

ACADEMIC PROGRESS POLICY (VOCATIONAL EDUCATION)

1. Purpose and Objectives

- 1.1 The purpose of this policy is to detail the criteria which determine whether students have or have not achieved satisfactory academic progress; and set out the actions taken as a result of findings relating to students' academic progress.
- 1.2 Where students are identified as at risk of poor performance, intervention strategies will be implemented. Where students have been identified and intervention strategies have been documented and implemented but poor performance continues, the student, on the recommendation of the Dean 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 RTOs 2015

4. Policy Statement

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

5. Policy

- 5.1 Lecturers will continuously monitor student assessment results and academic performance and will counsel students in order to assist them to improve their academic progress. Discussions and actions will be recorded on the student file.
 - 5.1.1 The Academic Committee will review student results presented by lecturers at the end of each study period to determine student 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 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 cookery-based units of competency, if it believes that it is of educational benefit and in the best interest of student progression.
- 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

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Management. Exceptions to this must be approved by the relevant LCBA Academic Committee and will be evaluated on a case-by-case basis.

- 5.5 Where students are at risk of unsatisfactory academic progress, LCBA will develop an intervention strategy to facilitate students' successful completion of their program of study.
- 5.5.1 Where a student is identified as at risk of unsatisfactory academic progress, the student will be contacted in writing by LCBA and will be required to participate in an intervention strategy. Copies of correspondence will be forwarded to the Program Manager and Program Administrator.
- 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;
 - advice to the student 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 English language tuition;
 - re-enrolment in units of competency;
 - non-progression to next stage of study;
 - resubmission of assessments;
 - reasonable adjustments to assessments;
 - 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;
 - attendance;
 - current level of skills and knowledge;
 - feedback from lecturers/teachers and the Program Manager;
 - the reasons provided by the student to explain their unsatisfactory progress.
- 5.5.6 Intervention strategies will be implemented immediately, documented and recorded on the student's file.

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- 5.5.7 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 for it 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.
- 5.5.8 The Academic Committee will notify the Dean, 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 Dean or delegate.
- 5.6.3 The Dean 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 decision (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.
- 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 immediately inform the Dean or delegate and the Registrar.
- 5.7.2 The Registrar will notify the student in writing of the details of their unsatisfactory progress and warn 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 is able to 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 Where a student chooses not to appeal, withdraws from the appeals process or the outcome of the appeal supports LCBA's decision, LCBA will proceed with notifying DHA that the student has not achieved satisfactory course progress.

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6. Roles and Responsibilities

| Roles | Responsibilities |
|--|--|
| Trainer / Assessor / Lecturer | 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 / Coordinator | Determine intervention strategy |
| Dean | Authority to terminate enrolment on the grounds of Unsatisfactory Academic Progress. |
| Student Services Manager | Report unsatisfactory academic progress to DHA via PRISMS. |
| Registrar | Notify the student of their unsatisfactory academic progress and the resulting actions and procedure |

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; and
- Receive a result of competent for all units of competency within two attempts.

'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 component of their program

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‘Unsatisfactory academic progress’

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

- 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; or
- 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
- Receive a result of Not Competent or Withdrawn twice for the unit of competency associated with the Work Integrated Learning component of their program; 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’ is a period marked by the completion of a stage of a program of study. For LCBA culinary programs the following study periods will apply:

| Location | Study period |
|-----------------------------|---|
| Adelaide | Assistant, Cadet, Commis, Industry Placement (WIL), ADH 1.1, ADH 1.2, ADH 2.1, ADH 2.2 |
| Sydney/ Melbourne/ Brisbane | Basic, Intermediate, Superior, Industry Placement (WIL), ADH 1.1, ADH 1.2, ADH 2.1, ADH 2.2 |

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. Implementation

- 9.1 The Head of School – School of Culinary Arts and Sciences, VET is responsible for ensuring that major changes to this policy are accompanied by a completed Implementation Plan, and presented with the policy to the Academic Board.
- 9.2 The Academic Progress Policy, Implementation Plan includes a Communication Strategy that identifies key stakeholders and the requirements for effectively implementing and monitoring this policy.

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10. Summary of changes since last approval

| Authored by | Description |
|--|--|
| Head of School of Culinary Arts and Sciences | Added definition relating to prerequisite units of competency Added current prerequisite unit codes and titles Role of Dean updated Minor editorial changes |