STUDENT RETENTION AND SUCCESS POLICY

Date Approved:	19 April 2024
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Policy Category:	Student
Policy Owner:	National Manager Student Lifecycle

1. Context, Purpose & Key Principles

This Policy expresses SEDA's commitment to supporting the success of all its students and proactively working to retain and enrich their experiences during their studies, employing a multi-faceted approach. This policy is in alignment with the following:

- ASQA Standard 3.1.7 – The Registered Training Organisation (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.
- VRQA Guidelines for Non School Senior Secondary Education Providers, Standard 5, Teaching and Learning.

2. Scope

This policy applies to:

- Prospective and current students of SEDA
- All Staff
- Trainers and Assessors

3. Policy Statement

1. SEDA believes that student retention and success are the responsibility of the entire SEDA community, including students themselves

2. SEDA is committed to equal opportunity and success and recognises the value of a highly diverse student cohort and the need to support all of our students to achieve their educational goals. This includes the commitment to provide specific consideration to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander (ATSI) students.

3. SEDA continuously strives to enhance its understanding of the challenges our students face and commits to ensuring that all students are supported to meet those challenges.

4. Retention is a key measure of student success and satisfaction and a prime strategic objective of SEDA as per the Teaching and Learning Plan 2022 –2025.

5. SEDA recognises the importance of high-quality education with all students supported by comprehensive orientation and transition program, data-driven retention initiatives that assist students to set and achieve their goals.

6. SEDA acknowledges that the quality of a student's experience, and their desire to remain with SEDA, depends not only on good teaching, but on functional administrative systems, adequate student support, and access to appropriate learning resources, and extra-curricular opportunities and activities that foster a sense of belonging, and commits to providing high quality, accessible services to meet all of these needs.

7. Retention initiatives and support services should address the needs of all students, understanding the challenges faced by students from particular equity groups.

8. SEDA will guide and assist students to see the relevance of their study to their future careers and/or aspirations, and the needs of the communities to which they belong in order to foster a sense of purpose and commitment to their own success.

9. SEDA recognises that early and positive engagement with students is essential for fostering a sense of belonging and helping them to build the confidence necessary for retention and success.

As part of our commitment to student retention and success, SEDA will:

10. Provide appropriate, accurate, timely and useful information to students and prospective students across a range of platforms, including a well-structured, multi-faceted orientation program and study-readiness/ enabling programs; and

11. Strive to ensure that all student administrative and service processes are efficient, well communicated and user-friendly; and

12. Provide flexible, high-quality support services and resources, including advice on accessing social supports where indicated; and

13. Promote and support peer programs and networks among students.

14. Recognise and accepts its responsibility to support students' academic and learning success from the outset of their SEDA experience to the completion of their studies

SEDA will provide support for academic and learning success in the following ways:

15. The design and provision of academic support programs and the provision of targeted and integrated learning support at SEDA

16. Investment in long-term course development and ongoing evaluation based on evidence from student feedback, graduate career outcomes, data and relevant industry feedback where appropriate.

17. Integrating developmental education into VET curriculum design.

18. Analysing student progression in relation to course and training composition and curriculum design.

19. Implementing early intervention strategies for students identified as being potentially at risk academically or in other ways, based on accurate data analytics, staff and/or student feedback; and

20. Conduct Individual Pre-Training Reviews for SEDA students which determine additional support needs, learning and vocational goals.

21. Investing in continuing and appropriate professional development for all academic, professional and SEDA staff.

22. Recognising the value of a culture of success and working to create this amongst both students and staff. This will be reflected in:

- Recognition and acknowledgement of students who are making good progress with their studies, with the form of recognition at the discretion of each Industry Partner; and
- Success-oriented academic progress model predicated on the idea that progression and completion should be the expectation of and by every student; and
- Provision of supports for students who enter the academic progress process, with an expectation that the progress process will enable them to resume normal academic progression as a result; and
- Development of an Individualised Learning Plan (ILP) for SEDA students as required to guide their learning progress.
- Fair and transparent academic progress processes that are communicated appropriately to students.

4. Definitions

Retention measures the number of students who return to study after an initial teaching period, whether that be a teaching block, semester or year.

Success is the proportion of students who commence study at SEDA who successfully complete a course.

4   Related Documents

6.1 Admissions Policy
6.2 Complaints and Appeals Policy
6.3 Conflict of Interest Form
6.4 Skills and Learning Recognition Policy
6.5 Language, Literacy, Numeracy and Digital Capability Policy
6.6 Withdrawal and Deferral Policy
6.7 2024-25 Standard VET Funding Contract Skills First Program
6.8 Skills First Quality Charter
6.9 2024 Guidelines About Eligibility Skills First Program

7 Related Legislation

7.1 [Standards for RTO's 2015](#)
7.2 [Skills First Quality Charter](#)
7.3 [2024-25 Standard VET Funding Contract – Skills First Program](#)
7.4 [Disability Act 2006](#)
7.5 [Working with Children Act 2005](#)
7.6 [Occupational Health and Safety Laws 2017](#)
7.7 [Australian Consumer Law](#)
7.8 [The Australian Privacy Principles](#)
7.9 [Anit-Discrimination Law](#)
7.10 [Equal Opportunity Act 2012](#)
7.11 [Human Rights Charter (VIC)](#)
7.12 [Child Wellbeing and Safety Act](#)