

## ACADEMIC PROGRESS POLICY (VOCATIONAL EDUCATION)

### 1. Purpose and Objectives

- 1.1 The purpose of this policy is to detail the criteria to determine whether students have achieved satisfactory academic progress and to specify the actions taken based on the assessment of students' academic progress.
- 1.2 Where students are identified as at risk of poor performance, intervention strategies will be implemented. Should students have been identified and intervention strategies have been documented and implemented but poor performance continues, the student, on the recommendation of the Head of School or delegate, may have their enrolment terminated on the grounds of unsatisfactory academic progress.

### 2. Scope

- 2.1 This policy applies to all students, including student visa holders, enrolled in Le Cordon Bleu Australia (LCBA) Vocational Education and Training (VET) programs.

### 3. Legislative Context

- Education Services for Overseas Students (ESOS) Act (2000)
- National Code 2018
- National Vocational Education and Training Regulator Act 2011 (Cwlth)
- Standards for Registered Training Organisations (RTOs) 2015

### 4. Policy Statement

- 4.1 LCBA will monitor the academic performance of all students in order to provide timely intervention and appropriate support to achieve satisfactory academic outcomes within their expected duration of study.

### 5. Policy

- 5.1 Assessors will continuously monitor student assessment results and academic performance and will provide counselling to students to ensure their satisfactory academic progress. Discussions and actions will be recorded on the student file.
  - 5.1.1 The Academic Committee will review students' results at the end of each study period to determine student academic progress, including determining the status of progression and identifying students at risk of unsatisfactory academic progress.
- 5.2 There are several pre-requisites for multiple units of competency within LCBA's vocational qualifications (see definitions for list of pre-requisites). Students must achieve a result of competent for all pre-requisites units to maintain satisfactory academic progression to the next stage of study.
  - 5.2.1 If unsuccessful in any assessment tasks associated with pre-requisites, results cannot be recorded for units requiring this pre-requisite unit. This may result in a change to the student study plan and to the program duration.
- 5.3 The Academic Committee at its discretion, may amend student study plans to ensure sufficient skill development in practical-based units of competency, if it believes that it is of educational benefit and in the best interest of student progression.

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- 5.4 Students must successfully complete all requirements in a lower-level qualification before commencing a higher-level integrated qualification, for example, completion of the Certificate III Commercial Cookery before commencing the Certificate IV in Kitchen Management. Any exceptions require approval from LCBA Academic Committee and will be considered individually. In approved cases, LCBA will ensure that students possess the necessary skills and knowledge before advancing to a higher-level qualification.
- 5.5 Where students are at risk of unsatisfactory academic progress, LCBA will develop an intervention strategy to facilitate students' successful completion of their study. LCBA may choose to activate an intervention strategy at any point during the study period if students are identified as at risk.
- 5.5.1 Where a student is identified as at risk of unsatisfactory academic progress, the student will be notified in writing by LCBA and will be required to participate in an intervention strategy. Copies of correspondence will be forwarded to the Program Manager.
- 5.5.2 The intervention strategy will begin with a discussion between the student and the Program Manager (or delegate). The discussion may include:
- opportunities for the student to give reasons for their unsatisfactory academic performance;
  - advice to the student on the suitability of the program of study in which they are enrolled;
  - for student visa holders, advice that unsatisfactory academic progress could lead to the student being reported to the Department of Home Affairs (DHA) and the cancellation of their visa, depending on the outcome of any appeals process.
- 5.5.3 The outcome of this discussion will be an agreement on actions to be undertaken by the student and/or LCBA and the Co-Delivery Partner (CDP), which will enable the student to improve their academic performance.
- 5.5.4 Courses of action may include but are not limited to:
- referral to learning support services;
  - recommendations for language, literacy, numeracy and digital skill support;
  - completing Academic Skills and Knowledge (ASK) program
  - re-enrolment in units of competency;
  - non-progression to next stage of study;
  - resubmission of assessments;
  - reasonable adjustments to assessments;
  - reduction of study load;
  - modification to the program of study (refer to *Learning Support Policy VET*).
- 5.5.5 Options for courses of action will take account of:
- previous attempts at the same unit of competency;

