

## STUDENT ENGAGEMENT & PROGRESSION POLICY & PROCEDURE

**Standards for Registered Training Organisations 2025**  
**Quality Area 2: VET Student Support**  
**Standards 2.3-2.6**

### Purpose

The purpose of this policy is to describe the process by which Ella Baché College monitors and supports student engagement, retention and progression at the Unit of Competence, Unit of Study and course completion levels to ensure students can complete their studies within the specified course duration. The policy ensures that all students have fair and equitable access to appropriate training support, that diversity is respected and inclusion is promoted throughout the student journey, and that student wellbeing needs are identified and addressed to enable progression through training and assessment.

### Scope

This policy applies to all students enrolled in Ella Baché College courses.

### Principles

The policy is based on the mutual understanding that:

- Students are primarily responsible for managing their own academic success including understanding and meeting the assessment and progression requirements of their course.
- The role played by educators and support staff is critical in enabling students' success.
- The College ensures that the necessary tools are available for students to monitor their progression and provides timely and constructive feedback on assessment tasks.
- Students deemed to be making insufficient academic progress will be identified as "at risk".
- "At Risk" students will be advised of their status in a timely manner and an intervention strategy implemented to ensure future success.

### Policy Statement

Ella Baché College will:

- a) Systematically monitor and assess course participation and progress of all students.
- b) Proactively notify and counsel students at risk of non-progression to meet progression requirements
- c) Support students at risk of non-progression by implementing appropriate intervention strategies
- d) Provide this policy to all students and staff

### Definitions

In implementing this policy, the following definitions apply:

**Engaged Learner**, a student deemed to be an engaged learner is a learner actively participating in the learning process by attending both theory and practical training sessions and completing and submitting assessment tasks as scheduled.

**Student Progression** a student progresses by meeting the requirements of the learning and assessment tasks within each Unit of Competence in a Unit of Study.

**Satisfactory Course Progress** is defined as a student meeting the required attendance and assessment targets of Units of Competency to ensure completion of a Unit of Study within the scheduled timeframe.

## **Monitoring Course Progress Procedures**

### **Information provided to students**

This policy is provided to students prior to enrolment, discussed during Orientation and available on the College website. The following key points are discussed during student orientation:

- the requirements for achieving satisfactory course progress
- process for assessing satisfactory course progress
- intervention strategies that may be implemented for students at risk of non-progression including reasonable adjustment to the learning environment and assessment processes where students disclose disability.
- the process for determining the point at which the student has not met satisfactory course progress
- the procedure for notifying students they not met course progress requirements.

### **Process for Monitoring Course Progress**

A student is deemed to be an engaged learner when they are actively participating in the learning process through attendance at practical training sessions, engaging in the LMS and regularly submitting assessment tasks. Learner engagement is monitored each week and students are identified for non-activity.

Students' progression is assessed continuously, both formally by a Trainer as assessments are submitted, marked and results provided to the student and informally by observation of a student's skills and techniques demonstrated in practical training and assessment sessions.

### **Unit of Study Reviews**

Students receive formal progress reports half way through the unit of study.

Students are formally notified of their progress a month prior to the end of each Unit of Study.

### **Recording of results**

- The Admin Staff register the training schedule in the My Ella Baché Learning Portal Learning Management System (LMS).
- Once units are completed Student Services Staff enter the results into the Student Management System (SMS). Students can check their results at any time via the LMS with trainer's feedback.
- Trainers complete a Progression Report for each student and email students a copy of the report when requested or at the mid and end of UoS Review. Trainers will plan and conduct progression meetings with students either face to face or over the phone.
- Students are given opportunities to either appeal assessment decisions or request re-assessment.
- If a student appeals an assessment decision, the College Operations Manager will appoint a different assessor to review the assessment in line with the Assessment Appeals process.
- If student requests for reassessment, the trainer arranges the reassessment and records any academic intervention in SMS. If a student is deemed "Not Yet Competent" in the re-assessment, the student will be advised to re-enroll in the unit at their own cost as per terms and conditions outlined prior to enrolment with the RTO.

