**Student Course Participation and Progress Procedure**

# Audience

This procedure applies to TasTAFE teachers, Education Managers, Directors, Heads of Centre, and Student Support employees, and relates to students who are domestic enrolments.

This procedure does not apply to:

* International students (refer to [International Student Course Participation and Progress Policy](https://recordsmanager.education.tas.gov.au/linkgeneratorapi/record/4705924/LatestFinalFile) and [International Student Course Participation and Progress Procedure](https://recordsmanager.education.tas.gov.au/linkgeneratorapi/record/4705999/LatestFinalFile)),
* Students enrolled as part of Partnering Agreements or Service Agreements for delivery to Government and non-Government colleges and High Schools,
* Apprentice/Trainees (refer to [Apprentice and Trainee Management Procedure](https://recordsmanager.education.tas.gov.au/linkgeneratorapi/record/5519634/download_latest_final_file)).

# Purpose

The purpose of this procedure is to outline TasTAFE’s expectations in relation to monitoring student participation and progress towards satisfactory completion of unit/units of competency. It also provides the appropriate support actions to be taken when students are inactive in learning and unsatisfactory progress has been identified.

# Procedure statement/details

This procedure details TasTAFE’s approach to supporting students which includes the following:

* Student inductions, which may occur, on campus, online, or through blended mode.
* Student attendance.
* Student participation and progress.

Academic intervention- to support the student to engage in learning and assessment for completion towards a unit/units of competence.

The Procedure is to be implemented pre and post cooling off period. Please note the procedure needs to be implemented at least 10 (working) days prior to the Census date or the end of the Cooling Off Period, even when non-attendance is apparent. This is to ensure students have been supported and afforded all opportunities for continuing studies.

## Student Induction

* Teachers are to welcome and induct students to TasTAFE at the commencement of their course by:
  + Using the [TasTAFE Student Induction Check List](https://doccentre.tastafe.tas.edu.au/_layouts/WopiFrame.aspx?sourcedoc=/Documents/Student%20Induction%20Checklist.docx&action=default&DefaultItemOpen=1).
  + Ensure students understand their rights and responsibilities at induction (refer to [Student Rights and Obligations](https://recordsmanager.education.tas.gov.au/linkgeneratorapi/record/7050887/download_latest_final_file)).
  + Offering students including apprentices and trainees, enrolled in full qualifications, and identified skillsets the opportunity to complete Basic Key Skills Builder (bksb) Initial Assessment (1A) as part of their induction. It will identify where the student may need additional literacy and numeracy support.
  + Teachers reviewing each student bksb results before class commencement or in the first week of classes. Teachers will implement appropriate support strategies as required.
* Teachers are to ensure each student understands the learning outcome/s for each unit of study and that they have access to these electronically if requested.

## Student Attendance

* Teachers are to inform students of the requirements around attendance teachers will record attendance for campus and online classes using either an online or paper-based role book.
* For online or blended programs teachers will monitor canvas usage and activity through canvas analytics.

## Student Participation & Progress

* Teachers who have concerns about a student’s participation or progress, including study inactivity, must address the issues in a timely and professional manner. In these situations, constructive feedback is to be provided to the student.
* Teachers are to maintain Student Participation and Progress records, including documenting and storing evidence of: induction, attendance, monitoring, progress and participation, meetings, emails, or any other relevant actions in accordance with the [Student Records Management Policy](https://recordsmanager.education.tas.gov.au/linkgeneratorapi/record/4712894/LatestFinalFile) (refer also to [Student Rights and Obligations](https://recordsmanager.education.tas.gov.au/linkgeneratorapi/record/5351205/latestfinalfile)).
* Teachers must provide feedback regarding assessments to students in accordance with the [Assessment Procedure](https://recordsmanager.education.tas.gov.au/linkgeneratorapi/record/4796053/LatestFinalFile) – item 15, and record outcomes in line with the [Awarding Unit Outcomes Procedure](https://recordsmanager.education.tas.gov.au/linkgeneratorapi/record/4766786/LatestFinalFile).
* Teachers must maintain regular contact with each individual student e.g. email, phone, in person or via canvas inbox to discuss learning and assessment progression the course:
  + It allows for a discussion to address barriers to participation and/or progress.
  + If required, refer the student-to-student support.
* Teachers are to ensure students have access to TasTAFE feedback system, as discussed at induction.
* If a [Learning Access Plan](https://intranet.tastafe.tas.edu.au/Student-Support-Resource-Hub/Disability-Liaison-Officer-Service/Pages/Disability-Liaison-Officer-Service.aspx) are in place, the teacher must advise the Disability Liaison Officer if the student is not participating and progressing with the reasonable adjustments nominated in the Learning Access Plan.