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- attendance;
  - current level of skills and knowledge;
  - feedback from trainers, assessors and the Program Manager;
  - the reasons provided by the student to explain their unsatisfactory progress.
- 5.5.6 For VET in School students, the intervention strategy will be implemented in conjunction with the student's parent, legal guardian, and/or the student's school. This includes:
- Ensuring that the student's parent/legal guardian is informed in writing if the student is identified as at risk of unsatisfactory academic progress.
  - Requiring the parent/legal guardian and/or the student's school to participate in the intervention strategy discussions and agreed-upon actions.
  - Tailoring support services to include feedback and involvement from the parent/legal guardian or the school.
- 5.5.7 Intervention strategies will be implemented immediately, documented and recorded on the student's file.
- 5.5.8 Where an intervention strategy results in a change to the expected course duration of a student visa holder, LCBA will record this variation and the reasons on the student file and also report these details to the DHA via the Provider Registration and International Student Management System (PRISMS) and/or issue a new 'Confirmation of Enrolment' for a student visa extension.
- 5.5.9 The Academic Committee will notify the Head of School, or delegate, of students identified as at risk of unsatisfactory academic progress after each meeting of the Academic Committee.
- 5.6 Where intervention strategies have been implemented, but a student's unsatisfactory academic performance continues, LCBA may cancel the student's enrolment.
- 5.6.1 The academic performance of students, for whom an intervention strategy has been implemented, will be monitored by the Academic Committee.
- 5.6.2 Where a student is identified by the Academic Committee as having unsatisfactory academic progress, the Committee will immediately inform the Head of School or delegate.
- 5.6.3 The Head of School or delegate may cancel the student's enrolment in their program of study due to unsatisfactory academic progress (refer to the *Enrolment Policy*).
- 5.6.4 The student will be advised in writing of LCBA's intention to cancel their enrolment, and their rights to appeal this (see the *Academic Appeals Policy VET*).
- 5.6.5 Co-Delivery Partners will be advised in writing of a student's cancellation of enrolment and a record of all documentation will be kept on the student's file.

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- 5.7 LCBA will report student visa holders with unsatisfactory academic progress to DHA via PRISMS.
- 5.7.1 Where a student visa holder is identified by the Academic Committee as having unsatisfactory academic progress, the committee will promptly inform the Head of School or delegate and the Registrar.
- 5.7.2 The Registrar will notify the student in writing of the details of their unsatisfactory progress and advise the student of LCBA's intention to report the student to DHA for unsatisfactory academic progress. This letter will inform the student of their right to appeal, and that the student has 20 working days in which to do so (refer to the *Academic Appeals Policy VET*).
- 5.7.3 While the appeal process is underway, the student can continue their enrolment and should attend scheduled classes and activities. The decision to report the student to DHA for unsatisfactory academic progress will be determined by the outcome of the appeal.
- 5.7.4 LCBA will only proceed with notifying DHA that the student visa holder has not achieved satisfactory course progress in PRISMS if:
- The internal and external complaints processes have been completed and the decision or recommendation supports LCBA's decision; or
  - The student has chosen not to access the internal complaints and appeals process within the 20 working days period; or
  - The student has chosen not to access the external complaints and appeal process; or
  - The student withdraws from the internal or external appeals processes by notifying LCBA in writing.
- 5.8 Extensions to the course duration specified on the confirmation of enrolment (CoE) are allowed only under any of the following conditions:
- Compassionate or compelling circumstances apply and demonstrable evidence of such is provided.
  - Where an intervention strategy is in place (or is about to be implemented) for the student because they are at risk of unsatisfactory academic course progress.
  - An approved deferral or suspension of the enrolment has occurred.
- 5.9 If the CoE duration is extended, LCBA will advise the student to contact DHA about any potential visa impacts, including the need for a new visa.

