

ACADEMIC PROGRESS MONITORING

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Documents

Academic Progress Breach Letter (Initial) FM119

Academic Progress Breach Letter (2nd) FM120

Academic Progress Breach Letter (3rd & Final) FM121

Complaint Appeal Report Form FM111

Complaint Appeal Register FM112

References

Intervention Strategy forms part of Learning & Assessment Guidelines POL025

Student Support Services Policy forms part of Learning & Assessment Guidelines POL025

Complaints Policy POL020

Appeals Policy POL002

Attendance Monitoring Policy POL031

Access Equity & Fairness Policy forms part of Learning & Assessment Guidelines POL025

[Age Discrimination Act Cwlth. \(2004\) https://www.legislation.gov.au/Details/C2018C00038](https://www.legislation.gov.au/Details/C2018C00038)

[Australian Human Rights Commission Act Cwlth. \(1986\)
https://www.legislation.gov.au/Details/C2018C00050](https://www.legislation.gov.au/Details/C2018C00050)

[Children and Young People \(Safety\) Act 2017
https://www.legislation.sa.gov.au/LZ/C/A/Children%20and%20Young%20People%20\(Safety\)%20Act%202017.aspx](https://www.legislation.sa.gov.au/LZ/C/A/Children%20and%20Young%20People%20(Safety)%20Act%202017.aspx)

[Children and Young People \(Safety\) Regulations 2017
https://www.legislation.sa.gov.au/LZ/C/R/CHILDREN%20AND%20YOUNG%20PEOPLE%20\(SAFETY\)%20REGULATIONS%202017/CURRENT/2017.353.AUTH.PDF](https://www.legislation.sa.gov.au/LZ/C/R/CHILDREN%20AND%20YOUNG%20PEOPLE%20(SAFETY)%20REGULATIONS%202017/CURRENT/2017.353.AUTH.PDF)

[Children's Protection Act 1993
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[Children's Protection Regulations 2010
https://www.legislation.sa.gov.au/LZ/C/R/CHILDRENS%20PROTECTION%20REGULATIONS%202010/CURRENT/2010.176.UN.PDF](https://www.legislation.sa.gov.au/LZ/C/R/CHILDRENS%20PROTECTION%20REGULATIONS%202010/CURRENT/2010.176.UN.PDF)

[Children's Protection Law Reform \(Transitional Arrangements and Related Amendments\) Act 2017](#)

[https://www.legislation.sa.gov.au/LZ/C/A/CHILDRENS%20PROTECTION%20LAW%20REFORM%20\(TRANSITIONAL%20ARRANGEMENTS%20AND%20RELATED%20AMENDMENTS\)%20ACT%202017/CURRENT/2017.64.AUTH.PDF](https://www.legislation.sa.gov.au/LZ/C/A/CHILDRENS%20PROTECTION%20LAW%20REFORM%20(TRANSITIONAL%20ARRANGEMENTS%20AND%20RELATED%20AMENDMENTS)%20ACT%202017/CURRENT/2017.64.AUTH.PDF)

[Children and Young People \(Safety\) \(Transitional Provisions\) Regulations 2017](https://www.legislation.sa.gov.au/LZ/C/R/CHILDREN%20AND%20YOUNG%20PEOPLE%20(SAFETY)%20(TRANSITIONAL%20PROVISIONS)%20REGULATIONS%202017/CURRENT/2017.355.AUTH.PDF)

[https://www.legislation.sa.gov.au/LZ/C/R/CHILDREN%20AND%20YOUNG%20PEOPLE%20\(SAFETY\)%20\(TRANSITIONAL%20PROVISIONS\)%20REGULATIONS%202017/CURRENT/2017.355.AUTH.PDF](https://www.legislation.sa.gov.au/LZ/C/R/CHILDREN%20AND%20YOUNG%20PEOPLE%20(SAFETY)%20(TRANSITIONAL%20PROVISIONS)%20REGULATIONS%202017/CURRENT/2017.355.AUTH.PDF)

[National Framework for Protecting Australia's Children 2009-2020](https://www.dss.gov.au/our-responsibilities/families-and-children/publications-articles/protecting-children-is-everyones-business) <https://www.dss.gov.au/our-responsibilities/families-and-children/publications-articles/protecting-children-is-everyones-business>

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<https://www.legislation.gov.au/Search/disability%20discrimination%20act>

[Equal Opportunity Act SA \(1984\)](https://www.legislation.sa.gov.au/LZ/C/A/EQUAL%20OPPORTUNITY%20ACT%201984.aspx)

