

Student at Risk Policy - VET

Policy Code: STU-033 **Version:** 0.1 **Effective Date:** 18 March 15

Purpose:

The purpose of this policy is to outline the College's commitment to support students to achieve their highest educational potential at the College 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](#).

Definition of "College" – *The Australian College of Natural Medicine Pty Ltd (ACNM) trades as Endeavour College of Natural Health, FIAFitnation, College of Natural Beauty and Wellnation. For the purpose of this policy, any reference to 'College' or 'the College' should be considered a reference to each or any of these respective trading names.*

Scope:

- All campuses of all VET businesses
- Student Services
- All VET staff
- All VET students

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'. The College 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.

Responsibilities

Each department of the College must take responsibility for its contribution to ensuring Students at Risk are identified and supported as early as possible.

The College 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 the College that is open, fair and confidential in Student at Risk matters.

The Student Services Department is responsible for:

- Entering notifications of a Student at Risk.
- Maintaining privacy and confidentiality of the student and other information relevant to the matter.
- Planning support strategies and actions for a Student At Risk.
- Liasing with the relevant National Training Manager or equivalent to flag a Student at Risk for supportive actions

The VET staff are responsible for:

- Identifying Students at Risk whenever possible and reasonable and flagging for administrative purposes to Student Services.
- Reviewing notifications of Students at Risk from Student Services.
- Implementing support strategies and actions for a Student At Risk with relevant trainers and assessors.
- Recording matters of Students at Risk in a timely manner.
- Maintaining privacy and confidentiality of the student and other information relevant to the matter.

- Monitoring the progress of an identified student at risk.
- Ceasing support strategies and actions where appropriate.

The VET students are responsible for:

- Being aware of this policy.
- Responding accordingly to this policy.
- Advising a staff member 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.

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.

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 interaction 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 difficulty with language, literacy and numeracy skills.
- Demonstrated difficulty with learning skills.
- Demonstrated difficulty with communication skills.

Direct indicators may include but are not limited to:

- A student record showing provisional enrolment or pattern of deferral.

- A student record showing unapproved over-enrolment (i.e. enrolment in more than is considered a 100% course load).
- A student record showing repeated variation of enrolment into other courses of study.
- Failure (Not Yet Competent) in two or more Units of Study within one teaching period.
- Failure (Not Yet Competent) in one or more 'high stakes' Units of Study within one teaching period (these units will be outlined to the students as 'high stakes' at the beginning of the teaching period by the Trainer/Assessor).
- Failure to attend a mandated assessment including theory and practical assessments.
- Failure (Not Yet Competent) of the same Unit of Study more than once.
- The inability to complete their studies within a reasonable/expected timeframe as per the [Academic Progression Policy - Higher Education and VET](#) (including students assigned a minimum study load via a teach-out or transition period plan).
- Failure to progress at a rate that is the minimum requirement for part-time study as outlined in the [Academic Progression Policy - Higher Education and VET](#).
- Students who have performed poorly in English and Language, Literacy and numeracy assessments, either internal or external.

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 College using the [Student at Risk Form](#).

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

Risk Assessment 1: Attendance or LMS login – review conducted in Week 1 of teaching period.

Risk Assessment 2: First Assessment Task Failure / non submission as identified by Trainer/Assessor.

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

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 may include but are not limited to:

- Access to a buddy/mentor
- Recommending the [Student Assistant Program \(SAP\)](#)
- Access to equipment and resources e.g. computers and printers
- Providing educational skills sessions on such topics as research, web searching, using the library, assessment preparation
- Recommending external organisations that assist with language, literacy 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
- Assessment extensions if appropriate
- 'Reasonable Adjustments' to assessments wherever possible (as per the [Access and Equity Handbook](#))

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

First Trimester Unit of Study - Not Yet Competent result

- The Trainer/Assessor must consult with the student as per the [Student Consultation Policy](#) to determine possible support measures for implementation.
- Students will be permitted a total of 3 attempts for all assessment items within a teaching period (initial attempt plus 2 resubmissions/resits) – refer also to the [Academic Progression Policy – Higher Education and VET](#) or [Course Duration and Progress Policy - International](#).
- An achievement of Not Yet Competent (NYC) is noted on the Academic Record via the Office of Student Records.

