

## 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 nominee, 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 LCBA Vocational Education and Training 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 *SITXFSA001 Use hygienic practices for food safety* is a pre-requisite for multiple units of competency within the Certificate III Commercial Cookery and the Certificate III Patisserie qualifications. Students must achieve a result of competent for *SITXFSA001 Use hygienic practices for food safety* to maintain satisfactory academic progression to the next stage of study.
  - 5.2.1 If unsuccessful in any assessment tasks associated with *SITXFSA001 Use hygienic practices for food safety*, 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.

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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 Commercial Cookery. 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 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, 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 and the Program Manager;
  - the reasons provided by the student to explain their unsatisfactory progress.

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- 5.5.6 Intervention strategies will be implemented immediately, documented and recorded on the student file.
- 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 DHA via 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 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 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 the Provider Registration and International Student Management System (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 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	Identification of student as at risk of unsatisfactory academic progress
Academic Committee	Review academic progress recommendations and make decisions on individual student's progress
Delivery Partner and Academic Manager	Determine intervention strategy
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

#### '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 Yet Competent in 50% or more of the attempted units of competency in one study period; or
- Receive a result of Not Competent twice for the same unit of competency; or
- Receive a result of Not Competent for the unit of competency associated with the Work Integrated Learning component of their program

#### 'Unsatisfactory academic progress'

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

- Receive a result of Not Competent for the unit *SITXFSA001 Use hygienic practices for food safety*; or
- Receive a result of Not Competent in 50% or more of the attempted units of competency in two consecutive study periods; or
- Receive a result of Not Competent for the same unit of competency on three occasions; or
- Receive a result of Not Competent twice for the unit of competency associated with the Work Integrated Learning component of their program
- Deviate from an agreed intervention strategy. Intervention strategies may include learning agreements with specific conditions, reduced or altered study plans, academic support meetings.

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‘Study period’ is a period marked by the completion of a stage of a program of study. For LCB 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

### 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 Academic Director, VET is responsible for ensuring that major changes to this policy are accompanied by a completed Implementation Plan, counter-signed by the Dean 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.

### 10. Summary of changes since last approval

Authored by	Description
Academic Manager-VET	Editorial changes to definitions Removal of clause 1.2 due to Government Department changes