



BADT POL-08

Student at Risk Policy

PURPOSE

The purpose of this policy is to outline the RTO's commitment to support students to achieve their highest educational potential at the RTO by identifying and supporting students who are 'at risk'.

An additional purpose of this policy is to provide evidence of compliance with Standards for Registered Training Organisations (RTO's) 2015, specifically Standard 1.7 "The RTO determines the support needs of individual student and provides access to the educational and support services necessary for the individual student to meet the requirements of the training product as specified in training packages or VET accredited courses."

SCOPE

Applies to:

- ☐ The RTO business
- ☐ Students
- ☐ All staff

POLICY

A VET student is considered 'at risk' if they are, or appear to be at jeopardy of not completing their training/course, or not completing their training/course within the RTO's recommended timeframes.

This policy suggests factors that may cause a student to be 'at risk' and specifies indicators that signal a student is 'at risk'. The RTO aims to use these indicators to identify a student at risk at the earliest possible time within the student lifecycle, and respond with support actions to assist the student successfully complete their studies/course within the RTO's recommended timeframes.

Responsibilities

The RTO must take responsibility for its contribution to ensuring Students at Risk are identified and supported as early as possible.

The RTO is responsible for:

- Ensuring this policy is accessible to staff and students.
- Ensuring the implementation of this policy.
- Monitoring this policy and amending the policy when required.
- Establishing a communication process between students and the RTO that is open, fair and confidential in Student at Risk matters.
- Entering notifications of a Student at Risk.
- Maintaining privacy and confidentiality of the student and other information relevant to the matter.
- Planning support strategies and actions for a Student at Risk.
- Liaising with the relevant Training Manager or equivalent to flag a Student at Risk for supportive actions

The staff are responsible for:

- Identifying Students at Risk whenever possible and reasonable and flagging for administrative purposes.
- Reviewing notifications of Students at Risk.
- Implementing support strategies and actions for a Student at Risk.
- Recording matters of Students at Risk in a timely manner.
- Maintaining privacy and confidentiality of the student and other information relevant to the matter.
- Monitoring the progress of an identified student at risk.
- Ceasing support strategies and actions where appropriate.

The VET students are responsible for:

- Being aware of this policy.
- Responding accordingly to this policy.
- Advising a staff member or trainer and assessor if they are, or they feel they may be 'at risk.'
- Participating fully in the supportive actions recommended by the RTO.

Risk Factors

There are a range of factors that may cause a student to become disengaged from their studies, the RTO and student life. Becoming disengaged may lead to a student becoming at jeopardy of not completing their training/course within recommended timeframes.

Factors may include:

- Family factors, such as parental obligations or family relationship breakdowns.
- Community factors, such as poverty or living arrangements.
- Personal factors, such as physical or mental health issues, English proficiency difficulties, language, literacy and numeracy difficulties RTO-related factors, such as negative relationships with staff or other students or lack of student participation in decision making.

Indicators

A student affected by factors above may display behaviours that signal they are disengaged and 'at risk'. These signals are known as indicators and can be indirect or direct.

Indirect indicators may include but are not limited to:

- Erratic or lack of attendance at courses/lessons
- Lack of interest in studies.
- Negative interaction with staff and/or other students.
- Significant changes in behaviour from past behaviours at the RTO.
- Demonstrated difficulty with the English language in written or spoken form.
- Demonstrated difficulty with language, literacy and numeracy skills.
- Demonstrated difficulty with learning skills.
- Demonstrated difficulty with communication skills.

Direct indicators may include but are not limited to:

- A student record showing provisional enrolment or pattern of deferral.
- A student record showing unapproved over-enrolment (i.e. enrolment in more than is considered a 100% course load).
- A student record showing repeated variation of enrolment into other courses or lessons.
- Failure (Not Yet Competent) in two or more Units of Competence within one teaching period.
- Failure (Not Yet Competent) in one or more 'high stakes' Units of Competence within one teaching period (these units will be outlined to the students as 'high stakes' at the beginning of the teaching period by the Trainer/Assessor).
- Failure to attend a mandated assessment including theory and practical assessments.
- Failure (Not Yet Competent) of the same Unit of Competence more than once.
- The inability to complete their studies within a reasonable/expected timeframe.
- Failure to progress at a rate that is the minimum requirement
- Students who have performed poorly in English and Language, Literacy and numeracy assessments, either internal or external.

Identification

At the earliest possible moment of a student displaying one or more of the indirect or direct indicators, or where a staff member or trainer and assessor independently recognises a student as being 'at risk', the student is to be identified to the RTO.

Response

Once the student has been identified as 'at risk', the RTO will initiate and/or facilitate support actions that can assist the student to maintain or regain their highest educational potential at the RTO. The support actions may be wide ranging or RTO-specific.

Wide ranging support options that can be enacted to assist the student may include but are not limited to:

- Access to a buddy/mentor
- Recommending the Student Assistant Program (SAP)
- Access to equipment and resources e.g. computers and printers
- Providing educational skills sessions on such topics as research, web searching, using the library, assessment preparation
- Recommending external organisations that assist with language, literacy and numeracy proficiency
- Supporting a student's culture
- Recommending course alternatives
- Developing in-class strategies to meet the student's needs
- Reduction of lesson/course load where applicable and appropriate
- Assessment extensions if appropriate
- 'Reasonable Adjustments' to assessments wherever possible (as per the Access and Equity Policy)

Definitions

Fail grade for the purposes of this policy refers to a grade of Not Yet Competent (NYC).

Not Yet Competent (NYC) refers to a grade that is given when a student attempts an assessment item and does not manage to reach the level that is expected, or when a student does not submit an assessment item.

Reasonable Adjustment refers to any changes, modifications, special adaptations or concession that are needed to allow a student to participate as fully as possible in the learning and teaching environment of the RTO. An adjustment is reasonable if it meets the needs of the student with a disability or special circumstances without impacting too much on other students or people at the RTO.

To determine if an adjustment is reasonable, the following must be considered:

- the student's disability and any barriers needs or challenges that affect that student
- the views of the student or the student's advocate
- whether the adjustment will impact on the academic standards or requirements of the course
- what advantages or disadvantages the adjustments may create for the people affected by it
- the costs and benefits of making the adjustment.

Student is an individual person who is enrolled with the RTO. The individual person is that who appears on the RTO's documents such as enrolment, admission and payment documents, and who is assigned an individual student ID.

In assessing a particular adjustment for a student with a disability or special circumstance, current, relevant and appropriate medical or specialised documentation must be provided to substantiate the reasonableness of the adjustment.

Please refer to the Access and Equity Policy for more information. The provision of reasonable adjustments does not include assistance in understanding content.

Students who need assistance with study skills can seek external support.

VERSION	DATE	CREATED/AMENDED BY	COMMENTS/AMENDMENTS	RESPONSIBLE PERSON
V0	19-09-17	Consultant	Policy created	RTO Mgr
V0	17-7-18	BADT Admin	No Changes	RTO Mgr
V0	12-12-19	BADT Admin	No changes required	RTO Mgr
V1	21-02-20	Internal Review Team	Learner changed to Student UOS changed to UOC Refer to IR-190163	RTO Mgr
V2	28-5-21	Internal Review Team	Logo Changed	RTO Mgr