## Academic Intervention

Academic interventions are to be learner centred to support activity and assessment completion towards a unit/unit of competence.

* Academic intervention timelines begin from the date that the first recorded agreement between the teacher and student for the learning outcome/s to be met.
* A four-week (4) period is applied for the academic intervention as an individual student support strategy. Note: For short courses and skill sets the time periods will need to be adjusted in line with the course offering length.
* Regular weekly meetings may be needed to monitor the academic intervention agreement record and adjust as needed.
* Where there is an extenuating circumstance the four (4) week timeframe for Academic Intervention may be renegotiated between the student and the Education Manager (refer to [Extenuating Circumstance](#Extenuating_Circumstances) in the definition/acronym section).
* Teacher/Education Manager academic intervention discussions may include the following strategy/ies:
  + Offer students to complete the bksb Diagnostic assessment (DA) to identify skills gap within certain ASCF working level. The (DA) provides targeted learning resources aligned specifically to skills development needs as identified in the (DA)
  + Develop strategies to address any learning barriers to study, including referral to Foundation Skills Services, Library Assistance, and English Language Services.
  + Refer student to Student Support Services to address any personal barriers to study.
  + Reasonable adjustments or other support measures that may be required.
* If applicable, consider course transfer or extension, from the course:
  + Where there are Extenuating Circumstances consider seeking a course extension that must be approved by the Head of Centre.
  + When an academic intervention strategy has been successfully applied and the student may need an extended period to the offering to achieve the learning outcome/s.
  + Refer to [Student Course Withdrawal Procedure](https://recordsmanager.education.tas.gov.au/linkgeneratorapi/record/5174400/latestfinalfile) to process Course Transfer and or Extension.
* Refer to the [Student Participation and Progress Academic Intervention Agreement Record template](https://recordsmanager.education.tas.gov.au/linkgeneratorapi/record/5351206/latestfinalfile) if and as required.

## TasTAFE Initiated Withdrawal Action

* Where there is no learning outcome/s achieved as agreed, the Student may be withdrawn – refer to the [Student Course Withdrawal Procedure](https://recordsmanager.education.tas.gov.au/linkgeneratorapi/record/5174400/latestfinalfile).

# Responsibilities

## Teachers

* Provide TasTAFE student induction session/s for all students to ensure students are welcomed, informed, and aware of their rights and responsibilities in accordance with this procedure.
* Teachers are to inform students of the requirements for attendance and will record attendance using either an online or paper-based role book.
* If a student is not attending or participating in the course and the student has not advised the team of being absent the teachers need to contact the student via email, phone, or canvas inbox to check in with the student.
* If a student is not submitting assessments by the negotiated due dates the teacher needs to contact the student via email, phone or canvas inbox to discuss concerns and required supports needed.
* The student may need academic intervention actions for their participation and/or progress in the course.
* Document participation, progress and monitoring, including academic intervention activity, in the correct formats using the Student Management System, file notes, or other team based methods, ensuring that completed documentation complies with the [Student Records Management Policy](https://intranet.tastafe.tas.edu.au/PolicyProcedureHub/Pages/Education.aspx) and Procedure.
* If the student hasn’t responded to correspondence via email, phone, and canvas inbox within 10 working days a presumed withdrawal letter will be sent.

## Education Managers

* Education Managers to regularly report trends of student retention, progression, and completion rates for review, and improvement to Head of Centre
* With approval of the Head of Centre, consider applications for course extensions or transfers as a strategy of academic intervention.

## Heads of Centre

* Consider requests for approvals as academic intervention actions in line with this procedure.
* Ensure students extenuating circumstances meets the criteria for providing interventions, extensions, transfers, or withdrawals.

## Executive Directors

* Provide decision-making support to Head of Centre to comply with this policy/procedure.

## Student Support Employees

* Provide support to students as required.
* Provide Student Support Induction Sessions to all Students and as requested by Delivery Teams – on campus, online, blended mode.

## Delivery Team Administration

* Support teachers to fulfil the requirements of the administration of this procedure where possible.
* Check that the student records have been fully documented by the teacher in the correct format.
* Ensure the teacher is using the correct attendance recording format on the SMS.
* Comply with the [Awarding Unit Outcomes Procedure](https://recordsmanager.education.tas.gov.au/linkgeneratorapi/record/4766786/LatestFinalFile) for data entry and when students may be withdrawn, transferred, extended or deferred.