## Monitoring Course Attendance Procedures

### Process for Monitoring Course Attendance

Enrolled EdFlex Campus students are required to attend all classes each week, on Campus, according to the timetable. Enrolled EdFlex Blended students are required to attend a minimum of 1 day per week at the student lab/salon (simulated salon environment).

Student attendance is monitored daily by trainers, who are required to:

- Mark (A – Absent and P – Present) attendance for each session on the shared class roll spreadsheet. The attendance spreadsheet is shared with the Admin Staff to identify students who were absent regularly from classes or who may be risk of not achieving satisfactory course progress due to not meeting the satisfactory attendance requirement. OR
- Record student attendance on the LMS practical attendance for lab/salon days. Attendance is indicated as full, partial, unable to attend, or no show.
- Students failing to meet the course progress requirements due to their unsatisfactory attendance will be sent inactivity and non-progression notices.

### Managing Unsatisfactory Progression

Students who have failed to make satisfactory course progress will be deemed to be “at risk” and a formal academic intervention strategy will be implemented specific to their needs in the form of an Individual Learning and Assessment Plan (ILAP). The plan, negotiated with the trainer and agreed with the student may include:

- Specific action items with agreed timeframes for achievement (maximum 20 days per unit of study)
- Follow up meetings with trainer or Campus Operations Manager
- A maximum course extension of one month per Unit of Study to meet progression requirements

Students on ILAPs may not progress to the next Unit of Study unless the action items within the plan are completed and signed off by the College Operations Manager. A student who does not comply with the conditions of ILAP will be advised that their enrolment status has been changed to inactive.

Students who have:

- been at risk of not achieving satisfactory progression for two consecutive Units of Study, or
- been inactive for 3 months, or
- are inactive and cannot be reached by the college,

will have their course enrolment cancelled. Students will be notified by email of their course cancellation. Students have a period of 28 days to appeal their cancellation as set out in the Complaints, Grievances and Appeals Policy and Procedure. If a student chooses to appeal, their enrolment will remain inactive until the outcome of the appeal is advised to the student.

### Implementing intervention for ‘at risk’ students

The College Operations Manager or delegate will, in the first instance, contact any student identified as being at risk of not achieving satisfactory course progression.

If no progress is made the College Operations Manager or delegate will decide the intervention strategy most suited to the student’s specific situation. The following steps are then implemented:

- Interviewing the student
- Developing and implementing an appropriate strategy and recording the details on an ILAP; (Provide a copy to the student via email)
- Monitoring and recording of the student’s subsequent progress
- Issuing a Warning letter if the student is not progressing satisfactorily
- Further interview where necessary.

## Intervention strategies

### Step 1: Non-Progression Emails - Email for unsatisfactory course progress or attendance

Students are formally advised in writing that not meeting course attendance or progress requirements as outlined in the terms and conditions of enrolment could lead to the students' status being made inactive.

In the case of no response or improvement in 28 days a formal inactive warning is sent through student services. Student Services will request the student contact the college for an intervention meeting.

### Step 2: Intervention Meeting

Students who have failed to make satisfactory academic progress or meet attendance requirements as per the conditions above will be deemed at risk.

The student is requested to attend an intervention meeting to discuss their inability to meet progression requirements with the College Operations Manager (or delegate) who will remind the student that maintaining satisfactory participation and progression is a condition of enrolment, and counsel them on their lack of progress. The College Operations Manager (or delegate) will negotiate an ILAP with the student concerned. The student receives a copy of the plan outlining the details of the meeting and the agreed intervention plan.

The intervention may include, but not be limited to:

- Where appropriate, advising students on the suitability of the course in which they are enrolled
- Assisting students by advising them of opportunities for a student to be reassessed for tasks in units or subjects where they have previously been assessed Not Yet Competent (NYC), or demonstrate the necessary competency in areas in which they have not previously been able to demonstrate competency
- Providing extra tuition and support and or LLN Support
- Providing assistance to deal with the personal issues which are influencing progress
- Providing support where personal issues are affecting attendance or progress

### Individual Learning and Assessment Plan (ILAP)

The plan, negotiated and agreed with the student may include:

- Specific action items with agreed timeframes (maximum 90 days) for achievement
- Follow up meetings with the College Operations Manager or delegate
- The student is allowed a maximum period of 60 days to meet progression requirements. The student's enrolment is not affected.

