STUDENT AT RISK POLICY

Date Approved:	29 September 2022
Date Effective:	1 January 2023
Policy Category:	Student Support
Policy Owner:	National Manager – Student Support

1. Context, Purpose & Key Principles

SEDA Group Pty Ltd ("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 support (academic and non-academic) available to all students.

The purpose of this policy is to outline the SEDA's commitment to support students to achieve their highest educational potential by identifying and supporting students who are 'at risk'. An additional purpose of this policy is to provide evidence of compliance with **Standards for Registered Training Organisations (RTO's) 2015**, specifically **Standard 1.7** *"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."* Matters regarding students at risk of not completing their studies / courses because of misconduct should refer to *Student Misconduct Policy.*

2. Scope

- All campuses offering VET course
- Student Services/Student Support
- All VET staff
- All VET students

3. Policy Statement

A VET student is considered 'at risk' if they are or appear to be at jeopardy of not completing their studies / course, or not completing their studies / course within the College's recommended timeframes.

This policy suggests factors that may cause a student to be 'at risk' and specifies indicators that signal a student is 'at risk'. SEDA aims to use these indicators to identify a student at risk at the earliest possible time within the student lifecycle and respond with support actions to assist the student successfully complete their studies / course within the College's recommended timeframes.

4. Responsibilities

SEDA is responsible for:

- Ensuring this policy is accessible to staff and students.
- Ensuring the implementation of this policy.
- Monitoring this policy and amending the policy when required.
- Establishing a communication process between students and SEDA that is open, fair and confidential in all Student at Risk matters.

The Student Administration/Digital Learning team is responsible for:

- Monitoring of Students at Risk and reporting to National Manager Project Operations, Student Support.
- Maintaining privacy and confidentiality of the student and other information relevant to the matter.

Trainers and Assessors are responsible for:

- Identifying Students at Risk whenever possible and reasonable and flagging for administrative purposes to Student Services/Support
- MyPLAN sessions in discussing and providing the range of support services available.
- Developing and actioning Individualized Learning/Training Plans (ILP's)
- Recording matters of Students at Risk in a timely manner.
- Maintaining privacy and confidentiality of the student and other information relevant to the matter.

Student Support Coordinators/Student Advisors or equivalent are responsible for:

- Pathways and Wellbeing support including Pastoral Care at SEDA Colleges (VETiS).
- Reviewing Students at Risk notifications and connecting with students to discuss their progress and remind them of the support available.
- Planning support strategies and actions for a Student at Risk such as referral to the **Student Assistance Program (SAP).**
- Implementing support strategies and actions for a Student at Risk with relevant trainers and assessors via **Individualised Learning /Training Plans (ILP's) and MyPLAN** sessions.
- Liaising with the National Manager Project Operations, Student Support to flag a Student at Risk for supportive actions and monitoring.
- Monitoring the progress of an identified student at risk.
- Ceasing support strategies and actions where appropriate.

- Recommending probational enrolment if required to the National Manager, Project Operations, Student Support.

The VET students are responsible for:

- Being aware of this policy.
- Responding accordingly to this policy.
- Advising the Student Support Coordinator/Advisor or equivalent or trainer and assessor if they are, or they feel they may be 'at risk.'
- Participating fully in the supportive actions recommended by the College within their **Individualized Learning Plan (ILP**) and **MyPLAN** sessions.

5. Risk Factors

There are a range of factors that may cause a student to become disengaged from their studies, the College and student life. Becoming disengaged may lead to a student becoming at jeopardy of not completing their studies / course within recommended timeframes.

Factors may include:

- Family factors, such as parental obligations or family relationship breakdowns.
- Community factors, such as poverty or living arrangements.
- Personal factors, such as physical or mental health issues, English proficiency difficulties, language, literacy and numeracy difficulties.
- College-related factors, such as negative relationships with staff or other students or lack of student participation
  in decision making.

6. Indicators

A student affected by factors above may display behaviours that signal they are disengaged and 'at risk'. These signals are known as indicators and can be indirect or direct.

Indirect indicators may include but are not limited to:

- Erratic or lack of attendance at classes or learning sessions.
- Lack of interest in studies.
- Negative interactions with staff and / or other students.
- Significant changes in behaviour from past behaviours at the College.
- Demonstrated difficulty with the English language in written or spoken form.
- Demonstrated difficultly with language, literacy (including digital) and numeracy skills.
- Demonstrated difficulty with learning skills.
- Demonstrated difficulty with communication skills.
- Demonstrated negative behaviours.