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[\(https://www.legislation.gov.au/Details/C2017C00245\)](https://www.legislation.gov.au/Details/C2017C00245)

[Privacy Act Cwlth. \(1988\)](https://www.oaic.gov.au/privacy-law/privacy-act/) <https://www.oaic.gov.au/privacy-law/privacy-act/>

[Professional Standards Act 2004](https://www.legislation.sa.gov.au/LZ/C/A/PROFESSIONAL%20STANDARDS%20ACT%202004.aspx)

<https://www.legislation.sa.gov.au/LZ/C/A/PROFESSIONAL%20STANDARDS%20ACT%202004.aspx>

[Australian Professional Standards for Teachers](https://www.aitsl.edu.au/teach/standards) <https://www.aitsl.edu.au/teach/standards>

[Quality VET Framework](https://www.asqa.gov.au/vet-registration/understand-requirements-registration/vet-quality-framework) [\(https://www.asqa.gov.au/vet-registration/understand-requirements-registration/vet-quality-framework\)](https://www.asqa.gov.au/vet-registration/understand-requirements-registration/vet-quality-framework)

[Racial Discrimination Act Cwlth. \(1975\)](https://www.legislation.gov.au/Search/racial%20discrimination) <https://www.legislation.gov.au/Search/racial%20discrimination>

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[Sex Discrimination Act Cwlth. \(1984\)](https://www.legislation.gov.au/Search/sexual%20discrimination) <https://www.legislation.gov.au/Search/sexual%20discrimination>

[Standards for Registered Training Organisations \(RTOs\) 2015 Cwlth. USERS GUIDE](https://www.asqa.gov.au/standards)

[\(https://www.asqa.gov.au/standards\)](https://www.asqa.gov.au/standards)

[Technical & Further Education Act 1975](https://www.legislation.sa.gov.au/LZ/C/A/TECHNICAL%20AND%20FURTHER%20EDUCATION%20ACT%201975.aspx)

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Purpose

This document provides guidance and direction as to legislative and Skills Lab requirements in the management of Students' academic progress.

POLICY

Skills Lab is committed to a safe and effective learning environment with support mechanisms to ensure the success of all of our students.

Skills Lab is committed to the systematic monitoring of student academic, attendance and overall course progress. Skills Lab is proactive in notifying and mentoring students who are at risk of failing to meet progress requirements. *Please refer to Intervention Strategy Policy.*

Skills Lab monitors:

- Academic progress – practical, theoretical and work placement;
- Attendance levels – *refer Attendance Monitoring Policy.*

SCOPE

This policy and procedure applies to all on and off-job learning and assessment of all qualifications and courses delivered by Skills Lab.

This policy applies to all Skills Lab Students.

DEFINITIONS

Academic Mentor	Trainer/Assessor allocated, through the Intervention Strategy, to a student who is not meeting the minimum academic requirements of their program.
Academic Progress	<p>Satisfactory Academic Progress is defined as the expected achievement of the following requirements:</p> <ul style="list-style-type: none"> ▪ no less than and 80% “satisfactorily achieved” of for each individual assessment; ▪ An average “satisfactorily achieved” assessment of at least 80% combined for all the units completed from time of enrolment; ▪ Not failing a unit more than once; ▪ Not failing more than one unit per semester;

	<ul style="list-style-type: none"> ▪ Satisfactory attendance at scheduled classes of not less than 80% for the duration of the course unless due to evidenced special circumstances. <i>Please refer to Attendance Monitoring Policy.</i>
Appeal or Complaint Process	<p>Process by which students and other stakeholders may appeal decisions or formally register a complaint.</p> <p>Refer to the <i>Complaint Process Policy and Procedure</i> or <i>Appeal Process Policy and Procedure</i> or speak with a staff member for assistance.</p>
Children's Protection Officer	<p>The Childrens Protection Officer is the</p> <p>Senior Trainer</p> <p>and their role is to provide and/or facilitate appropriate support services and protections for minor children.</p>
Deferment of Studies	<p>Deferment of studies occurs when a student is unable to complete the qualification for which they are enrolled. At this time the student will withdraw from the qualification with the ability to recommence at a later date. It should be noted that during the period of deferment Training Packages may change and the student may need to either undertake gap training or undertake new or additional units; and</p> <p>Evidence of the reason for deferment is required.</p>
Intervention & Support Services	<p>Internal or external activities and actions that assist the student to achieve a successful course outcome i.e.:</p> <ul style="list-style-type: none"> ▪ Academic mentor (Internal); ▪ Study groups (Internal) ▪ Language Literacy & Numeracy additional learning (external); ▪ Personal, financial or other counselling (external) <p>Please refer to <i>Student Intervention & Support Services Policy</i> and/or speak with Skills Lab staff for assistance.</p>
Intervention Strategy	<p>This is a plan that involves the active participation of a student in a negotiated strategy to increase the student's opportunity for achievement of satisfactory course progress.</p> <p>An Intervention Strategy is negotiated and is compulsory once a student is identified as being at risk of not achieving satisfactory academic progress. Please refer <i>Intervention Strategy Policy</i>.</p> <p>If a student refuses to participate in an intervention strategy they will be subject to counselling and if refusal continues they may be subject to Intervention Stage 3.</p>

