POLICY AND PROCEDURE

STUDENT LEARNING AND SUPPORT

Date Approved:	26/05/2021
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 recognises 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, students and third parties 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 and MyPlan sessions

All students are encouraged to attend orientation and/or MyPlan sessions prior to commencement of the course (excluding short courses). The Program Facilitator (Trainer/Assessor) and/or Program Coordinator (State Operations/Regional Managers) are responsible for the delivery of the orientation/MyPlan sessions to all students. The orientation/MyPlan sessions provide students with the opportunity to further understand a range of support services that are available to them. The orientation/MyPlan sessions complement the information provided to students prior to enrolment. These include but are not limited to:

- Educational support (e.g. pre-training reviews, literacy and numeracy support; individual learning plans; training plan modifications; reasonable adjustment)
- Student Services (Pathways/Wellbeing support)

Orientation/MyPlan sessions are supported through appropriate resources posted on the SEDA website and MySEDA (SEDA's online learning system).

The Program Facilitator or delegated member of staff is responsible for checking student attendance at orientation/MyPlan sessions and following up with students who do not attend or who arrive late. The

orientation/MyPlan 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 and Program Coordinators. Attendance is taken for each session and assessment 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. The Program Facilitator may identify these students as having learning support needs. The Program Facilitator 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

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 Student Services (Pathways/Wellbeing support)
- 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 Program Facilitator or Program Coordinator

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. Students are encouraged to contact their Program Facilitator to arrange additional times for consultation.

3.3.2 Electronic consultation

All students (excluding students receiving training and assessment services from a third party) and staff are issued with personalised SEDA Group 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 a scheduled 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 Program Facilitator is responsible for checking (following orientation/MyPlan or commencement) to ensure that all students have utilised MySEDA.

3.3.3 Consultation with Program Coordinator (State Operations/Regional Managers/Program Managers)

Program Coordinators are available for individual consultations at times when they are not engaged in designated administrative duties. Program Coordinators are normally full-time permanent staff and are generally available between business hours Monday to Friday. Appointments can be made in person, by email or via Program Facilitators. These appointments may be outside of normal SEDA Group working hours, subject to availability. Program Coordinators have the requisite teaching and training and 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 and process

Students are required to attain minimum academic progress standards. With the assistance of the Quality and Compliance Coordinator, the Program Facilitators monitor the academic progress of students against the minimum academic standards periodically, and monitoring of attendance occurs regularly in line with reporting timeframes.

Students are deemed to be "at risk" of the minimum academic progress standards if:

- Their attendance levels fall below 80% of attendance for a given term;
- They have no evidence of participation for more than 14 consecutive days and have not formally notified SEDA Group; or
- They have not completed all assessments requirements for a given unit or cluster within a reasonable timeframe.

For students that are deemed "at risk" the Program Facilitator or SEDA Group representative will follow the processes listed below and implement relevant intervention strategies as per 3.4.2 of this policy and procedure within 5 days of the student being identified "at risk".

- Where a student's attendance levels fall below 80%, 70% and 60% for a given term, the Program Facilitator or SEDA Group representative will implement the following at a minimum and may

implement additional support as per the intervention strategies listed in 3.4.2 of this policy and procedure:

- Below 80%:
    - o Notification email sent to student offering support, intervention strategies and notification that attendance has fallen below 80%; **or**
    - o Pastoral Care Record created to document teacher discussion with student about their absences.
- Below 70%:
    - o Formal academic progress meeting organised with student and parent/guardian (if under 18 years of age or where required) regarding the student's attendance. Where the parent/guardian is unable to attend the academic progress meeting; a phone call is sufficient.
    - o Opportunity to issue At-Risk letter (attendance template) issued to student (via email – cc training@sedagroup.com.au) advising that they may be at risk of not completing the course they are enrolled in with SEDA Group.
    - o Opportunity for Individual Learning Plan (ILP) to be created/modified.
    - o Pastoral Care Record created to document discussions during the academic progress meeting any intervention strategies implemented and a copy of the At-Risk letter attached.
- Below 60%:
    - o Formal academic progress meeting organised with student and parent/guardian (if under 18 years of age or where required) regarding the student's attendance. Where the parent/guardian is unable to attend the academic progress meeting; a phone call is sufficient.
    - o At-Risk letter (attendance template) issued to student (via email – cc training@sedagroup.com.au) advising that they may be at risk of not completing the course they are enrolled in with SEDA Group.
    - o Individual Learning Plan (ILP) to be created/modified and Modification to Training Plan form to be completed if required.
    - o Pastoral Care Record created to document discussions during the academic progress meeting any intervention strategies implemented and a copy of the At-Risk letter attached.

Where a student has not completed all assessments or requirements for a given unit or cluster within the specified, the Program Facilitator or SEDA Group representative will implement the following (at a minimum) and may implement additional support as per the intervention strategies listed in 3.4.2 of this policy and procedure:

- Where a unit of competency is not completed two (2) weeks after the original scheduled end date:
    - o Notification email sent to student offering support, intervention strategies and notification that assessment requirements have not been completed within specified timeframes; **or**
    - o Pastoral Care Record created to document teacher discussion with student about their academic progress.
- Where a unit of competency is not completed by one (1) month after scheduled end date:
    - o Formal academic progress meeting organised with student and parent/guardian (if under 18 years of age or where required) regarding the student's academic progress. Where the parent/guardian is unable to attend the academic progress meeting; a phone call is sufficient.