# Associated legislation/documents

[Anti-Discrimination Act 1998 (Tas)](https://www.legislation.tas.gov.au/view/whole/html/inforce/current/act-1998-046)

[Archives Act 1983](https://www.legislation.gov.au/Details/F2019C00503)

[Australian Consumer Law Act (Tas) 2010](https://www.legislation.tas.gov.au/view/html/inforce/current/act-2010-040)

[Higher Education Standards Framework (Threshold Standards) 2021](https://www.legislation.gov.au/F2021L00488/latest/text)

[National Vocational Education and Training Regulator Act 2011](https://www.legislation.gov.au/Details/C2017C00245)

[TasTAFE Personal Information Protection Policy](https://recordsmanager.education.tas.gov.au/linkgeneratorapi/record/4759548/LatestFinalFile)

[Privacy Act 1988](https://www.legislation.gov.au/Details/C2020C00237)

[Social Security Act 1991](https://www.legislation.gov.au/Details/C2018C00007)

[Standards for Registered Training Organisations 2015](https://www.legislation.gov.au/Details/F2019C00503)

[Student Assistance Act 1973 (CT.)](https://www.legislation.gov.au/Details/C2019C00213)

[TasTAFE by Laws 2014](https://www.legislation.tas.gov.au/view/html/inforce/current/sr-2014-041)

[Training and Workforce Development Act 2013](https://www.legislation.tas.gov.au/view/html/inforce/current/act-2013-009)

[Vet Student Loan Rules 2016](https://www.legislation.gov.au/Details/F2020C00397)

[Assessment Procedure](https://recordsmanager.education.tas.gov.au/linkgeneratorapi/record/4796053/LatestFinalFile)

[Awarding Outcomes Procedure](https://recordsmanager.education.tas.gov.au/linkgeneratorapi/record/4705766/LatestFinalFile)

[Fees Policy](https://recordsmanager.education.tas.gov.au/linkgeneratorapi/record/4711025/LatestFinalFile)

[Literacy Numeracy Skills Assessment Policy](https://recordsmanager.education.tas.gov.au/linkgeneratorapi/record/5127488/latestfinalfile)

[Refund Policy](https://recordsmanager.education.tas.gov.au/linkgeneratorapi/record/4711184/LatestFinalFile)

[Student Participation and Progress Academic Intervention Agreement Record template](https://recordsmanager.education.tas.gov.au/linkgeneratorapi/record/5351206/latestfinalfile)

[Student Orientation Check List](https://intranet.tastafe.tas.edu.au/Student-Support-Resource-Hub/Pages/Student-Support-Resource-Hub.aspx)

[How do I monitor student progress?](https://www.asqa.gov.au/faqs/if-we-move-online-delivery-how-do-i-monitor-students-progress) – ASQA.

# Measure of procedure effectiveness

* Minimal complaints related to TasTAFE initiated student withdrawals.
* Evidence of student access to support for individual training needs.
* Evidence of monitoring of individual student progress.
* Evidence of the level, trends and reporting to senior members of TasTAFE about retention, progression and completion rates for continuous improvement.
* Compliance with Standards for Registered Training Organisations 2015, Clauses; 1-1.4 and 2.2; 1.3b, 1.7, 1.8, 5.1 and 5.4.
* Compliance with the requirements of other legislations as listed for audit and administration.

# Definitions/acronyms

**Academic Employees:** Teachers, Education Managers, Manager Education and Training, Section Directors, Directors of Education, Executive Director Students & Education, CEO, and others as nominated by the CEO or their delegate.

**Academic Intervention:**  Standards for Registered Training Organisations (RTOs) 2015, - Clause 1.7 - requires that students receive training, assessment and support services that meet their individual needs. At minimum, support should include: identifying particular requirements that students would need to meet to complete course (for example, literacy, numeracy, English language, physical capability requirements, digital literacy, access to internet, engagement with learning, discrimination, how students seek out/access support) and to develop strategies to make support available where gaps are identified.

**Adult Learning Environment:** Inclusive, respectful, supportive accredited online or attended facility that is a pathway for people to achieve competence through the Australian Qualifications Framework, based on Adult Learning Theory, and audited by ASQA.

**AQF:** [Australian Qualifications Framework.](https://www.aqf.edu.au/)The AQF is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.

**ASQA:** Australian Skills Qualifications Authority.

**Adult Learning Theory:** Academic Study of how adults learn, qualified by the AQF.

**Cooling off period:** The cooling off period for offerings is:

The period is based on twenty (20) percent of the time to undertake the offering, or twelve (12) months whichever is the lesser (calculated from the commencement of the course).