The student must acknowledge and accept the ILAP in writing, which is retained in the student's file. A student on an Individual Learning and Assessment Plan may **not** progress to the next Unit of Study until the terms and conditions of the Plan are met. Once an intervention strategy has been activated for a student, all documentation must be retained on the student's file and the ongoing effectiveness of the strategy monitored by the College Operations Manager.

### Step 3: Inactive Status

A student who does not comply with the conditions of their ILAP will be advised that their status has been changed to inactive.

Students who have:

- not made progress as per the ILAP outlined in Step 2
  - been at risk of not achieving satisfactory progression for two consecutive Units of Study (UOS)
  - are not attending classes after the implementation of the intervention
  - been inactive for 3 months
  - are deemed inactive as they cannot be reached by the college
- will have their course enrolment cancelled. A letter will be sent in writing to the student's email address.
- The letter will outline Ella Bache College's decision, reasons for this decision and appeal mechanisms.

Students are informed that they have a period of **28** days to utilise the Complaints, Grievances and Appeals Policy and

Procedure **to appeal an intention to report decision by the College**. If a student chooses to appeal their enrolment will remain inactive until the outcome of the appeal is advised to the student.

#### **Step 4: Appealing Inactive Status:**

According to the Ella Baché College Course Progress Policy, a student may appeal if they believe one or more of the following have happened:

- Ella Baché has not recorded or calculated marks correctly
- There are compassionate or compelling reasons which have contributed to unsatisfactory progress (evidence must be provided)
- Ella Baché has not implemented its intervention strategy in accordance with documented policies and procedures that have been made available to the student
- Ella Baché has not implemented other policies which may impact upon results – e.g. assessment policy, examinations policy, feedback policy
- Ella Baché has not made relevant policies regarding monitoring course progress and attendance policies available to the student.

#### **Successful Appeal**

If the appeal is determined as successful and the student actually made satisfactory course progress (successfully completed more than 50% of the course requirements for that study period), there is no requirement for further intervention. The student will however continue to be monitored for attendance and course progress and will remain on a risk register.

If the appeals process shows that the student has not made satisfactory progress, but there are compassionate or compelling reasons for the lack of progress, ongoing support will be provided to the student through the Ella Baché College intervention strategy.

Where a student does not complete their course, they may only be eligible to get a Statement of Attainment.

#### **Review of Intervention strategies**

The College Operations Manager reviews all intervention records with the Education Staff every six months to ensure that these strategies are effective and are supporting students to maintain the course progress.

#### **Responsibilities**

The **Trainers / Admin** are responsible for

- monitoring course progress and attendance of all students and recording and managing interventions.

The **College Operations Manager** is responsible for monitoring the effectiveness of interventions, hearing appeals relating to student enrolment decisions and making appeals decisions.

#### **Associated Documents**

*Complaints, Grievances and Appeals Policy and Procedure*

*Deferring, Suspending or Cancelling Students Enrolment Policy and Procedure (Domestic students)*

*Individual Learning and Assessment Plan*

*Warning letter 1 – Unsatisfactory Course Progress or Attendance Warning Letter*

*Warning letter 2 – Inactive*

*Final Warning*

*Cancellation of enrolment notice*

**Document Control**

<b>Document Title</b>	Student Engagement and Progression Policy and Procedure
<b>Approved By</b>	CEO
<b>Date Approved</b>	01/07/2025
<b>Next Review Due</b>	12 months
<b>Standards/Legislation</b>	2.5, 2.6, 2.7, 4.3
<b>Current Version</b>	1
<b>Changes since previous</b>	Replaces the Academic Progression Policy and Procedure 2024