies**

An intervention strategy must be implemented when it is identified that the student is at risk.

- Strategies are individually determined to meet the need of the student, and could include, but are not limited to:
- Additional English language or numeracy support
- Additional tutoring or learning activities
- Advice regarding study habits (e.g. Maintaining required class attendance)
- Time management for submission of learning activities and assessments
- Advising of opportunities for the students to be reassessed
- Advising alternative ways for students to demonstrate the necessary competency in areas in which they had not been previously able to demonstrate competency
- Where the issue relates to limitations to resources, staff will discuss options for student to access/loan resources owned by the RTO
- Where the problem is identified as being a situation requiring professional counselling, Stirling Institute refers the student to a professional counselling service if the student is happy to attend
- Stirling Institute can also provide pamphlets and contact information for personal and counselling support services which the student may benefit

When an Intervention Strategy requirement is identified for a student:

- Student support officer will attempt to contact students three times over a two-week period leading up to this date. If students are unresponsive they will be sent an e-mail outlining the attempts of contact, reasons for a meeting and advises if no contact is made to Stirling Institute within seven days, they will be withdrawn from the program.
- Where a student is contactable, the Training Manager will discuss an interim intervention strategy and organise a meeting to follow up on the intervention strategy with the trainer.
- Where, the student has described genuine extenuating circumstances, such as family issues, medical issues etc, they will be provided with an extension to the course or submission of assessment. However, extension for the course will be provided only for a month and any further extension will be at the discretion of CEO/Training Manager. Students will be required to fill in an extension form and provide appropriate support documents.
- At the meeting, the Interim intervention strategy, including an agreed Academic Action Plan, is discussed with the student. The Academic Action Plan includes proposed ongoing monitoring and agreed benchmarks and dates for achievements and turn-around to satisfactory performance.
- Options presented to the student will take into account previous attempts at the same course or units of competency, attendance, feedback from trainers and/or the training manager, and information provided by the student in support of their continuation and challenges in the program. Participation in previous intervention strategies by the student will also be considered.
- When agreed to, the Academic Action Plan is signed off by the student and representative of Stirling Institute.
- The Academic Action Plan is implemented and monitored until its conclusion and the student is no longer at risk.
- The intervention strategy and Agreed Academic plan will be registered on the student management system
- The Training Manager monitors the implemented intervention strategies and/or Academic action plans by checking the relevant Report for Monitoring Course Progress, which is provided weekly by the Data and Finance Manager.
- Where the Action Plan has been implemented but the student does not perform in accordance with the Action Plan, the student is referred to the Training Manager who will further document and inform the student that unsatisfactory progress could result in terminating the student's enrolment.
- Students may be allowed to complete their course duration with only partial qualification achievement or may choose to withdraw from the course.

### **Specific Academic Action Plan Strategies**

The following strategies may be implemented by Stirling Institute based on the individual needs of the student:

- Provide specific assistance with study skills
- Seek specific assistance with LLN
- Referral to EAL course
- Where the training package allows provide flexible learning and assessment strategies
- Providing flexibility in scheduling and
- Provide access to student support services.
- Individual tutoring if appropriate
- Offer variation to training plan
- Consult external services – such as counselling.

## Appeal process and enrolment cancellation

Where a student initiates an appeal against their assessment outcome or against the decision to cancel their enrolment:

- Stirling Institute must maintain the student's enrolment while the complaints, grievance and appeals processes is ongoing. The student may engage in a modified program during this time so as not to further impact on the student's risk of course cancellation (at the discretion of Training Manager)
- Where the student has chosen not to access the complaints, grievance and appeals processes within the 20-working day period, withdraws from the process, or the process is completed and results in a decision to cancel the student's enrolment, Stirling Institute will cancel the student's enrolment and where applicable notify the employer, the Australian Apprenticeship Support network and the relevant funding body
- If the appeal is upheld, the NYC decision will be overturned and, if necessary, a further meeting between the student and Training Manager/trainer will be held to determine further intervention and support strategies to assist the student to get their course progress back on track
- All affected staff will also be advised of the outcome of this process
- All documentation pertaining to a student's course monitoring, Intervention Strategy and Action Plans, enrolment cancellation and reporting is to be retained on the student's file.

## 7. Responsibility

The Quality and Compliance Manager is to ensure all requirements of this Policy and Procedure are met. All staff and students adhere to Stirling Institute's Policies and Procedures.

The Quality and Compliance Manager with direct access to the CEO, has the responsibility to ensure that Stirling Institute complies with all of the statements and processes included in this document and maintains these standards across all of the areas of operation of Stirling Institute.

## 8. Review Date

12 months from the date of this version, or as required.