### 6. Roles and Responsibilities

Roles	Responsibilities
Trainers and Assessors	Identification of student as at risk of unsatisfactory academic progress
Academic Committee	Review academic progress recommendations and make decisions on individual student's progress
Co-Delivery Partner and Academic Manager	Determine intervention strategy

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Roles	Responsibilities
Student Services Manager	Report unsatisfactory academic progress to DHA via PRISMS.
Registrar	<p>Notify the student of their unsatisfactory academic progress and the resulting actions and procedure</p> <p>Authority to terminate enrolment on the grounds of Unsatisfactory Academic Progress, and upon the recommendation from the Academic Committee.</p>

### 7. Definitions

'Prerequisite units' are units of competency in which an individual must be deemed competent prior to the determination of competency in another dependent unit. Prerequisite units for the Certificate III, IV and Advanced Diploma of Hospitality Management (ADH) courses include:

- SITXFSA005 Use hygienic practices for food safety
- SITHCCC027 Prepare dishes using basic methods of cookery
- SITHKOP010 Plan and cost recipes
- SITHCCC042 Prepare food to meet special dietary requirements

'Satisfactory academic progress' Students will achieve satisfactory academic progress where they receive a result of competent for more than 50% of the attempted units of competency within a study period.

'At risk of unsatisfactory academic progress' Students will be deemed to be at risk of unsatisfactory academic progress when they:

- Receive a result of Not Competent or Withdrawn in 50% or more of the attempted units of competency in one study period; or
- Receive a result of Not Competent or Withdrawn twice for the same unit of competency; or
- Receive a result of Not Competent or Withdrawn for the unit of competency associated with the Work Integrated Learning (WIL) component of their program - SITHCCC043 Work effectively as a cook or SITHCCC034 Work effectively in a commercial kitchen; or
- Receive a result of Not Competent or Withdrawn for the prerequisite units - SITXFSA005 Use Hygienic Practices for Food Safety or SITHCCC027 Prepare Dishes Using Basic Methods of Cookery

'Unsatisfactory academic progress' Students will be deemed to have unsatisfactory academic progress where they:

- Receive a result of Not Competent or Withdrawn in 50% or more of the attempted units of competency in two consecutive study periods; or
- Receive a result of Not Competent or Withdrawn for the same unit of competency on three occasions; or

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- Receive a result of Not Competent or Withdrawn twice for the following units of competency:
  - SITXFSA005 Use Hygienic Practices for Food Safety
  - SITHCCC027 Prepare Dishes Using Basic Methods of Cookery
  - SITHCCC043 Work effectively as a cook (WIL)
  - SITHCCC034 Work effectively in a commercial kitchen (WIL); or
- Deviate from an agreed intervention strategy. Intervention strategies may include learning agreements with specific conditions, reduced or altered study plans, academic support meetings.

‘Study period’ means a defined teaching and study period specified by a faculty for the completion of units of study. For LCBA undergraduate courses, a study period is one semester in duration. For LCBA VET programs, a study period is the duration of one stage. For LCBA culinary programs the following study periods will apply:

Location	Study period
Adelaide	Assistant, Cadet, Commis, WIL, Stage 1.1, Stage 1.2, Stage 2.1, Stage 2.2
Sydney/ Melbourne/ Brisbane	Basic, Intermediate, Superior, WIL, Stage 1.1, Stage 1.2, Stage 2.1, Stage 2.2
VET in Schools	Enrolled units of competency per term

*Other applicable definitions may be found in the LCBA’s Glossary of Policy Terms on the LCBA website, including the Record of Results/Statement of Attainment Notations.*

### 8. Related Documents

- Assessment Policy VET
- Academic Appeals Policy VET
- Credit Transfer and Recognition of Prior Learning Policy VET
- Enrolment Policy
- Learning Support Policy VET

### 9. Summary of changes since last approval

Authored by	Description
Head of School	Added provision for VET in Schools Added provision for ‘at risk’ academic performance for pre-requisite units Editorial changes Removed references to the ‘Dean’ role Added additional courses of action for intervention strategies Revisions as discussed at the VQMC
ASU Manager	Removal of implementation section