



THE UNIVERSITY OF
NOTRE DAME
A U S T R A L I A

Procedure:

(VET) Student Progress

Effective: 12 December 2018

Audience: Students and Staff

Policy Category: Academic
Policy Sub-category: VET

Key words:	progress, support, students at risk
Procedure Owner:	VET CEO
Responsible Officer:	Assistant Dean Nursing, relevant Program Coordinator (or equivalent)
Review Date:	12 December 2021

Contents

1	Purpose.....	3
2	Related Documents	3
3	Pre-Course progression planning	3
4	Monitoring Course Progress	3
5	At Risk Course Progress – end of Cluster or Stage	4
6	At Risk Course Progress – Intervention Strategy	4
7	Failure to achieve satisfactory course progress following Intervention Strategy	6
8	RELATED DOCUMENTS	6
9	DEFINITIONS	6
10	PROCESS SUMMARY	8

1 Purpose

- 1.1 The University is committed to maximising opportunities for student success and monitors course progress to identify students who may need additional support to successfully complete their Vocational Education and Training (VET) course.
- 1.2 This Procedure outlines the processes to monitor course progress, to identify those students at risk of not achieving satisfactory course progress at an early stage, and to provide additional support to them during their course.

2 Related Documents

- 2.1 This Procedure should be read in conjunction with the following documents:
 - 2.1.1 General Regulations
 - 2.1.2 Procedure: Special Consideration
 - 2.1.3 Procedure: (VET) Student Attendance
 - 2.1.4 Procedure: Student Grievance
 - 2.1.5 Policy: Students with a Disability

3 Pre-Course progression planning

- 3.1 Prior to commencement of their course, each student's support needs are identified through processes that include: compulsory Language, Literacy and Numeracy assessment, personal interviews prior to offer, and specialised disability support, including development of a Learning Access Plan, where applicable.

4 Monitoring Course Progress

- 4.1 Trainers and assessors will check Blackboard participation each week and monitor assessment submissions in line with identified requirements outlined in the Stage or Cluster Outline.
- 4.2 The progress of each student will be monitored by Trainers and Assessors throughout each study period or Stage after each assessment through BlackBoard and progress information will be sent to the Administration Officer for recording in the Student Management System, *Power Pro* when a student commences or completes a Unit of Competency.
- 4.3 At the end of each calendar month, a case load meeting will be held with all relevant trainers and assessors and the Assistant Dean of Nursing (or delegate) and relevant Program Coordinator (or equivalent). At the case load meeting each student's progress will be considered and any students who may be at risk of not fulfilling course progress requirements will be identified, in instances where students:
 - 4.3.1 have missed (or been late for) assessment deadlines; and/or
 - 4.3.2 have missed classes (online or face to face), and/or
 - 4.3.3 have missed work placements, and/or
 - 4.3.4 are not fully participating in classes during that month; and/or
 - 4.3.5 have been deemed 'Unsatisfactory' or 'Not Yet Competent' in any assessments conducted during that month.

- 4.4 Those students who are deemed to be at risk of not fulfilling course progress requirements will be contacted by the nominated trainer and assessor to ascertain appropriate additional learning support, or other forms of assistance, to maximise the chances of a student successfully completing by the end of the Stage or Cluster. Action to support identified students should be taken within seven days of the case load meeting.
- 4.5 Student attendance will be monitored as per the Procedure: (VET) Student Attendance.