- o Opportunity for At-Risk letter (assessments template) issued to student (via email – cc training@sedagroup.com.au) advising that they may be at risk of not completing the course they are enrolled in with SEDA Group.
  - o Opportunity for Individual Learning Plan (ILP) to be created/modified.
  - o Pastoral Care Record created to document discussions during the academic progress meeting any intervention strategies implemented and a copy of the At-Risk letter attached (if issued).

- Where the unit of competency is not completed within a specified and reasonable timeframe:
  - o Formal academic progress meeting organised with student and parent/guardian (if under 18 years of age or where required) regarding the student's academic progress. Where the parent/guardian is unable to attend the academic progress meeting; a phone call is sufficient.
  - o At-Risk letter (assessments template) issued to student (via email – cc training@sedagroup.com.au) advising that they may be at risk of not completing the course they are enrolled in with SEDA Group.
  - o Individual Learning Plan (ILP) to be created/modified and Modification to Training Plan form to be completed if required.
  - o Pastoral Care Record created to document discussions during the academic progress meeting any intervention strategies implemented and a copy of the At-Risk letter attached.

Should a student continually not meet the minimum academic progress standards, and where multiple intervention strategies have been implemented; the Program Facilitator will liaise with the Program Coordinator regarding the possibility of withdrawing or deferring the student from the training product they are enrolled in.

Explained absences must be recorded in the attendance register by the Program Facilitator. The Program Facilitator is also required to document any discussions with the student in relation to a unit of competency within the pastoral care record or Training and Assessment Record if discussions are outside normal (required) attendance sessions.

Where a student has not been attending due to health and/or wellbeing issues or due to extreme circumstances and their attendance falls below 60% for a given term, the Program Facilitator is required to liaise with their Program Coordinator to gain approval for not issuing an At Risk letter. Reasons for not issuing an At-Risk letter, intervention strategies and outcomes of the decision is to be documented in pastoral care records by the Program Facilitator.

Where a student has no evidence of participation for more than 14 consecutive days and has not formally notified SEDA Group, the Program Facilitator or SEDA Group representative will attempt to contact the student within 5 days of the student being identified "at risk".

In circumstances where the Program Facilitator or SEDA Group representative has not succeeded in contacting the student, the Program Facilitator / SEDA Group representative will immediately issue an Academic Performance Letter (potential withdrawal template). A copy of the Academic Performance Letter (potential withdrawal template) will be kept on file. If the student fails to reply to the Academic Performance Letter within 7, 14 or 28 days (the number of days varies between programs as indicated on the relevant Academic Performance Letter template), the Administration Coordinator will complete the Student Withdrawal Form to withdraw the student from the training product upon the program manager or delegate's approval.

In circumstances where a student has not completed all course requirements within 2 weeks of their proposed course completion or by VET in Schools reporting timelines; the Administration Coordinator or SEDA Group representative will issue an Academic Performance Letter (non-completion template). This will inform the student that if no further evidence of participation is completed within 7, 14 or 28 days; the student will be withdrawn from the training product they are enrolled in. A copy of the Academic Performance Letter (non-completion template) will be kept on file. Should the student have no further evidence of participation or made contact regarding their course completion or withdrawal within the assigned timeline; the Administration Coordinator will complete the Student Withdrawal Form to withdraw the student from the training product upon the program manager or delegate's approval.

3.4.2   Intervention strategies

During the academic progress meeting, the designated Program Facilitator, with the student's input and feedback, will determine what additional support will be provided to the student. This may include, but is not limited to:

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

3.4.3   Documentation of students seeking support

Records are maintained by the Program Facilitator in the pastoral care section of MySEDA. The Program Facilitator is required to record the details of any student deemed 'at risk'. Where a student has been referred to assistance from the Student Services (Pathways/Wellbeing support) team, the relevant SEDA Group / Contracted Third Party representative is also required to contribute to the recording and maintenance of assistance pastoral care information.

4. Policy History

Version	Policy Owner	Approval Date	Effective Date	Summary of Changes
0.1	GM - TO	18/08/16	18/08/16	New policy
2.0	GM – TO	22/05/18	22/05/18	Aligned to current job titles
3.0	GM – TO	30/10/18	31/10/18	Aligned to current job titles, review of defining 'at risk' students
4.0	GM – TO	27/03/2019	27/03/2019	Text updates – section 3.4.1; other minor updates throughout
5.0	GM – TO	28/08/2019	30/09/2019	Text updates – section 3.4.1; other minor updates throughout
6.0	GM – TO	15/01/2019	15/01/2019	Text updates – section 3.4.1

| 7.0 | GM – TO | 18/03/2020 | 18/03/2020 | Text updates – section 3.4.1 regarding health and/or wellbeing issues or due to extreme circumstances; other minor updates throughout |
| 8.0 | GM – TO | 26/05/2021 | 26/05/2021 | Text updates – section 3.4.1 regarding process of when student is at risk |