Study/Course Progression or Other Concerns

- A student who fails to meet the progression requirements for their studies/course (as per the [Academic Progression Policy – Higher Education and VET](#)) will be

required to liaise with the Student Success Coordinator to discuss an appropriate progression plan which will be done in conjunction with the National Training Manager or equivalent.

- Any student who has previously received a progression plan and has not met the requirements of that plan or fails to meet with the Student Success Coordinator 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.
- If other concerns are identified outside of course progression, students will be asked to liaise with a Student Adviser 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.

Probationary Enrolment

- A student who is deemed Not Yet Competent in more than one Unit 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 [CheckPoint program](#), the Student Assistance Program (for counselling) and the staff responsible for the course and units of study that the student is undertaking through consultation as per the [Student Consultation Policy](#).

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 Director, Student Services through the [Grievance Policy – HE and VET](#).
- The Director, Student Services 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 Director's decision on an appeal against probation is final.

Exclusion from Study

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

- i) the student has previously had at least one period of probation in their current career at the College and is being recommended for a further period of probation.
 - o Notwithstanding the provision above, if the student has passed all Units of Study in the most recent teaching period, the student will not be excluded but will be placed on a further period of probation.
 - ii) the student fails the same Unit of Study three (3) times.
 - iii) the student is deemed Not Yet Competent more than 50% of the fulltime load of Units of Study for any single teaching period.
- At the end of each teaching period (after results have been released), the Director – VET Operations will review all students who are eligible for exclusion. The Director, Student Services 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 Director - VET Operations in accepting the Director, Student Services' recommendation may impose restrictions on the number or nature of Units 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 Director - VET Operations must be advised in writing to the student and a copy of the correspondence placed on the student record.
 - The Director - VET Operations shall advise the Director, Student Services of all students who are to be excluded from further study on the basis of the above criteria, and taking into account the recommendations of the Director, Student Services. Where a student is eligible for exclusion under the terms above, but is permitted to continue study by recommendation of the Director, Student Services, the student will have an academic status on the Student Management System (Filemaker) of 'probation' for the following teaching period and may be required to undertake specified Units of Study. The advice from the Director – VET Operations to the Director, Student Services 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, or to take study on a non-award basis at any of the College's subsidiary companies.

Appeal against Exclusion

- A student who is excluded may lodge an appeal against exclusion under the [Grievance Policy – Higher Education and VET](#) or the [Complaints and Appeals Policy – International](#). 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 in order 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.

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 Director, Student Services. The Director 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 two standard teaching periods (not including summer trimester) have elapsed since exclusion was imposed.

Where an application for readmission following exclusion is not approved, the student may lodge an appeal under the [Grievance Policy – Higher Education and VET](#) or the

[Complaints and Appeals Policy – International](#); such an appeal is treated as an appeal against an admission decision.

Defintitons

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
- 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 Handbook](#) for more 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 local Access and Equity Officer.

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.

Related Procedures:

Not Applicable

Further Information:

Related Policies: [Academic Progression Policy – Higher Education and VET](#)

[Grievance Policy – Higher Education and VET](#)

[Student Code of Conduct - VET](#)

[Student Consultation Policy](#)

[Student Misconduct Policy](#)

[Special Circumstances Policy](#)

[Assessment Policy - VET](#)

[Attendance Policy – International](#)

[Intervention Strategy - International](#)

Benchmarking: EIT. Engineering Institute of Technology

Melbourne Institute of Technology

Victorian Government. Department of Education and Early Childhood Development.

Supporting Research and Analysis: Not Applicable

Related Documents: [Student at Risk Form](#)

[Intervention Form – International](#)

Australian Government, Standards for Registered Training Organisations (RTOs) 2015.

<http://www.comlaw.gov.au/Details/F2014L01377>

Policy Author:	Catherine Craft, Quality and Compliance
Policy Owner:	Director, Student Services
Contact:	Director, Student Services jennifer.osborne@endeavour.edu.au
Approval Body:	Chief Executive Officer Date: 10/02/2015
Policy Status:	New – split out from policy with Higher Education
Responsibilities for Implementation:	<ul style="list-style-type: none"> • Student Services • All VET staff • All VET students
Key Stakeholders:	<ul style="list-style-type: none"> • Student Services staff • VET staff • VET students