5 At Risk Course Progress – end of Cluster or Stage

- 5.1 At the end of each Cluster or Stage of a course, trainers and assessors, together with the Assistant Dean of Nursing, or relevant Program Coordinator (or equivalent) will review the progress of students for that Stage, any Special Consideration granted, and will identify any students whose progression may be at risk.
- 5.2 Students will be identified as at risk of not fulfilling course progress requirements if they are deemed by Assistant Dean of Nursing or relevant Program Coordinator (or equivalent), following reference to the learning and assessment expectations set out in the relevant Cluster or Stage Outline, and Training and Assessment Strategy (TAS) to have:
 - 5.2.1 fallen behind to the extent at which they may be unable to meet an assessment deadline, submit required assessment evidence, complete a work placement or attend site visit meetings prior to the next Stage, Cluster or Unit commencing.
 - 5.2.2 deemed Unsatisfactory or Not Yet Competent in more than 50% of the units in which they are enrolled; or
 - 5.2.3 deemed 'Unsatisfactory' or 'Not yet Competent' in the same unit of competency two times, or
 - 5.2.4 Do not complete their program of learning within the maximum Stage or Cluster duration as specified in the Stage or Cluster Outline; or
 - 5.2.5 Are deemed to be an unsafe practitioner following work placement/work experience.

6 At Risk Course Progress – Intervention Strategy

- 6.1 If a student is identified as at risk at the end of a Cluster or Stage in accordance with section 5.2, the Assistant Dean of Nursing or relevant Program Coordinator (or equivalent) will contact the student to arrange a meeting to explain:
 - 6.1.1 the grounds on which risk to progress has been identified;
 - 6.1.2 whether they are required to re-enrol in the same Stage, and not progress to the next Stage;
 - 6.1.3 identify barriers to progression and completion, and
 - 6.1.4 identify appropriate forms of assistance and learning support to achieve satisfactory progress.
- 6.2 At the meeting, a formal Intervention Strategy in the form of an individual learning plan, setting out planned actions and timeframes to assist the student to achieve satisfactory course progress may be developed. Actions to assist the student may include, but are not limited to:
 - 6.2.1 Strategies identified by the LLN instrument completed by the student for the

- qualification they are enrolled in; and/or
 - 6.2.2 recommendations that the Student participate in relevant learning support activities, and/or attend academic skills and/or English language proficiency programs; and/or
 - 6.2.3 additional tutorials, extra training sessions, optional theory block weeks, extra practical training sessions; and/or
 - 6.2.4 cultural support activities targeted to the needs of the student;
 - 6.2.5 assisting the Student to access the University's counselling service to receive assistance with any personal issues that may be affecting the student's course progress;
 - 6.2.6 special equipment or resources, such as learning materials being provided in alternative formats;
 - 6.2.7 mediation or referral to specialist services;
 - 6.2.8 provision of IT support;
 - 6.2.9 referral to the University's Study Support Centre for Disability or other academic support;
 - 6.2.10 pairing the Student with an appropriate student mentor;
 - 6.2.11 requiring the student to meet specific attendance requirements; or
 - 6.2.12 requiring the Student to repeat a Stage or Cluster, one or more assessments, or one or more Units of Competency in the course.
- 6.3** An Intervention Strategy 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.
- 6.4** The Intervention Strategy must be signed and dated by the student to indicate their acceptance of the Strategy as a condition of their continued enrolment, and by the Assistant Dean of Nursing or relevant Program Coordinator (or equivalent). A copy will be kept in the student file, and also provided to the student.
- 6.5** Where a student is uncontactable or refuses to accept a proposed Intervention Strategy, a formal record of this will be made on the Student's file.
- 6.6** A Student who is the subject of an Intervention Strategy is expected to:
- 6.6.1 take all possible steps to improve their performance, including using available support services;
 - 6.6.2 participate fully in the development and implementation of any Intervention Strategy put in place;
 - 6.6.3 seek advice before signing an Intervention Strategy Form if they do not understand the implications including, but not limited to, implications for their expected course completion date.
- 6.7** An Intervention Strategy will normally be implemented for one Stage, Cluster or study period, and for not more than two consecutive Stages or Clusters of a qualification.