Direct indicators may include but are not limited to:

- A student record showing probational enrolment

- Failure (Not Yet Competent) in two or more Areas of Study within one teaching period.
- Failure to attend a scheduled MyPLAN meeting
- Failure (Not Yet Competent) of the same Area of Study more than once.
- The inability to complete their studies within a reasonable / expected timeframe as per the **Student Progression Policy.**
- Students who have performed poorly in English and Language, Literacy, and numeracy assessments.
- Inability to pay course fees as per the Fee Schedule and **Fee Policy.**

7. Identification

At the earliest possible moment of a student displaying one or more of the indirect or direct indicators, or where a staff member or trainer and assessor independently recognises a student as being 'at risk', the student is to be identified to the Student Support Coordinator/ Advisor via notification email via **SAR@sedagroup.com.au**

The College will also conduct a series of Risk Assessments on student performance throughout the teaching period to identify students 'at risk.'

The Risk Assessment process includes:

Risk Assessment 1: Evidence of Participation (EoP) achieved by attendance, formative assessments and MySEDA login – review conducted in Weeks 1 to 4 of teaching period.

Risk Assessment 2: First Assessment Task Failure / non submission with no extension request granted as identified by Trainer / Assessor.

Risk Assessment 3: First teaching period achievement of NYC (Not Yet Competent) in any area of study.

8. Response

Once the student has been identified as 'at risk', the College will initiate and / or facilitate support actions that can assist the student to maintain or regain their highest educational potential at the College. The support actions may be wide ranging or College-specific.

Wide ranging support options that can be enacted to assist the student include but are not limited to:

- Access to a buddy / mentor
- Recommending the **Student Assistant Program** (SAP)
- Access to equipment and resources if required
- Providing educational skills sessions on such topics as plagiarism, web searching, digital literacy, study skills, assessment preparation etc.
- Recommending assistance with language, literacy (including digital) and numeracy proficiency
- Supporting a student's culture

- Recommending course alternatives
- Developing in-class strategies to meet the student's needs
- Reduction of study / course load where applicable and appropriate such as permission to study Diploma of Sport only.
- Assessment extensions if appropriate.
- 'Reasonable Adjustments' to assessments wherever possible as per the *Access and Equity Policy.*

In conjunction with wide ranging support options or as a standalone support option, the College can enact the following College-specific support options

9. Study / Course Progression or Other Concerns

- A student who fails to meet the progression requirements for their studies / course (as per the **Student Progression Policy** will be required to meet with their VET trainer to discuss an appropriate **Individualised Learning Plan (ILP)** to chart progression and discuss and recommend support strategies. This can be within a specific Academic Progression meeting or within a MyPLAN session.
- **Student Support Coordinators/Advisors and equivalent are** required to check in with the student At Risk and monitor progress to the ILP>
- Any student who has previously received an ILP and has not met the requirements of that plan or fails to meet with a Student Support Coordinator/Advisor or equivalent to discuss their progression plan, may be placed on probationary enrolment. In instances where that is not possible (i.e., if a course is being taught out by the College), they may be administratively withdrawn from the course. Refer to **Administrative Withdrawal Policy**
- If other concerns are identified outside of course progression, students will be asked to liaise with a Student Support Coordinator/Advisor or equivalent and agree upon a course of action for their studies. If they fail to adhere to the agreed course of action, they may be placed on probationary enrolment.

9.1 Probationary Enrolment

- A student who is deemed Not Yet Competent in more than one Area of Study in which they are enrolled in a single teaching period will be placed on probation for the following teaching period.
- Students with specific course progression or other issues as identified above may also be placed on probation.
- A student who is placed on probation is advised to seek assistance in order to improve their performance. Sources of assistance include the College's *Student Assistance Program* (for counselling) and the staff responsible for the course and areas of study that the student is undertaking through consultation.

9.2 Appeal against Probationary enrolment
- A student may appeal against being placed on probationary enrolment on the grounds that exceptional or compassionate circumstances have been the cause

of the student's poor performance. Such an appeal is made to the **National Manager – Project Operations, Student Support** through the Grievance Policy.

- The **National Manager – Project Operations, Student Support** in conjunction with the **National Training Manager** may revoke the status of probation for the student where they are satisfied that exceptional or compassionate circumstances have been the cause of the student's poor performance. The decision on an appeal against probation is final.