Intervention Stage 1	<p>Academic Intervention Stage 1 for students whose academic performance is unsatisfactory will mean a period of intervention in which the student is engaged in the Skills Lab Intervention Strategy including the assignment of an academic mentor who will closely monitor the student's progress and provide support as required. It is the student's responsibility to maintain contact with their academic mentor.</p> <p>The student will continue to attend classes.</p> <p>All Students may access the Appeal or Complaint Process if they believe that Intervention Stage 1 was not appropriate. Please refer to the Complaint & Appeal Policies.</p>
Intervention Stage 2	<p>Academic Intervention Stage 2 for students whose academic performance is unsatisfactory and they have either not improved with assistance at Stage 1 or have refused assistance Stage 1. Stage 2 will involve an Intervention Strategy including higher level of mentoring and support as well as closer monitoring of the student's progress. The academic mentor will make appointments which the student must attend.</p> <p>The student will continue to attend classes.</p> <p>All Students may access the Appeal or Complaint Process if they believe that Intervention Stage 2 was not appropriate. Please refer to the <i>Complaint & Appeal Policies</i>.</p>
Intervention Stage 3	<p>Stage 3 means immediate release/removal from all further studies with Skills Lab.</p> <p>Intervention Stage 3 is a 'last resort' consequence that will occur where a student does not evidence active participation in the Intervention Strategy, and has been counselled at least once previously, and/or their behaviour is of a serious negative or illegal nature.</p> <p>All Students may access the Appeal or Complaint Process if they believe that Intervention Stage 3 was not appropriate. Please refer to the <i>Complaint & Appeal Policies</i>.</p>
Minor Children	A child under the age of 18 years of age.
Student Support Officer	The Student Support Officer is responsible for the welfare of all students and is the Senior Trainer
Student Support Services	Refer to Intervention & Support Services above and the <i>Intervention & Support Services Policy</i> .

Student Support Services will include all reasonable assistance to the student to ensure their successful achievement of the program in which they are enrolled.

Study Period

A study period is equal to one semester which is made up of 26 weeks.

Withdrawal from a unit

Withdrawal from a unit or qualification, due to illness or other compassionate or other compelling circumstance, without academic penalty will be negotiated and will be dependent upon the level of completion and achievement at the time of withdrawal.

Generally, academic penalty will not apply before and up to week 4 of the qualification as assessments are not conducted before this time.

It is not Skills Lab policy to penalise a student for circumstances that are out of their control.

PROCEDURE

Minor Children

Where a minor child (less than 18 years of age) is not achieving academic progress their parent/guardian will be informed and involved in all of the intervention stages as detailed below.

Academic Course Progress

Skills Lab will monitor the academic performance of each student for each unit of enrolment.

Students are expected to achieve the following in order to meet the satisfactory course progress requirements and academic visa requirements:

- No less than 80% achievement for each individual assessment
- A combined average mark of at least 80%+ for all the units completed from time of enrolment;
- Not failing a unit more than once;
- Not failing more than one unit in a study period
- Satisfactory attendance at scheduled classes. Please refer to *Course Attendance Policy*.

The consequences of failure to meet one or more of the requirements for satisfactory progress are as follows:

- Failure to achieve an average mark of at least 80% for each of the units completed to date will result in the student being placed on Intervention Stage 1 for an agreed period of time (usually 1 term or 1 semester).

- The student will also be required to discuss and participate in an Intervention Strategy for which they will report to their allocated academic mentor and Student Support Officer at agreed periods of time.
- Failing a unit more than once will result in a student being prevented from attempting the unit a third time unless they can evidence exceptional circumstances. The student will be required to re enrol in that unit and pay the relevant cost.

Intervention Stage 1

Students who fail to meet two or more of the requirements for satisfactory course progress in a study period.