7 Failure to achieve satisfactory course progress following Intervention Strategy

7.1 In the event that a Student is deemed by the Assistant Dean of Nursing or relevant Program Coordinator (or equivalent) to have not achieved satisfactory course progress at the conclusion of an Intervention Strategy, the student will be contacted via their Notre Dame student email account by the Assistant Dean of Nursing or Head of Campus (or delegate) to advise the student:

- 7.1.1 that they have failed to achieve Satisfactory course progress despite the implementation of an Intervention Strategy;
- 7.1.2 that the University will be reviewing their enrolment for:
 - (a) continuing in the course, conditional on development and full implementation of a revised Intervention Strategy; or
 - (b) re-enrolling in the same Stage or Cluster of the course.

8 RELATED DOCUMENTS

- 8.1** Intervention Strategy template
- 8.2** General Regulations
- 8.3** Policy: Students with a Disability

9 DEFINITIONS

The following definitions apply to this Procedure:

Compassionate and Compelling Circumstances are generally beyond the student's control and have an impact on the student's attendance, wellbeing or ability to meet the course expectations. These could include, but are not limited to:

- (a) Illness or injury, disability, impairment or incapacitation
- (b) Misadventure - such as a serious and unexpected event, for example an accident outside the student's control
- (c) Compassionate Grounds – such as death or serious injury of a close family member
- (d) Trauma - such as from being involved in a serious accident, witnessing or being the victim or a serious crime, unexpected loss of employment, family breakdown, serious disturbance in domestic arrangements, or a natural disaster
- (e) Compulsory community commitments, such as Military service obligations, religious commitments; jury duty or court/tribunal commitments
- (f) Aboriginal and Torres Strait Islander cultural obligations, for example allowing for funeral attendance and a grieving period.

Stage or Cluster means discrete study periods or sections involving allocated numbers of Units of Competency that must be satisfactorily completed prior to progressing to the next stage.

Student means a student enrolled in a VET course at the University.

University means The University of Notre Dame Australia.

Version	Date of approval	Approved by	Amendment
1	12 December 2018	Vice Chancellor, following endorsement by Academic Council, 5 November 2018 and VETAS, 23 October 2018	New Procedure

10 PROCESS SUMMARY

Process Step	Responsibility
<p>Monitor Student Progress – through each Stage or Cluster</p> <ul style="list-style-type: none"> • Check Blackboard participation each week and monitor assessment submissions as per dates in or Stage or Cluster Outline • Case load meetings held each month to consider student progress and identify students who may be at risk of unsatisfactory course progress • 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/Cluster • Provide student progress information to Administrative Officer to record progress of each student in Student Management System, <i>Power Pro</i> 	<p>Trainer/Assessor</p> <p>Trainer/Assessor and Assistant Dean of Nursing (or delegate), relevant Program Coordinator (or equivalent)</p> <p>Nominated Trainer/Assessor</p> <p>Nominated Trainer/Assessor</p>



<p>Students with unsatisfactory course progress at end of each Stage or Cluster</p> <ul style="list-style-type: none"> • Contact student to arrange meeting • Meet with student and develop appropriate Intervention Strategy to assist student to achieve satisfactory course progress • Intervention Strategy signed and dated • Copy of Intervention Strategy kept in student's file • Record where student is uncontactable or where they refuse to accept a proposed Intervention Strategy 	<p>Assistant Dean of Nursing or relevant Program Coordinator (or equivalent)</p> <p>Assistant Dean of Nursing or relevant Program Coordinator (or equivalent) and student</p> <p>Assistant Dean of Nursing or relevant Program Coordinator (or equivalent)</p>
---	--



<p><i>Students not achieving satisfactory course progress following Intervention Strategy</i></p> <ul style="list-style-type: none"> • Contact student via email to advise that they have failed to achieve satisfactory course progress at the conclusion of the Stage or Cluster • Advise student that the University will be reviewing their enrolment in accordance with section 7.1 of these Procedures, 	<p>Assistant Dean of Nursing or relevant Program Coordinator (or equivalent)</p>
--	--