

MONITORING COURSE PROGRESS POLICY

Purpose

The purpose of this Policy is to ensure that EduNex Training systematically monitors Students' Course Progress over the duration of their training program. This includes recording, monitoring, assessing, counselling and reporting the academic Course Progress of each Student. Course Progress includes monitoring Students progress in relation to: Academic Progress and meeting Assessment Milestones, Work Placement requirements, Training Plan and Training Schedule Attendance requirements and Workplace Visit requirements.

Scope

This Policy applies to EduNex Training Trainers who are responsible for systematically monitoring Students' Course Progress over the duration of their training program.

Policy

As part of our commitment to support Students through their learning journey, EduNex Training will monitor, record and assess the Course Progress of each Student for the course in which the Student is currently enrolled.

EduNex Training will assess each Student's Course Progress at the end of each study period, referred to as Milestones. Each Milestone equates to approximately 3-4 months of study, based on Certificate III and Diploma qualifications.

Note: Twelve weeks is usually considered the minimum length of time in which it is reasonable for EduNex Training to make an assessment of a Student's Course Progress. Where EduNex Training does not divide courses into study periods, Course Progress must be monitored at least every three months.

EduNex Training deems unsatisfactory Course Progress as not successfully completing or demonstrating competency in at least 50% of the course requirements in that Milestone.

EduNex Training will implement a Course Progress Intervention Strategy for any Student who is not making satisfactory Course Progress.

Procedures

If a Course Progress Intervention Strategy is required, the Trainer needs to arrange this by completing the following steps:

1. Complete a Student Support Record Form including strategies on how the Student will be supported and Course Progress monitored;
2. Discuss the Students LLN Training Supplement generated by LLN Robot if applicable, and any progress made in completing additional activities;
3. Print off a VETtrak Academic Course Progress record and Training Plan;
4. Trainer to ascertain where the Student is up to in their course Milestones, and what percentage of the Milestone has been completed;
5. Trainer to check Bi-monthly Workplace Visit Contact Forms (for courses with mandatory Work Placement);
6. Trainer to check Practical Placement Log Book Student progress (for courses with mandatory Work Placement);
7. Make any necessary changes, extensions to the Students Training Plan
8. Scan and upload copy of Student Support Record to VETtrak;
9. Add notes in VETtrak detailing the support;
10. Schedule further dates for monitoring Student's Course Progress in between Milestone dates ;
11. Schedule dates for follow-up meetings with the Student.

The following strategies are to be considered to assist a Student to make satisfactory Course Progress:

- Negotiate an updated Training Schedule with the Student that recognises that additional time will be required to appropriately support the Student to complete the training. A course duration extension may be appropriate. For example, completing a CHC50113 Diploma of Early Childhood Education and Care over 24 months instead of 20 months.
- Obtain a strong commitment from the Student that they will provide personal effort that is in addition to that normally required to undertake the training program.
- Review the Students LLN Robot Training Supplement that will be utilised for support throughout their training program and see if any progress has been made with completion of suggested activities.

- Where suitable, schedule additional Face to Face Training Sessions where learning information that would usually be delivered to the Student via their own reading is presented to the Student verbally and is supported by questions and answers.
- Where suitable, make arrangements to regularly engage via teleconference with the Student to monitor their Course Progress and adjust the training support strategies.
- When suitable, courses can be offered as an after-hours, via video link or weekends to accommodate the availability of the Student. Where required, Students can also be supported to adopt a self-paced study method with scheduled support sessions to assist the Student to progress in the course program whilst taking into account their restricted availability.
- Where appropriate to the training program, Students identified with recognised difficulties in studying and learning are to be scheduled with additional one-on-one support sessions with the Trainer at regular intervals throughout the course program, to ensure Course Progress. These support sessions are to be used to review the learning content with the Student and to engage the Student in discussion about the subject matter. These sessions should be structured in accordance with the planned learning applicable to the course program. The study sessions should direct Student back to the course reference material in order to encourage their individual self-paced effort.
- Assisting Students by advising of opportunities for the Student to be re-assessed for tasks in units they have deemed not yet competent, or demonstrate the necessary competency in areas in which they had not been previously able to demonstrate competency;
- Advising Students that unsatisfactory Course Progress in two consecutive Milestones for a course could lead to the Student falling behind, losing motivation to complete their chosen course of study; and
- Where appropriate, advising Students on the suitability of the course in which they are enrolled.

At the end of each Milestone, Students will be assessed against this Course Progress Policy. If a Student is identified for the first time as not making satisfactory Course Progress, the Course Progress Intervention Strategy as outlined above is implemented. The Course Progress Intervention Strategy must be activated within the first four weeks of the following Milestone.

However, if EduNex Training decides that a Student is at risk of making unsatisfactory Course Progress before the end of the Milestone, the Trainer is encouraged to implement its intervention strategy as early as practicable.