Academic Intervention Stage 1 for students whose academic performance is unsatisfactory will mean the implementation of an Intervention Strategy which will include the assignment of an academic mentor (usually a Trainer/Assessor) who will closely monitor the student's progress and provide support as required and in addition to class attendance. It is the student's responsibility to maintain contact with their academic mentor.

Intervention Stage 2

Students who have been placed on Intervention Stage 1 and do not actively participate in the Intervention Strategy or who remain unable to meet the requirements may be moved to Intervention Stage 2. This means that a higher level of support and supervision in addition to attending classes is put in place. The student will work closely with their academic mentor until they reach the required skills and/or knowledge levels.

The academic mentor will make appointments and set assignments that the student must attend and complete.

Intervention Stage 3

Where a student remains unable to achieve the minimum requirements for satisfactory completion they will be counselled in options for alternate training and/or education that may better suit their capabilities. If a decision is made to transfer to other studies either within or external to SAGE the Student Support Officer will assist the student to make the transfer. For off-shore students assistance will be provided to transfer within the country that SAGE is operating. Assistance will not be provided for enrolment in another country.

A Statement of Attainment will be provided for the units of competency successfully completed to date.

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Determination

Intervention Stage 1, Stage 2 or Stage 3 of a student will be determined by the Senior Trainer at any time where it is evident that a student is not progressing as they need to be and/or not participating fully in a

previously negotiated Intervention Strategy. The Senior Trainer will consider each case on its merits and taking into consideration compassionate or compelling circumstances.

Notification and Appeal

The Senior Trainer will notify students in writing of Intervention.

Any compassionate or compelling circumstances will be considered.

Students have the right to appeal the imposition of an Intervention Strategy for failing to meet the requirements for academic progress.

Appeals must be lodged in writing and addressed to the Senior Trainer within twenty days of the date of the student being notified of the requirement to enter into an Intervention Strategy. The appeal process will commence within ten (10) working days from the date of receipt of the student's appeal. Refer to *Appeal Process Policy* or speak with a staff member.

Withdrawal from a unit

Withdrawal from a unit, due to illness or other compassionate or compelling circumstances, without academic penalty can only occur after week four of classes.

A medical certificate must be provided as evidence that the illness is of sufficient severity that it interrupts the student's work significantly during that period of time.

Compassionate and compelling circumstances are a defined and limited set of exceptional circumstances which are beyond the student's control and which disrupt the student's academic progress. Students should see the Student Support Officer if they require help in evidencing cases of compassionate and compelling circumstances.

ACADEMIC MONITORING

Academic Monitoring occurs:

- at each assessment entry point as data is recorded on the student record and/or
- as Trainer/Assessors and Host Employers monitor student participation during course contact hours and vocational workplacement
- at the end of each study period (please refer to the Learning and Assessment strategy) to ensure the student's capacity to function at a competent level at each stage of development
- whilst course progress is formally monitored in the above manner, Skills Lab Trainer/Assessors, will informally monitor student progress and capacity on an individual and sessional basis.

Any student found to be at risk of failure will be placed in an intervention program. *Please refer to Intervention Strategy Policy.*

Every reasonable effort will be made to mentor and support a student and to identify remedial and preventative measures.

MONITORING/AUDITING COURSE

The Senior Trainer will on a regular basis, but not less than twice during the progress of each course/qualification, conduct ad-hoc monitoring/auditing of student progress in addition to Trainer/Assessor Activities.

TIMELINESS OF ASSESSMENT SUBMISSIONS

Assessments must be submitted by the due date.

All extensions to assessment deadlines must be applied for in writing to the Trainer/Assessor detailing the extenuating circumstances and a suggested reasonable completion date.

Acceptable circumstances for late submission of an assessment include:

- Traumatic Events e.g. serious accidents, injuries;
- Death of a family member;
- Illness which is supported by a medical certificate confirming that the completion of the assessment within the timeframe was not possible;

- Please Note:**
1. Annual Leave from employment is not an acceptable circumstance for late submission of an assessment;
 2. All reasons for late submissions must be supported by appropriate evidence.
 3. Skills Lab Trainer/Assessors are not required to accept either the reason or the suggested completion date and will make a determination based on the individual student's history and circumstances at the time of application for extension.

Failure to submit an assessment by the due date and without having applied in writing detailing extenuating circumstances will result in a CNA (Competency Not Achieved) result.

A result of CNA due to late submission of assessment will require the student to submit a 2nd alternate assessment by a new due date. A request for extension to submit a 2nd assessment must be made in writing to the Trainer/Assessor.

Failure to submit a 2nd assessment by the due date and without having applied in writing detailing circumstances will result in a CNA (Competency Not Achieved) result.

