

Student Progress

AIHFE strives to ensure our learners complete their training program within the outlined duration. We acknowledge that a learner's circumstances can vary from when they commenced their training program, to the circumstances they face whilst progressing through the course. We intend to address and support them to the best of our ability.

General Student Progress Principles

AIHFE intend to manage a learner's course progress and workload to ensure it is completed within the duration specified in their Confirmation of Enrolment document.

In order to do so, we will:

- Monitor a learner's academic performance and alerting the learner where necessary should they be falling below or behind on their requirements; and
- Prepare a tailored support plan where required to help them complete the course within the expected duration of study.

AIHFE tracks a learner's progression throughout the semester. We have a duty to ensure learners remain engaged and support them to complete their course.

We will be guided by the following when monitoring our learners' progress throughout the course:

- Each training program's schedule is set up with the relevant start and end dates, delivery method and sessions for delivery (if applicable) and learners are informed of their workload within each study period;
- Learners enrolment is monitored throughout the study period to ensure they are meeting their requirements and are on schedule to completing their course within the set duration;
- Ensure that all students are aware of the intervention strategy that will be implemented should unsatisfactory progress be reported in any of the units attempted in any given study period;
- Administer the necessary intervention strategies when students demonstrate unsatisfactory course progress in any study period, taking into account their individual circumstances – and where intervention strategies are implemented, they are to be done as soon as practicable.

Intervention Strategies

It is a policy of AIHFE to implement intervention strategies for learners not meeting satisfactory course requirements. A learner's progress will be reviewed to allow AIHFE to identify 'AT RISK' learners:

- Where the student has recorded unsatisfactory attendance for compulsory classes, tutorials, work placement activities or workshops during the study period – this means where they have been absent for two sessions in a row without informing a Trainer and Assessor);
- Where the student has not submitted their assignment by the due date without a formal approval by the trainer / Assessor or the AIHFE; or
- Where the student has received 'Not Yet Competent' (NYC) outcomes for their submitted assessments.

Strategies for intervention may include, but are not limited to:

- Counselling concerning the appropriateness and suitability of the course undertaken by the student;
- Guidance and reference to the units of competency where NYC's have been recorded;
- Reduction in course load or an extension to the course duration;
- Formation of study groups or additional tutoring support; and
- Assigning a Trainer and Assessor or a fellow student as a mentor.

Intervention Strategies Procedure

1. Learner identified as 'AT RISK' – when a student is demonstrating unsatisfactory course progress (the conditions outlined below), the Trainer and Assessor shall notify the Dean of Studies.

- Where the student has recorded unsatisfactory attendance for compulsory classes, tutorials, work placement activities or workshops during the study period – this means where they have been absent for two sessions in a row without informing a Trainer and Assessor);
- Where the student has not submitted their assignment by the due date without a formal approval by the trainer / Assessor or AIHFE; or
- Where the student has received 'Not Yet Competent' outcomes for their submitted assessments.

2. **Organise a formal intervention strategy meeting** – the learner will be sent a meeting request. Inform the learner the purpose of the meeting and that they are able to bring a support person of their choice if they wish. The Trainer and Assessor is also to prepare all of the supporting documentation and evidence required for the meeting.
3. **Conduct formal intervention strategy meeting** – the Dean of Studies, the Trainer and Assessor is to attend the meeting with the learner and if they choose to, their support person. The interview is to be conducted in a compassionate and professional manner.

During the meeting the learner is to:

- Be advised of the reason as to why they are considered 'AT RISK';
- Be informed of their rights and obligations, including their right to an Appeal if they do not wish to accept the intervention strategy plan;
- Be consulted as to what is causing their poor academic performance or lack of attendance;
- Be counselled appropriate to the contributing factor to their 'AT RISK' status;
- What we can do and how we can help support them through their training program; and
- Collaboratively work with their Trainer and Assessor to arrive at an agreeable intervention strategy plan.

4. **Intervention strategies** – the document is to be signed by the learner in recognition of their agreement, the Trainer and Assessor, as well the Dean of Studies. The intervention strategies are to be recorded on the student's file with a copy of the document provided to the learner.
5. **Appeal** – where the learner is not satisfied or prepared to accept the intervention strategies, they may access the Appeals process. The Appeal must be lodged within **20 business days** to file an Appeal. Refer to our Complaints and Appeals policy for more information on the Appeals process.
6. **Implement and monitor the intervention strategies** – where the learner has accepted the intervention strategies, it must be activated as soon as practicable, and no later than 4-weeks. The Trainer and Assessor is responsible in monitoring the learner's progress, willingness and ability to follow through with the intervention plan. Where the learner is unwilling to or continuously fails in complying with the intervention strategies, the Trainer and Assessor is to inform the Dean of Studies and their enrolment may be suspended or cancelled, or alternative options may be suggested to the learner, such as deferment or studying a different course altogether.

Intervention Strategies Process Flow-Chart

