



## ACADEMIC MONITORING AND INTERVENTION POLICY & PROCEDURES- VOCATIONAL EDUCATION AND TRAINING (VET)

<b>Policy Statement</b>	This policy addresses the following legislative requirements: <ul style="list-style-type: none"> <li>- Part 2, Standard 1.7 of Standards for Registered Training Organisations (RTOs) 2015</li> <li>- Standards 6, 8, 9 and 10 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018)</li> </ul>
<b>Responsibility for Implementation</b>	Head of Vocational Education, Student Engagement and Internship Co-ordinator, Manager Student Services, Executive Manager Student Services and VET Administrator.
<b>Compliance and Monitoring</b>	Chief Executive Officer (CEO), Executive Manager Student Services, Head of Vocational Education, Executive Manager Governance, Risk & Compliance.

### Purpose

This Policy and procedures outline the processes and interventions Kent utilises to identify students who are at risk of not achieving satisfactory course progress and support students to improve their outcomes. The purpose of intervention for students at risk is to improve course progress rates for the individual and across Kent and course completion within the expected duration specified on the overseas student's CoE.

### Scope

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

### Aim

This policy aims to provide opportunities for students through consultation to make informed decisions regarding their study and to engage with Kent initiatives and resources that are provided and designed to assist in improving academic performance.

### Procedure

#### 1.0 Language Literacy and Numeracy (LLN) Needs Assessment

To provide VET students with every opportunity to successfully complete their training, Kent is committed to identifying any academic support individual learners need prior to their commencement of Training and Assessment in a Kent course.

While VET Students are required to evidence a minimal English Language Proficiency as part of the Admissions Requirements, during Orientation Kent will identify particular needs or requirements VET students may have to complete their course, including any literacy, numeracy, English language or physical capability needs.

This will be done through:

- Requiring students to complete an Australian Core Skills Framework (ACSF) (LLN Robot) Online Test.
- Providing opportunities for students to identify any special needs they have through completion of interviews, surveys and/or needs analyses forms.

The results of the LLN Robot Test and any student needs analyses will be used to:

- Assess and benchmark an individual’s core skills performance
- Describe the individuals needs with reference to the training and assessment to be undertaken (the course the student has been enrolled in at Kent).
- Tailor approaches to training and assessment which meet the individual’s needs by aligning training and assessment strategies with the learner needs and educational and support services provided
- Determine additional support requirements for individual students and student cohorts
- Develop strategies to make support available where gaps are identified.
- Ensure that the relevant support mechanisms are available
- Ensure that students have been referred to support mechanisms accordingly
- Reflect prescribed support strategies in the individual’s Training Plan.

This early referral to support services and integration of a targeted approach to the address of the individual’s specific needs in the student’s Training Plan will ensure that VET students are set up for success from the commencement of their Training and Assessment at Kent.

## 2.0 Unsatisfactory Course Progress

Students fail may be identified for intervention through informal and formal methods.

During each Term, course progress is monitored using the methods identified in the table below and students who do not meet the relevant criteria may be deemed as being **at risk** of making Unsatisfactory Course Progress:

Methods	Responsibility	Criteria	Frequency	Evidence
<b>Attendance and engagement in of timetabled activities inclusive of Supervised Study Sessions</b>	Trainer / Assessor	Students are required to attend 20 hours of scheduled classes per week	Daily (with fortnightly review by the VET Administrator)	RTO Manager Attendance Log
<b>Completion of Formal Assessment Tasks</b>	Trainer / Assessor	Assessments must be completed by the end of the end of the Term of Study or, where applicable, reassessment or resubmission deadline.	Each Term	RTOManager Attendance log Moodle and uploaded class assessment records
<b>Contravention of Kent’s Academic Misconduct Policy and Procedures</b>	Head of Vocational Education	Breaches of academic integrity	Each Term	Academic Misconduct Case notes & Register
<b>Satisfactory completion of Units of Competency or Modules.</b>	Trainer / Assessor & Head of Vocational Education	Students who do not demonstrate competency following completion of a Unit.	Each Term	Student Results in SIS

## 2.1 Early Intervention Identification

Students are recommended or identified for early intervention by the following triggers:

- Poor academic performance in previous studies, as identified at the point of admission;
- Low attendance and/or participation or engagement in classes through referral from Trainers and Assessors or Course Co-ordinators, or through the generation of attendance reports;
- Failure to attend, submit or resubmit assessment tasks;
- If a student has personal circumstances which are impacting their ability to study and this has been brought to the attention of Kent staff.
- Noted patterns of withdrawal from Units of Competency or frequent submission of requests for special consideration within a Unit of Competency or course.