A third attempt under the current enrolment will not be permitted and the student will be required to re enrol in that unit/session. Re-enrolment in the relevant units of competency(ies) and will incur the unit(s) standard fee(s).

RE SIT OF ASSESSMENT

Please refer to Timeliness of Assessment Submission above.

Students will be permitted to re-sit assessment one unit per semester and each unit only once before they must re enrol. Re-enrolment in the relevant units of competency(ies) and will incur the unit(s) standard fee(s).

Inability to achieve competency after the first assessment attempt will trigger the Intervention Strategy.

Inability to achieve competency in more than one unit per semester will result in:

- escalation to or of the Intervention Strategy; or
- re-enrolment and repeat of the unit session which will incur a fee; or
- re-enrolment and re-sit of assessment which will incur a fee; or
- due to the lack of participation in the Intervention Strategy the student will be prevented from attempting a third re-sit.

Inability to achieve competency after the second assessment attempt will lead to:

- escalation of the Intervention Strategy;
- re-enrolment and repeat of the unit session which will incur a fee;
- re-enrolment and re-sit of assessment which will incur a fee; or
- due to the lack of participation in the Intervention Strategy the student will be prevented from attempting a third re-sit.

The consequences of failure to meet one or more of the requirements for satisfactory course progress are as follows:

Implementation of Skills Lab Intervention Strategy

- the student will not be permitted to attempt a third resit of the assessment;
- if not already in place, the student will be required to enter into negotiation for and participation in an Intervention Strategy that will include as a minimum a nominated academic mentor that the student will report to at agreed periods of time. All reasonable support will be provided during which monitoring of progress and review of the Intervention Strategy will be conducted;

and

- the student will be placed on Intervention Stage 1 for an agreed period of time depending on the duration of their studies and/or the support strategies implemented.

Post Implementation of Skills Lab Intervention Strategy

- If a student has been evidencing active participation in the Skills Lab Intervention Strategy and is still not meeting the course minimum requirements the Intervention Strategy will escalate and external support mechanisms will be further investigated.
- If the student is still unable to meet the course minimum requirements Skills Lab will discuss with the student their suitability to complete the course and provide options for the student.
- If a student has not been evidencing active participation in the Skills Lab Intervention Strategy and is not meeting the course minimum requirements they will be notified in writing that Skills Lab intends to end their enrolment in the course.

RESPONSIBILITY

General Manager

It is the responsibility of the General Manager to ensure that Skills Lab has a current and effective policy and practices for:

- Monitoring and managing Student Academic Progress;
- Intervention Strategies;
- Student Support mechanisms;
- Compliance with legislation

Senior Trainer

It is the overall responsibility of the Senior Trainer to ensure that:

- all employees and students are conversant and correctly action this policy
- intervention options are available to students with supportable issues
- all students are fully informed of the Academic Progress Policy as part of the pre enrolment information and induction process
- all employed and contracted Trainer/Assessors are fully informed and implement the correct processes for Academic Progress
- appropriate monitoring/auditing of Trainer/Assessor activities in relation to Academic Progress
Monitoring is conducted effectively and regularly

- intervention options are made available to students with supportable issues in a timely and appropriate manner
- Fair and equitable decisions are taken in relation to Student reporting and Intervention Stage 3.

Student Support & Children's Protection Officers

The Student Support Officer and Children's Protection Officer is responsible for the welfare of students and Children's protection throughout the student's period of study with Skills Lab.

Trainer/Assessors

It is the responsibility of Trainer/Assessors to:

- actively monitor student progress
- report to the Senior Trainer immediately it becomes apparent a student is not progressing satisfactorily
- provide mentoring and intervention to Students experiencing supportable issues.

Employees & Stakeholders

Skills Lab staff and stakeholders are responsible for:

- where they have regular contact with minor children maintaining:
 - current Working With Children police checks and
 - current Child Safe Environment training and
 - appropriate relationships with minor children.
- advising the General Manager of any concerns or suggested improvements through the Continuous Improvement Recommendation or
- success of process or accolades and
- ensuring their compliance to all Skills Lab and regulatory requirements.

Students

It is the responsibility of Students to identify and advise Skills Lab at the earliest possible opportunity of:

- any issues that may/are affecting their ability to achieve the required levels of academic progress
- their inability to meet assessment submission deadlines.

It is the responsibility of Students to participate fully in Intervention Strategies negotiated with them to assist in the successful completion of the qualification.

Applicable Standards

Standards for Registered Training Organisations 2015

Made under the National Vocational Education and Training Regulator Act 2011:

Standard 1: Training & Assessment Strategies

Clause 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.