

Academic Progress - VET Student Progress Review Procedure (Domestic Students)

Section 1 - Summary

(1) This Procedure sets out the process by which VU will monitor and manage the progress of domestic students enrolled in all TAFE award courses.

Section 2 - Scope

(2) This Procedure applies to domestic students enrolled in TAFE award courses.

(3) This Procedure does not apply to international students enrolled in TAFE award courses or domestic students enrolled in TAFE non-award courses.

Section 3 - Policy/Regulation

(4) [Academic Progress Regulations 2016](#)

Section 4 - Procedures

Part A - Summary of Roles and Responsibilities

Roles	Responsibilities
General Manager/Education Manager	Ensures that there is a scheduled review for student progress at least twice during each 12 month delivery period (pro rata for courses of shorter or longer duration).
Education Manager / Education Manager 's delegate (Senior Educator/Team Leader /Coordinator or/ Teacher)	Monitor student attendance and progress. Attempt to contact student/s, employers and /or parents/guardians as applicable, where student/s have missed two consecutive classes / workshops or have not logged into VU Collaborate for more than two weeks Conduct scheduled review of students' progress. Convene Course Progress Review meetings to address identified progress concerns. Meet with students and agree on actions. Document outcomes of Course Progress Review meetings. Monitor agreed actions. For VCE VET Programs any communication with the student and the school is via the Manager VCE VET Programs as outlined below.

<p>Manager VET VCE Programs</p>	<p>Monitor VCE VET student attendance and progress. Communicate with the school when the program area has identified a student in a VET VCE program is making unsatisfactory progress. Notify the school if a student is not attending in the first week of delivery. Notify the school and initiate withdrawal from the VET VCE Program if the student is not engaging in the program within the first 14 days in accordance with the current 'Agreement For Vocational Education And Training Delivered To Secondary Students'.</p>
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Part B - Identification of Students making Unsatisfactory Progress

(5) General Managers/Education Manager are responsible to ensure that progress reviews are conducted at least twice during each 12 month delivery period (pro rata for courses of shorter or longer duration).

(6) The outcomes of this scheduled review are documented on the [VET Student Progress Review Form](#), and completed forms are placed on the student file. This Procedure does not substitute normal monitoring of progress and withdrawals.

(7) Where a student is identified to be at risk of not completing their course within the scheduled timeframe as documented in their Training Plan, or is deemed to have had unsatisfactory progress for the review period, the following steps are taken:

- a. The student is contacted in writing using the applicable [VET Formal Communications with Students template](#), and invited to a Course Progress Review meeting.
- b. If the student is a trainee or apprentice, a copy of the communication is sent to their employer.
- c. If the student is enrolled in a VCE VET program, the student's school is sent a copy of the communication via the Education Manager responsible for VCE VET Programs.
- d. For all students under 18 years of age, other than VCE VET students, the student's parent or guardian is sent a copy of the communication.

(8) The Course Progress Review Meeting includes discussions about:

- a. suitability of the course for the student;
- b. Opportunities for course completion (this may include re-enrolment in some units);
- c. Additional learning or personal support that may assist the student re-engage with their studies;
- d. Amendments that need to be made to the individual's Training Plan.

(9) The Course Progress Review Meeting outcomes must be documented using a [VET Student Progress Intervention Strategy Record](#). This includes:

- a. Issues identified.
- b. Strategies or actions to be taken.
- c. Monitoring schedule.

(10) Other than scheduled reviews, teachers have the primary responsibility for identification of students at risk of non-completion. Typical indicators for concern include:

- a. Students not attending class or other scheduled activities.
- b. Students not actively participating when in class or in other scheduled activities.
- c. Students experiencing difficulty in completing required work.
- d. Students not submitting required work.

(11) The teacher must take immediate action if a student is:

- a. absent without prior notice for two consecutive face to face classes in a particular unit; or
- b. undertaking a face to face with eLearning or an online program and misses two scheduled workshops/face to face classes or does not log into VU Collaborate for more than two weeks; or
- c. not attending practical placement for two consecutive scheduled sessions/days without contacting the teaching department.

(12) Where any of the events listed in the clause above occur, the teacher must attempt to actively engage with the student and try to facilitate their return to study. The General Manager/Education Manager should be notified as soon as possible.

- a. For students enrolled in VCE VET programs, the VCE VET Education Manager will be responsible for follow up with the student and the school, following notification of progress issues by the delivery department.
- b. Teachers must try to make contact with the student directly by phone or email. For apprentices and trainees the teacher should also try to contact the employer. For students under 18 years of age, other than VCE VET students, the teacher should also try to contact the parent/guardian.
- c. Contact or attempted contact with the student, the employer, the parent/guardian or the school must be documented and placed on the student file (for example, copies of emails, notes of a telephone conversation or a message left for student).

(13) Outside the formal course review process, if a student has fallen behind due to their absence or non-participation, or other personal issues, they should be invited to a meeting with the Education Manager's delegate to discuss their course progress and to establish a plan to support course completion. At the meeting:

- a. Issues should be identified.
- b. Strategies to best address the issues should be formulated with consideration of the student's capacity to meet any additional work load and attendance requirements. These must be discussed and agreed and may include one or more of the following:
 - i. Provision of learning support (refer to [Student Retention and Success - VET Learning Support Procedure](#));
 - ii. Referral to student services for personal support (counselling, disability support, aboriginal liaison etc.);
 - iii. One-to-one catch-up sessions with the teacher and ongoing individual mentoring;
 - iv. Rescheduling of assessments (this may involve requesting changes to unit start and/or end dates);
 - v. Reasonable adjustments to teaching and/or assessment strategies;
 - vi. Consideration of options to transfer to a different course;
 - vii. Withdrawal from the course.
- c. The Education Managers's delegate and student agree on the identified strategies and set a date for a follow up meeting to consider the effectiveness of the strategies.
- d. Agreed actions should be documented, signed by both parties and placed on the student file. A copy of the agreed actions should be sent to the employer for all apprentices and trainees; to the relevant school contact for all VCE VET students and to the parent/guardian of all students, other than VCE VET students, under the age of 18 years.

Part C - VU Initiated Withdrawal of Students

(14) Where a student cannot be contacted after at least two separate attempts, and it is 2 weeks since the last engagement or participation in the course, a formal written communication, using the applicable [VET Formal Communications with Students template](#), must be sent to the student, notifying them of the likelihood of being withdrawn from the course. A copy of this notification should be sent to the employer for apprentices and trainees; the

relevant school contact for VCE VET students and the parent / guardian for all students, other than VCE VET students, under the age of 18 years.

(15) If there is still no contact with the student, and it has been 4 weeks since the last engagement or participation, the Manager should initiate withdrawal of the student from the course. A further communication confirming this action must be sent to the student, using the applicable [VET Formal Communications with Students template](#). For VCE VET students, a formal communication is sent to the student's secondary school to inform them of the intention to withdraw.

(16) If the student has successfully completed one or more units in their course before ceasing participation, the student is issued a Statement of Attainment.

Section 5 - HESF/ASQA/ESOS Alignment

(17) Outcome Standards for NVR Registered Training Organisations 2025: Standards 2.1 Information; 2.3 & 2.4 Training Support; 2.6 Wellbeing; 2.7 Feedback, Complainants and Appeals.

Section 6 - Definitions

(18) Unsatisfactory progress (VET - domestic students) - Not successfully completing 50% of course requirements within the review period and/or at risk of not completing a course within the timeframe documented in the Training Plan.

(19) VCE VET (VETDSS)- Is defined nationally as any recognised vocational education or training that is counted as credit towards a senior secondary certificate.

Status and Details

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