

Course Progress and Intervention Strategy

Purpose

The purpose of this policy is to ensure that The Health Arts College systematically monitors students' course progress in order to achieve satisfactory course progress and be able to provide all students with the best opportunity to meet their study goals and aspirations.

Policy

1. Monitoring course progress will be undertaken within a study period. This allows THA to identify and offer support to those students who may be at risk of unsuccessful course progress.
2. A study period is defined as a unit of study which is generally 11-27 weeks dependent on qualification. Students are advised upon commencement of the study period the units scheduled to be delivered and assessed.
3. THA provides students with clear expectations on course progress requirements.
4. THA provides information on the above in the Student Handbook which are provided to students at orientation or upon commencement of a course
5. Trainers/Assessors will monitor students throughout the study period and provide assistance and support using the prescribed intervention where applicable
6. All support will be documented on a student support file note signed and placed in the students' academic file.
7. If the student has been assessed as not meeting course progress the Academic & student support Officer will contact the student to offer support/advice with a view to improve student course progress. All communication will be documented in the student file.

THA College has various **mechanisms** in place for determining satisfactory course progress. These mechanisms are useful in early detection in areas that may interfere with forecasted successful completions:

- ◆ Course Progress Result sheets (monthly from a trainer)
- ◆ Attendance Sheets (weekly from a trainer)
- ◆ Information disseminated by trainers about a student
- ◆ Scheduled meetings with the trainers

The Health Arts College has determined **trigger points** that may contribute unsatisfactory course progress. These include but not limited to the following:

- ◆ Failing a Unit of Competency in a Unit of Study
- ◆ Failing the pre-requisite for a particular unit
- ◆ 6 consecutive absences from the class



RTO CODE: 21588

- ◆ Un-attempted assessments (due to coming late in class or leaving early from the class)
- ◆ Course suspension due to compelling /compassionate circumstances and so forth

However, there are some **Intervention strategies** that can help a student in the progression of their course, not restrictive to:

- ◆ Advising students of opportunities for re-assessment / re-sitting the assessment.
- ◆ Attending classes during term break
- ◆ Pairing with a study mentor or a classmate that demonstrates well developed English skills
- ◆ Implemented strategies and support where this was identified as an outcome of the enrolment process by the Adult **Learning and LLN Specialist** to enhance required skills.
- ◆ Learning notes or additional study material to be given to student for home study
- ◆ Assessment **extension** provided to students
- ◆ Additional hours given to a student for completing an assessment.
- ◆ Information sharing between the Academic and Student Support Officer and Trainer to monitor progress and evaluate the effects of intervention.
- ◆ Referral to **Life Resolutions**(For Victoria and New South Wales students) and **Relationships Australia** (for South Australia) for more sensitive welfare issues

MECHANISMS

Course progress result
sheets

Attendance Sheets

TRIGGER POINTS

Students who fail a pre-requisite unit /consecutive absences from the class/ NYC in a unit of study/course suspension / un-attempted assessments

INTERVENTION STRATEGIES

Re-assessment
Additional support by trainer
Adult learning and LLN specialist involved