

Student Progression

Version Information

Document Title	Student Progression Procedure				
Document Type	<input type="checkbox"/> Policy	<input checked="" type="checkbox"/> Procedure	<input type="checkbox"/> Process / Workflow	Version	2.3
	<input type="checkbox"/> Guideline	<input type="checkbox"/> Checklist		Implementation date	27/04/2020
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Purpose

Goodstart Institute of Early Learning has designed this procedure to support students to progress through their course/qualification. This document outlines and supports Lead Trainers to manage the student's progression in line with the prescribed timeframes as per the program outline and/or student training plan.

Provides an additional opportunity for Lead Trainers to identify additional support requirements and assist potential at risk students.

About

What is student progression?

Student progression is the active involvement of the student in their course. The student meets all unit requirements of their course within the prescribed timeframes as per the program outline and/or student training plan.

What does student progression look like?

Active student progression can look different for different categories/types of students. Outlined below are characteristics of a student progressing through their training at Goodstart Institute of Early Learning.

Student

Characteristics of a well progressing student include the following:

- The student communicates openly and frequently with their Lead Trainer and responds to contact made with the student by the Lead Trainer and/or Student Services.
- The student demonstrates a love of learning and are self-motivated
- The student submits their work in a timely manner as per prescribed timeframes
- The student seeks out their own additional resources to support their learning
- The student leverages their workplace network and support structure as an additional learning opportunity
- The student is aware of the support structures in place to assist their learning
- The student takes accountability for their own learning and time management

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Student with additional support needs

All of the above characteristics plus the following:

- The student is aware of the additional support measures put in place to assist their learning and are aware of their support plan
- The student may receive and actively participates in additional one-on-one support
- The student undertakes aspects of their learning via Recognition of Prior Learning (where their experience supports this option)
- The student access additional support with digital literacy where required

Trainee/Apprentices

All of the characteristics of a student plus the following:

- The Trainee/Apprentice receives their allocated study release hours in the centre and/or will communicate with their Lead Trainer if they are not receiving the correct allocation so intervention measures can be put in place.
- The Trainee/Apprentice records their study release hours on the study release hours record tool.
- The Trainee/Apprentice completes study within their own time as well as their allocated study time.

Procedure

The following steps outline the control measures Goodstart Institute of Early Learning will follow in instances where students are not progressing within the prescribed timeframes for their course/qualification

Step No	Overview	Description
STEP 1	Onboarding and progression expectations	<ul style="list-style-type: none"> • Student is provided clear guidelines of the progression expectations in their course. • Student is provided training plan (which they must sign and return) with completion dates assigned to each unit of competency in their course/qualification. In cases where the student is undertaking RPL they will be provided with an RPL Assessment Plan outlining the submission dates for their RPL evidence. • Student completes an induction prior to course commencement to adequately prepare them for study in their course/qualification.

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Step No	Overview	Description
STEP 2	Assessment due date reminder	<ul style="list-style-type: none"> • Lead Trainer has contact with student within the study period as per Student Engagement Cycle and is reminded of their assessment or RPL evidence submission date. • Student requested to make contact and advise if they will not make their assessment or RPL evidence submission date and require an assessment due date extension (then to follow the extension procedure).
STEP 3a	Assessment due date passes	<ul style="list-style-type: none"> • Student does not submit their assessment or RPL evidence by the assigned due date • Lead Trainer to send Letter 1A (via email) which advises the student they have not submitted their assessment or RPL evidence by the assigned due date as per their training plan. The student's Centre Director is copied on this email for their reference. • Student must contact the Lead Trainer with reason they have not submitted their assessment or RPL evidence. If there are barriers to completion, Lead Trainer to provide appropriate support/strategies to assist student. • If student does not submit their assessment or RPL evidence within 5 business days they will be classed as a non-progressing student and further action will be taken which may result in withdrawal.
STEP 3b	Approved extension assessment due date passes	<ul style="list-style-type: none"> • Student does not submit their assessment or RPL evidence by the approved extended assessment due date • Lead Trainer to send Letter 1B (via email) which advises the student they have not submitted their assessment or RPL evidence by the approved assessment extension due date. The student's Centre Director is copied on this email for their reference. • Student must contact the Lead Trainer with reason they have not submitted their assessment or RPL evidence. If there are barriers to completion, Lead Trainer to provide appropriate support/strategies to assist student. • If student does not submit their assessment or RPL evidence within 5 business days they will be classed as a non-progressing

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		<p>student and further action will be taken which may result in withdrawal.</p>
<p>STEP 4</p>	<p>Assessment submission not received by deadline provided</p>	<ul style="list-style-type: none"> • Student does not submit their assessment or RPL evidence by the outlined deadline from Letter 1A or 1B. • Lead Trainer has conversation with student about not meeting this submission deadline. Assess if there are barriers to completion and provides appropriate support/strategies. • Lead Trainer advises the student they are now a non-progressing student and they will be withdrawn from the course if they fail to submit their assessment or RPL evidence within 5 business days. • Letter 2 is sent via email to student with summary of conversation and clearly outlines if they do not submit their assessment or RPL evidence within 5 business days they will be withdrawn from the course. <ul style="list-style-type: none"> - If the student is a trainee/apprentice they will be advised if they fail to submit within the final deadline they will be referred to the relevant state training authority for intervention • Centre Director and Area Manager or Performance Lead (depending on state) copied on this communication.
<p>STEP 5</p>	<p>Student does not submit within final due date</p>	<ul style="list-style-type: none"> • Student does not submit their assessment or RPL evidence by the deadline within Letter 2. • Lead Trainer issues Letter 3 via email to student with Centre Director and Area Manager or Performance Lead (depending on state) copied. Letter advises student they have not submitted by the final due date and their enrolment has been cancelled. <ul style="list-style-type: none"> ○ Statement of Attainment will be issued for any units completed in the course along with a withdrawal letter. If no units have been completed a withdrawal letter will be sent. • If the student is a trainee/apprentice, the relevant state training authority will be notified of their non-progression. State training authority to advise of appropriate actions/next steps.

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Step No	Overview	Description
		NOTE: if the student feels they have been unfairly withdrawn they may appeal this decision as per the Complaints and Appeals policy.