POLICY AND PROCEDURE

STUDENT LEARNING AND SUPPORT

Date Approved:	30/10/2018
Policy Category:	Educational
Policy Owner:	General Manager – Training Operations

1. Context

SEDA Group (SEDA) seeks to provide a supportive teaching and learning environment that is responsive to individual student needs. SEDA ensures that students are academically suited to undertake a program or course of study. At the same time, SEDA recognises that, for a wide variety of reasons, students may not achieve the academic results of which they are capable. This document outlines the academic support available to all students.

2. Application

This policy is intended to provide staff and students with information regarding the facilities and resources that are available to students to support them with the academic demands of their courses. The policy also outlines the expectations and responsibilities of staff to identify students with learning support needs and to direct them to or provide them with appropriate resources. Students deemed academically 'at risk' are defined and the support strategies in place for these students described.

3. Policy Content

3.1. Orientation sessions

All students are encouraged to attend orientation sessions prior to commencement of the course (excluding short courses). The Program Facilitator (Trainer/Assessor) and/or Program Coordinator is responsible for the delivery of the orientation sessions to all students. The orientation sessions provide students with the opportunity to further understand a range of support services that are available to them. The orientation sessions complement the information provided to students prior to enrolment. These include but are not limited to:

- Educational support (e.g. literacy and numeracy support; individual learning plans; training plan modifications; reasonable adjustment)
- Student Services (Pathways/Wellbeing support)

Orientation sessions are supported through appropriate resources posted on the SEDA website and MySEDA (SEDA's online learning system).

The Program Facilitator or delegated member of staff is responsible for checking student attendance at orientation sessions and following up with students who do not attend or who arrive late. The orientation sessions and follow up procedures are designed to ensure that all students are appropriately prepared for and inducted into their course.

3.2 Identification of Individual Student Needs

Close scrutiny of students is maintained by Program Facilitators, Program Coordinators and State/Operation Managers. Attendance is taken for each session and assessment submissions are regularly monitored. Students who fail to attend class (as specified in the Students at Risk Definition below) and/or who fail to complete and submit assessments in a timely manner are contacted by the Program Facilitator. The Program Facilitator may identify these students as having learning support needs. The Program Facilitator has primary responsibilities for consulting with each student identified as having learning support needs.

Learning support needs of students may arise from issues associated with:

- literacy
- numeracy
- study techniques
- time management
- organisational skills
- working with others
- I.T.
- the requirements of the course

Learner support needs may be identified:

- as part of the pre-training review or pre-enrolment processes
- by poor attendance or poor assessment outcomes
- during initial discussions with Program Facilitators during orientation
- by self-referral by a student
- when a Program Facilitator has identified that a learner is experiencing difficulty (this may be by observation in class or upon analysis of assessment items submitted early in the program of learning)
- when a learner seeks assistance from the Student Services (Pathways/Wellbeing support)
- team, or some other member of staff
- after a student or program related survey or evaluation
- during an interview with a student
- as part of an intervention strategy agreed between the learner and the Program Facilitator, Program Coordinator or State/Operations Manager

3.3 SEDA Staff Consultation

3.3.1 In-class consultation

Individual student consultations with the Program Facilitator or other appropriate academic staff are an integral part of the learning experience for each unit or course. SEDA's normal weekly teaching pattern provides a significant proportion of face-to-face delivery, and further diagnostic in-class sessions may also be scheduled to allow students the opportunity to clarify points of confusion, discuss aspects of the course or unit in more detail and obtain feedback on their assessments, both in draft form and on completed work. The in-class times of SEDA staff are communicated to all students and where appropriate, are displayed as part of the program timetables. Students are encouraged to contact their Program Facilitator to arrange additional times for consultation.

3.3.2 Electronic consultation

All students and staff are issued with personalised SEDA Group email addresses which are the primary conduit for academic and administrative information and enquiries. Students are encouraged to contact Program Facilitators directly by email if they have any questions that will not wait until a scheduled face-to-face session. Program Facilitators are required to read and respond to their emails in a timely fashion.

Each course or unit is enhanced by an individual web based support site through MySEDA. The system provides students with access to a range of subject resources and also includes facilities that allow for clear communication between the student and their Program Facilitator.

The Program Facilitator is responsible for checking (following orientation or commencement) to ensure that all students have utilised MySEDA.

3.3.3 Consultation with Program Coordinator and State/Operations Managers

Program Coordinators and State/Operations Managers are available for individual consultations at times when they are not engaged in designated administrative duties. Program Coordinators and State/Operations Managers are normally full-time permanent staff and are generally available between business hours Monday to Friday. Appointments can be made in person, by email or via Program Facilitators. These appointments may be outside of normal SEDA Group working hours, subject to availability. Program Coordinators and State/Operations Managers have the requisite teaching and training and assessment qualifications and provide a range of academic and course management advice, from planning to dealing with appeals and progression issues.

3.4 Students at risk

3.4.1   Definition and process

Students are required to attain minimum academic progress standards. With the assistance of the Quality and Compliance Coordinator, the Program Facilitators monitor the academic progress of students against the minimum academic standards periodically, and monitoring of attendance occurs regularly by the Administration Manager in line with reporting timeframes.

Students are deemed to be at risk upon monitoring of academic progress standards if they:

- Have not completed all assessments requirements for a given unit or cluster within a reasonable timeframe; or
- Do not attend scheduled classes for two consecutive weeks

Students who do not meet the minimum academic progress standards are deemed to be "at risk". The Program Facilitator will arrange for academic counselling for all students who are deemed to be "at risk" and advise such students of the possibility that intervention strategies may be put in place. Pastoral care reports shall be recorded, and Academic Performance letter/s (at risk template) will be sent to the student if required.

Explained absences must be recorded in the attendance register. The trainer is also required to document any discussions with the student in relation to a unit of competency within the pastoral care report.

In circumstances where the trainer has not succeeded in contacting the student, the trainer / RTO representative will immediately issue an Academic Performance Letter (potential withdrawal template). If the student fails to reply to the Academic Performance Letter within 7, 14 or 28 days (varies between programs, refer to relevant Academic Performance Letter template), the Administration Coordinator will complete the Student Withdrawal Form to withdraw the student from the training product upon the Training Operations authorised delegate's approval.

3.4.2   Intervention strategies

During the academic counselling session, the designated Program Facilitator and the student will determine what additional support will be provided to the student. This may include, but is not limited to, the student:

- Attending additional academic or educational support sessions;
- Attending sessions with the Student Services (Pathways/Wellbeing support) team;
- Receiving assistance with personal issues which are influencing progress;
- Receiving mentoring;
- An individual learning plan;
- A modified training plan; or

- A combination of the above.

3.4.3   Documentation of students seeking support

Records are maintained by the Program Facilitator in the pastoral care section of MySEDA. The Program Facilitator is required to record the details of any student deemed 'at risk'. Where a student has been referred to assistance from the Student Services (Pathways/Wellbeing support) team, the relevant SEDA Group member is also required to contribute to the recording and maintenance of assistance pastoral care information. Summary data on students receiving support will be reported regularly to the National Education Group.

4. Policy History

Version	Policy Owner	Approval Date	Effective Date	Summary of Changes
0.1	GM - TO	18/08/16	18/08/16	New policy
2.0	GM – TO	22/05/18	22/05/18	Aligned to current job titles
3.0	GM – TO	30/10/18	31/10/18	Aligned to current job titles, review of defining 'at risk' students