## 9. Resources

<p><b>LLN Resources</b></p> <p>ACER have gathered some useful LLN resources for teaching and learning</p> <p><a href="https://www.acer.org/cspa/lln-resources-for-teaching-and-learning">https://www.acer.org/cspa/lln-resources-for-teaching-and-learning</a></p> <p>Videos:</p> <ul style="list-style-type: none"> <li>• Ideas that work is an online library of free LLN training and professional development videos. <a href="https://www.ideasthatwork.com.au">https://www.ideasthatwork.com.au</a></li> <li>• Community Services and Health Industry Skills Council Foundation Skills have produced 14 short video clips that reference foundation skills, seven of which provide useful strategies for VET practitioners in identifying skill requirements in the CHC sectors and addressing them <a href="https://vimeo.com/cshisc">https://vimeo.com/cshisc</a></li> <li>• LLN Awareness &amp; Foundation Skills Implementation videos produced by the Community Services &amp; Health Industry Skills Council <a href="https://www.youtube.com/watch?v=38DFD5kv8vU&amp;list=PLD1VjDGwGI3ZjV-LTqvSW4T-NHhrdhLeG">https://www.youtube.com/watch?v=38DFD5kv8vU&amp;list=PLD1VjDGwGI3ZjV-LTqvSW4T-NHhrdhLeG</a></li> <li>• MSASkills Channel shows Language, Literacy and Numeracy (LLN) Training and Professional Development Videos <a href="https://www.youtube.com/playlist?list=PLvidlZBmftgmPoubqdYkIJTF1WuhKNhxB">https://www.youtube.com/playlist?list=PLvidlZBmftgmPoubqdYkIJTF1WuhKNhxB</a></li> </ul>
<p><b>Useful Websites</b></p> <ul style="list-style-type: none"> <li>• Australian Council for Adult Literacy <a href="http://acal.edu.au">http://acal.edu.au</a></li> <li>• Online Writing Lab: ESL resources <a href="https://owl.english.purdue.edu/handouts/esl/eslstudent.html">https://owl.english.purdue.edu/handouts/esl/eslstudent.html</a></li> <li>• Skillswise <a href="http://www.bbc.co.uk/skillswise">http://www.bbc.co.uk/skillswise</a></li> <li>• ESL lesson plans and resources <a href="http://www.csun.edu/~hcedu013/eslplans.html">http://www.csun.edu/~hcedu013/eslplans.html</a></li> </ul>
<p><b>Cultural Diversity</b></p> <ul style="list-style-type: none"> <li>• Responding to CALD Learners <a href="https://www.education.vic.gov.au/Documents/about/research/acfepublications/caldlearnerscd.pdf">https://www.education.vic.gov.au/Documents/about/research/acfepublications/caldlearnerscd.pdf</a></li> <li>• Culture and diversity_ teaching-and-learning <a href="https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/culture-and-diversity">https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/culture-and-diversity</a></li> <li>• Multicultural events and programs <a href="https://www.education.vic.gov.au/school/teachers/teachingresources/multicultural/Pages/multievent.aspx">https://www.education.vic.gov.au/school/teachers/teachingresources/multicultural/Pages/multievent.aspx</a></li> <li>• Literacy support for Indigenous VET students: Good practice guide <a href="https://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=2&amp;ved=2ahUKEwj50I-CptfdAhWFbN4KHSobAjlQFjABegQIBxAC&amp;url=https%3A%2F%2Fwww.ncver.edu.au%2F_data%2Fassets%2Fword_doc%2F0024%2F4839%2Fnr5l10.doc&amp;usq=AOvVaw3J3cTHFoG5h8LwSUwvMKkt">https://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=2&amp;ved=2ahUKEwj50I-CptfdAhWFbN4KHSobAjlQFjABegQIBxAC&amp;url=https%3A%2F%2Fwww.ncver.edu.au%2F_data%2Fassets%2Fword_doc%2F0024%2F4839%2Fnr5l10.doc&amp;usq=AOvVaw3J3cTHFoG5h8LwSUwvMKkt</a></li> </ul>
<p><b>Student Well being</b></p> <ul style="list-style-type: none"> <li>• Australian Skills Quality Authority <a href="https://www.asqa.gov.au">https://www.asqa.gov.au</a></li> <li>• Australian Apprenticeship Support Network <a href="https://www.australianapprenticeships.gov.au/australian-apprenticeship-support-network">https://www.australianapprenticeships.gov.au/australian-apprenticeship-support-network</a></li> <li>• Lifeline <a href="https://www.lifeline.org.au">https://www.lifeline.org.au</a></li> <li>• Domestic Violence Resource Centre Victoria <a href="https://www.dvrcv.org.au/support-services/victorian-services">https://www.dvrcv.org.au/support-services/victorian-services</a></li> <li>• Relationships Australia <a href="http://www.relationships.org.au">http://www.relationships.org.au</a></li> <li>• Health Vic – Drugs and Alcohol <a href="https://www2.health.vic.gov.au/alcohol-and-drugs">https://www2.health.vic.gov.au/alcohol-and-drugs</a> Beyond blue <a href="https://www.beyondblue.org.au/home">https://www.beyondblue.org.au/home</a></li> <li>• Department of Families, Fairness and Housing <a href="https://www.vic.gov.au/department-families-fairness-and-housing">https://www.vic.gov.au/department-families-fairness-and-housing</a></li> </ul>

## 10. Version History

Version Number	Date	Reason for change	Prepared By	Approved By
	Sep 2016	Policy updated to reflect the current practices of Stirling Institute aligning with the standards	Compliance Manager (JS)	Board of Directors-AW
	March 2016	Policy is updated to reflect the extension student can be provided with for the course & assessment submission	Compliance Manager (JS)	Board of Directors
2018_v1.0	Jan 2016	New template, Mapping to Stirling Institute s 2015	Compliance Manager	CEO
2018_v2.0	July 2018	Updated information and corrected formatting	Quality & Compliance Manager	CEO
3	October 2018	Updated information	Quality & Compliance Manager	CEO
4	Feb 2019	Updated positions and updated process to ensure EOP is included in policy	Quality & Compliance Manager	CEO
V4.1	May 2021	Reviewed HESG Reference to Contract. Changed DHS to DFFH (and relevant link)	Quality & Compliance Manager (GDS)	CEO (DY)
V4.2	May 2022	Updated HESG Reference	Quality & Compliance Manager (GDS)	CEO (DY)