



POLICY AND PROCEDURE

STUDENT LEARNING AND SUPPORT

Date Approved:	18/08/2016
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Policy Category:	Educational
Policy Owner:	General Manager – Training Operations

1. Context

SEDA Group (SEDA) seeks to provide a supportive teaching and learning environment that is responsive to individual student needs. SEDA ensures that students are academically suited to undertake a program or course of study. At the same time, SEDA recognizes that, for a wide variety of reasons, students may not achieve the academic results of which they are capable. This document outlines the academic support available to all students.

2. Application

This policy is intended to provide staff and students with information regarding the facilities and resources that are available to students to support them with the academic demands of their courses. The policy also outlines the expectations and responsibilities of staff to identify students with learning support needs and to direct them to or provide them with appropriate resources. Students deemed academically 'at risk' are defined and the support strategies in place for these students described.

3. Policy Content

3.1. Orientation sessions

All students are required to attend orientation sessions prior to commencement of the course. The Program Facilitator (Trainer/Assessor) is responsible for the delivery of the orientation sessions to all students. The orientation sessions provide students with the opportunity to further understand a range of support services that are available to them. The orientation sessions complement the information provided to students prior to enrolment. These include but are not limited to:

- Educational support (e.g. literacy and numeracy support; individual learning plans; training plan modifications; reasonable adjustment)



- Pathways support
- Wellbeing support (e.g. Student Connect service)

Orientation sessions are supported through appropriate resources posted on the website and MySEDA.

The Program Facilitator or delegated member of staff is responsible for checking student attendance at orientation sessions and following up with students who do not attend or who arrive late. The orientation sessions and follow up procedures are designed to ensure that all students are appropriately prepared for and inducted into their course.

3.2 Identification of Individual Student Needs

Close scrutiny of students is maintained by Program Facilitators, Regional Coordinators and Program Managers. Attendance is taken for each session and assignment submissions are regularly monitored. Students who fail to attend class (as specified in the Students at Risk Definition below) and/or who fail to complete and submit assessments in a timely manner are contacted by the Program Facilitator, Regional Coordinator and/or Program Manager. Either party may identify these students as having learning support needs. The Regional Coordinator has primary responsibilities for consulting with each student identified as having learning support needs.

Learning support needs of students may arise from issues associated with:

- literacy
 - numeracy
 - study techniques
 - time management
 - organisational skills
 - working with others
 - I.T.
 - the requirements of the course
- (Refer to the SEDA Group Operating Manual for more details)

Learner support needs may be identified:

- as part of the pre-training review or pre-enrolment processes
- by poor attendance or poor assessment outcomes
- during initial discussions with Program Facilitators during orientation
- by self-referral by a student
- when a Program Facilitator has identified that a learner is experiencing difficulty (this may be by observation in class or upon analysis of assessment items submitted early in the program of learning)
- when a learner seeks assistance from the Education team, Pathways team, or Student Connect (Wellbeing) team, or some other member of staff



- after a student or program related survey or evaluation
- during an interview with a student
- as part of an intervention strategy agreed between the learner and the Regional Coordinator/Program Manager or Training Manager

3.3 SEDA Staff Consultation

3.3.1 In-class consultation

Individual student consultations with the Program Facilitator or other appropriate academic staff are an integral part of the learning experience for each unit or course. SEDA's normal weekly teaching pattern provides a significant proportion of face-to-face delivery, and further diagnostic in-class sessions may also be scheduled to allow students the opportunity to clarify points of confusion, discuss aspects of the course or unit in more detail and obtain feedback on their assessments, both in draft form and on completed work. The in-class times of SEDA Staff are communicated to all students and where appropriate, are displayed as part of the program timetables. Students are encouraged to contact their Program Facilitator to arrange additional times for consultation.

3.3.2 Electronic consultation

All students and staff are issued with (or must supply) personalized email addresses which are the primary conduit for academic and administrative information and enquiries. Students are encouraged to contact Program Facilitators directly by email if they have any questions that will not wait until the next face-to-face session. Program Facilitators are required to read and respond to their emails in a timely fashion.

Each course or unit is enhanced by an individual web based support site through MySEDA. The system provides students with access to a range of subject resources and also includes facilities that allow for clear communication between the student and their Program Facilitator.

The Regional Coordinator is responsible for checking (following orientation or commencement) to ensure that all students have utilised MySEDA.

3.3.3 Consultation with Regional Coordinator/Program Manager

Regional Coordinators/Program Managers are available for individual consultations at times when they are not engaged in designated administrative duties. Regional Coordinators/Program Managers are normally full time permanent staff and are generally available at least from 9am to 5pm Monday to Friday. Appointments can be made in person, by email or via reception. Regional Coordinators/Program Managers have the requisite teaching and training & assessment qualifications, and provide a range of academic and course management advice, from planning to dealing with appeals and progression issues.



3.4 Students at risk

3.4.1 Definition

Students are required to attain minimum academic progress standards. With the assistance of the Quality and Compliance Coordinator, the Deputy State Manager and Training Manager monitor the academic progress of students against the minimum academic standards periodically, and monitoring of attendance occurs regularly by the Administration Manager in line with reporting timeframes. Attendance information is also communicated to the Deputy State Manager and Training Manager.

Students are deemed to be at risk upon monitoring of academic progress standards if they:

- Have not completed all assessments requirements for a given unit or area of study within a reasonable timeframe, commensurate with other students in that class or cohort, as determined in conjunction with the Program Facilitator;
- Have not demonstrated attendance at 80% of the scheduled classes for the period being reviewed i.e. per unit, area of study, term, or semester; and/or
- Do not attend classes for two consecutive days

Students who do not meet the minimum academic standards are deemed to be “at risk”. The Deputy State Manager or Training Manager will arrange (with the Program Coordinator) for academic counselling for all students who are deemed to be “at risk” and also advise such students of the possibility that intervention strategies may be put in place.

3.4.2 Intervention strategies

During the academic counselling session, the designated counsellor and the student will determine what additional support will be provided to the student. This may include, but is not limited to, the student:

- Attending additional academic or educational support sessions;
- Attending sessions with the Education team, Pathways team, or Student Connect (Wellbeing) team
- Receiving assistance with personal issues which are influencing progress;
- Receiving mentoring;
- An individual learning plan;
- A modified training plan; or
- A combination of the above.

3.4.3 Documentation of students seeking support

Records are maintained by the Regional Coordinator/Program Manager in the pastoral care section of the student management system. The Regional Coordinator/Program Manager is



required to record the details of any student deemed 'at risk'. Where a student has been referred to assistance from the Education team, Pathways team, or Student Connect (Wellbeing) team, the relevant SEDA staff member is also required to contribute to the recording and maintenance of assistance pastoral care information. Summary data on students receiving support will be reported regularly to the National Education Group.

4. Referenced Documents

VET FEE-HELP Student Entry Procedure

5. Policy History

Version	Policy Owner	Approval Date	Effective Date	Summary of Changes
0.1	GM - TO	18/08/16	18/08/16	New policy