10. Exclusion from Study

10.1 A student is eligible for exclusion from studying at the College if:

- the student has previously had at least one period of probation in their current enrolment at the College and is being recommended for a further period of probation.
- the student fails the same area of study more than three times.
- the student is deemed Not Yet Competent more than 50% of the fulltime load of Areas of Study (AoS) for any single teaching period.
- At the end of each teaching period (after results have been released), the **National Manager, Project Operations, Student Support** and the **National Training Manager** will review all students who are eligible for exclusion. The National Manager, Student Support may recommend that any student not be excluded if there are deemed to be exceptional or compassionate circumstances that have been the cause of the student's poor academic performance. However, the National Training Manager may impose restrictions on the number or nature of Areas of Study in which the student is permitted to enrol in the next teaching period (i.e., conditional enrolment). Imposition of enrolment restrictions by the National Training Manager must be advised in writing by the National Manager, Student Support to the student and a copy of the correspondence placed on the student record.
- Where a student is eligible for exclusion under the terms above, but is permitted to continue study by recommendation of the National Training Manager, the student will have an academic status on the Student Management System (SMS-VETtrak) of 'probation' for the following teaching period and may be required to undertake specified Areas of Study (AoS) or be restricted to obtaining one qualification only – for example the Diploma of Sport rather than the dual Diploma including Business. The decision from the National Training Manager on exclusions must occur following the full completion of a teaching period and prior to commencement of the following teaching period.
- Exclusions under this policy will not be enacted at any other time in the college calendar.
- A student who is excluded is not permitted to attend classes or undertake study in the course from which they were excluded, in any other course.

10.2 Appeal against Exclusion

- A student who is excluded may lodge an appeal against exclusion under the *Complaints and Appeals Policy.* The appeal must be in writing on the relevant form

and be lodged with Student Services, must set out the grounds of the appeal, and be accompanied by supporting documentation where relevant.

- Any appeal must be lodged by the date specified in the notification of exclusion for the student to continue to study in the next teaching period in the event of a successful appeal. The appeal may be lodged after the specified date up to six months from the date of the exclusion notification, in which case, if the appeal is successful, the student will have necessarily been prevented from studying for at least one teaching period.

10.3 Readmission following Exclusion from Study

- A student who is excluded may apply for readmission to the course from which they were excluded or for admission into a new course, providing that at least two standard teaching periods (not including summer trimester) have elapsed since the exclusion. An application for readmission to a course following exclusion or for admission to a new course is not automatically approved.
- An application for readmission, following exclusion, or for admission into a new course will be assessed by the National Manager, Student Support in consultation with the National Training Manager. The Managers will consider factors such as changed circumstances, academic and / or vocational performance since exclusion, maturity and motivation in order to be satisfied that the person concerned has a reasonable chance of success in the course.
- An application for readmission or for admission into a new course should be made at least three months prior to the commencement of the teaching period in which the student seeks to resume study. Where an application for readmission following exclusion or admission into a new course is approved, the student who has been excluded may not recommence study until at least 12 months have elapsed since exclusion was imposed.

Where an application for readmission following exclusion is not approved, the student may lodge an appeal under the Complaints and Appeals Policy, such an appeal is treated as an appeal against an admission decision.

11. Definitions

Fail grades for the purposes of this policy refers to a grade of Not Yet Competent (NYC).

Not Yet Competent (NYC) - refers to a grade that is given when a student attempts an assessment item and does not manage to reach the level that is expected, or when a student does not submit an assessment item.

Reasonable Adjustment - refers to any changes, modifications, special adaptations or concession that are needed to allow a student to participate as fully as possible in the learning and teaching environment of the college.

An adjustment is reasonable if it meets the needs of the student with a disability or special circumstances without impacting too much on other students or people at the College. To determine if an adjustment is reasonable, the following must be considered:

- the student's disability and any barriers, needs or challenges that affect that student

- the views of the student or the student's advocate (parent or guardian if under 18 years) whether the adjustment will impact on the academic standards or requirements of the course
- what advantages or disadvantages the adjustments may create for the people affected by it the costs and benefits of making the adjustment.

In assessing a particular adjustment for a student with a disability or special circumstance, current, relevant and appropriate medical or specialised documentation must be provided to substantiate the reasonableness of the adjustment. Please refer to the *Access and Equity*

Policy for further information. The provision of reasonable adjustments does not include assistance in understanding content.

Students who need assistance with study skills should participate in the Study Skills program or refer for help to their **Student Support Coordinator/ Student Advisor or equivalent.**

Student / Learner - is an individual person who is formally enrolled to study at the College. The individual person is that who appears on the College's documents such as enrolment, admission and payment documents, and who is assigned an individual student ID.

Teaching Period - as advertised on the relevant college calendar/s.

Version Number	Date Approved	Effective Date	Owner	Summary of Change(s)
1.0			GM	Student Handbook
2.0				Removal from Student Handbook to develop standalone Policy which included separate staff and student Complaints and Appeals Policy.