



## Student Progress

### Student at Risk Policy for VET

#### Background Information

Mayfield Education seeks to support all students in completing their course of study and achieving their academic goals. However, it is understood that students sometimes experience challenges progressing in their course of study and Mayfield Education must have systems in place to identify and support such students.

#### Policy Purpose

This policy aims to:

- Describe the scenarios in which students are considered to be at risk.
- Establish the necessary procedures to ensure that students who are at risk of unsatisfactory progress are identified in a timely manner and offered appropriate academic support.
- Outline the available academic support that Mayfield Education is in a position to provide for at-risk students, as well as appropriate referral pathways.

#### Policy Scope

This policy applies to all Vocational Education and Training (VET) students enrolled at Mayfield Education.

#### Definition and Terms

**Academic Risk:** The student is failing assessments, not demonstrating satisfactory progress in their learning, or not meeting the required competencies.

**Attendance Risk:** The student has unsatisfactory attendance, including repeated absences or failure to attend scheduled classes or workshops.

**Engagement Risk:** The student shows a lack of engagement, such as failing to participate in class activities, not completing learning tasks or poor communication with trainers and assessors.

**Personal Risk:** The student is experiencing personal difficulties (such as health issues, financial stress, or family problems) that could affect their academic performance.

#### Policy

The Students at Risk Policy is anchored on principles of fairness, equity and relevant academic support.

Identifying at-risk students is necessary for Mayfield Education to provide necessary academic support, well-being support and if required any reasonable adjustments so that students have the best possible opportunity to successfully complete their course of study.

All students should be made aware of support services available to them and encouraged to seek assistance through these services if they require it. Information regarding available internal and external services can be found on the Mayfield Education website.

Trainers and Course Coordinator have a responsibility to ensure the early identification of at-risk students, as a best practice approach to higher education pedagogy and teaching efforts. Where possible, these students should receive additional learning support to avoid formal at-risk status.

#### Academic Standards

Mayfield Education is committed to ensuring that all students attending Mayfield Education maintain an acceptable academic standard, as demonstrated by satisfactorily completing all assessment requirements for individual units within a course of study and thus successfully progressing through a course of study. To do this students must maintain a certain level of academic achievement. The Education Manager and Course

Coordinator are responsible for assessing and reviewing the progress of students who do not meet Mayfield Education's standard for satisfactory academic progress.

Satisfactory academic standards are as follows:

- Students must maintain a minimum of 80% attendance in order to satisfactorily complete a unit enrolled in at Mayfield Education.
- Students with one failed unit will be considered at risk.
- Students who fail two units consecutively will be considered as having made unsatisfactory progress towards the achievement of an award.

Mayfield Education shall follow these principles when dealing with this Policy:

- All students shall have access to their academic performance records at all times.
- All students shall have access to this Policy so that there is a clear understanding of relevant requirements and procedures.
- All students shall be treated fairly and consistently throughout the entire review process.
- Mayfield Education will provide all students with a notice of unsatisfactory performance in a timely manner.

## Identifying Students at Risk

Students at risk will be identified by:

- **Trainer/Assessor Observation:** Trainers and assessors monitor student performance and participation and may raise concerns if a student is consistently struggling.
- **Attendance Monitoring:** The RTO will track student attendance. If a student's attendance falls below the minimum required (e.g., 80% attendance), they will be flagged for further intervention.
- **Assessment Performance:** Continuous assessment and feedback help identify students who may not be meeting the competency requirements of their course.
- **Feedback and Surveys:** Students are encouraged to provide feedback on their learning experience. Any reported difficulties or concerns will be reviewed.

Students are able to declare themselves at risk to the relevant Trainer and Course Coordinator if they feel they are at risk of unsatisfactory progress but have not been formally identified. In this case, an unsatisfactory progress meeting will be scheduled with the Course Coordinator and Education Manager.

All staff recruited at Mayfield Education are experienced teaching practitioners in VET environments and must be able to identify learning differences and learning difficulties that can impact a student's achievement, well in advance of a student attaining an at-risk status.

## Support Strategies

Course Coordinator will inform relevant Trainers at the commencement of each unit about the student at risk and relevant strategies that have been put in place to support the academic journey, particularly in situations where a student is repeating a unit with a different trainer.

Students who have received written notice of their being identified as an at-risk student must attend an unsatisfactory progress meeting with the Course Coordinator and Education Manager. Students will be given one week's notice of the unsatisfactory progress meeting by Mayfield Education and are expected to attend the meeting.

The purpose of an unsatisfactory progress meeting is to discuss the factors that have contributed to the student's at-risk status and create a plan to improve the student's academic performance over the subsequent study period.

When a student is identified as being at risk, the following support strategies may be implemented:

- **Additional Learning Support:** Provide tutoring, study groups, or access to supplementary learning resources.
- **Mentoring:** Pair the student with a mentor or counsellor to provide emotional and academic guidance.
- **Flexible Learning Options:** Allow for adjusted study schedules or alternative learning materials if a student is facing personal challenges.
- **Referral to External Support Services:** If appropriate, refer students to external agencies or services such as counselling, welfare support, or financial advice.
- **Regular Check-ins:** Implement a monitoring process where the student meets regularly with a designated support officer to track progress and identify any further needs.

The Education Manager may choose to put conditions on at-risk students' enrolment, such as a limited study load or completion of certain academic skills workshops.

At unsatisfactory progress meetings, the Education Manager and Course Coordinator should determine if any non-academic issues will be an ongoing problem raised by the student and thus whether the student should receive further non-academic support, such as a referral to counselling services.

## Monitoring and Review

Course Coordinator will:

- Continuously monitor the effectiveness of the interventions and support strategies.
- Document all interventions and outcomes.
- Review the student's performance regularly to ensure that the intervention is having a positive impact.
- Keep records of all communications with the student and any steps taken to support their progress.

If the student has maintained an at-risk status for three months without demonstrating signs of improvement to the Education Manager and Course Coordinator, they may be given the status of Unsatisfactory Progress, and have their enrolment discontinued.

## Appeals Process

If a student disagrees with the decision to classify them as "at risk" or with the intervention plan provided, they have the right to appeal through Mayfield Education's formal **Complaints and Appeals** process.

## Policy Review

This policy is subject to review by the Education Manager a minimum of once every two years but may be updated more frequently as required.