72 hours prior to the course commencement of all commercial courses.

**Course Extension:** A course extension may be approved as an intervention strategy – by the length of time up to the same duration as the period as the original offering and must be approved with other conditions that apply – see Student Withdrawal Procedure.

**Course Transfer:** Following academic intervention strategies, it may be requested that the student is transferred to an alternative course or the same course at a different campus – conditions apply, see Withdrawal Procedure.

**Course Withdrawal:** Student course enrolment cancelled by a TasTAFE initiated process as detailed in this document, or as elected by the student prior to or post Cooling off Period dates.

**Extenuating Circumstances:** Unexpected/extreme situations or circumstances beyond the student's control which will negatively impact their ability to continue planned studies, including but not limited to illness, injury, family trauma, natural disaster, relocation, caring responsibilities, disability, or the acquisition of employment resulting in withdrawal, extension or transfer of a course.

**Learning Outcome:** As described in the training producttraining, assessment strategy and associated study unit assessment package/s.

**Participation and Progress:** Standards for Registered Training Organisations (RTOs) 2015, Clauses 1.1-1.4 and 2.2; 1.7 and 5.4 asks RTOs to retain evidence of: attendance at classes, workshops, off campus activities, online learning activities, self-directed learning activities, progress in unit learning and outcomes – and support offered to individual students where barriers may exist. Participation includes attendance at classes, workshops, off campus activities, Canvas activities, online learning activities, self-directed learning activities. Includes attendance records. Progress means - meeting course requirements in line with training package assessments and TasTAFE Assessment Policy/Procedure and TasTAFE Awarding Units Outcomes Policy/Procedure.

**Induction:** *Higher Education Standards Framework (Threshold Standards) 2015* Part A 1.3; describe the minimum acceptable standard for students’ success through orientation programs that are tailored to the student cohort, address the need of the individual student, academic preparedness, early assessment, referral for academic support, processes that identify students at risk, and reporting for continuous improvement.

Standard 5 of the Standards for RTO’s 2015 asks that each learner is properly informed and protected, either pre-enrolment or on commencement. To maintain compliance with registration as an RTO, informed students pre and at commencement will know what detail is expected of them to achieve their learning outcomes, how to attain them and what support is available to achieve the competence/qualification they seek.

**Student Management System (SMS):** computerised electronic system that stores and manages all student information/data in one software consistent with *Archives Act 1983*. TasTAFE uses ‘EBS’.

**Unit Outcomes:** A completed assessment relevant to a unit will be awarded a ‘result’ or ‘outcome’. There are several results that can be awarded – some of the most common are: CP – Competent; NP – Not Competent; RCP – Competent through Recognition.

# Policy control

## Contact points

| **Responsibility** | **Position title** | **Contact person** | **Contact number** |
| --- | --- | --- | --- |
| **Executive owner** | Executive Director – Education Operations | Brendan Holland | 0428 656 549 |
| **Policy owner** | Head of Centre for Health, Education & Community Services | Dannii Morgan | 0488 775 252 |
| **Contact person** | Head of Centre for Health, Education & Community Services | Dannii Morgan | 0488 775 252 |

## Consultation

The following teams/positions should be consulted during the development/review of this Procedure:

* Education Managers – Early Childhood Education and Care, Community Services, Individual Support
* Teachers – Community Services, Early Childhood Education and Care, Individual Support
* Student Support – State-wide

## Endorsement required prior to Executive Approval:

Education and Training Committee

## Endorsements

| **Committee** | **Date** |
| --- | --- |
| Education and Training Committee | 06.08.2024 |

## Dates:

**Last approved:**  27/08/2024

**Next review**: 27/08/2026

## Version history

| **Version** | **Date** | **Description of changes** |
| --- | --- | --- |
| 1.0 | 22.10.2019 | New procedure to incorporate TasTAFE’ s commitment to support students successfully achieve positive learning outcomes and appropriate compliance obligations |
| 1.1 | 01.07.2020 | Updated Policy Owner |
| 1.2 | 09.09.2020 | Updated Procedure incorporates legislative requirements. |
| 1.3 | 21.4.2021 | Updated procedure incorporates changes for withdrawal and organisational structure change. |
| 1.4 | 22.11.2022 | Minor updates to include information on VSL Cancellation Procedure. Updated Executive Owner. |
| 1.5 | 17.05.2023 | Updated Contact Person |
| 1.6 | 24.6.2024 | Updates in line with WLF Audit findings, updated contact person, updated roles, and responsibilities. |

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