The outcomes of early intervention discussions with a student will be recorded on the **VET Student Early Intervention Strategy Meeting Record Form** and uploaded to the student file on the Kent SIS.

## 2.2 Early Intervention

Students identified for early intervention will receive a notification from the Academic Learning Support Co-ordinator to attend an early intervention meeting.

During the early intervention meeting, an appropriate intervention strategy will be identified which is suited to the student's identified needs. The student will be requested to enter into an 'Early Intervention Plan' detailing the recommended actions agreed to by the student (*Refer to (Kent Website MyKent Staff Link > FORM - VET Student Early Intervention Strategy Meeting Record Form– Staff Login Required)*).

The Academic Learning Support Co-ordinator will make records of the Early Intervention Meeting in SIS as prescribed in Section 7.0 of this Policy and Procedures.

## 2.3 Formal Intervention Identification

The identification of students for Academic Monitoring and Intervention is based on each Unit of Competency, in each study period as identified in the VET Academic Calendar. The identification of students for formal academic monitoring and intervention occurs each at the conclusion of each Term **within ten (10) working days** from when the final outcomes are released.

The student outcome for each study period are monitored by the Head of Vocational Education and Executive Manager Student Services to assess academic course progress rates.

At the conclusion of each Term, students will be identified as having made unsatisfactory course progress if;

- Fifty percent (50%) or more of the Units of Competency attempted in the relevant study period have received a grade of Not Yet Competent (NYC); or
- NYC outcomes have resulted in the student no longer being able to complete their course within the current duration of their existing Confirmation of Enrolment (CoE).

A student will be considered to have achieved satisfactory course progress if neither of the above criteria apply to them.

### 3.0 Academic Monitoring and Intervention (AMI)

Kent's VET Intervention Strategy involves three stages of escalation referred to as Academic Monitoring and Intervention (AMI) Stage 1, 2 and 3. (Refer to **Appendix 1- AMI Escalation and De-escalation Stage Flow Chart** and **Appendix 2- AMI Process Flow Chart by Stage**).

These stages are enacted to provide students with access to academic support and advice and to implement strategies that are designed to assist in improving their academic performance.

Students who have improved their academic performance by achieving a satisfactory course progress in a study period will be deescalated to the preceding AMI stage or removed from AMI.

#### 2.1 VET AMI Stage 1:

Students identified as not having achieved satisfactory course progress in the first instance will receive an '**AMI Stage 1 Warning Notification**' from the Manager Student Services, notifying them that they have not made satisfactory course progress.

The '**AMI Stage 1 Warning Notification**' will be emailed to both the student's Kent email address and personal email address on Kent's SIS. This notification will indicate that the student is requested to meet directly with the relevant VET Course Co-ordinator for a mandatory 'AMI Intervention Meeting'.

Students are allowed **ten (10) working days** from the date of the AMI Stage 1 warning notification being sent to attend an AMI Intervention Meeting.

**Students who do not attend an AMI Intervention Meeting cannot use non-participation as grounds for future appeals.**

During the AMI Intervention Meeting the student's academic performance, course attendance and progression will be reviewed and discussed and the student's uptake and effectiveness of any previously prescribed intervention strategies, feedback or advice provided to the student will be evaluated and reviewed.

The student's needs will be assessed and an appropriate, and a targeted strategy for academic improvement and support will be identified in alignment with the student's needs. The implications of not meeting course progress requirements will also be discussed. The student will be requested to enter into an '**AMI VET Stage 1 Intervention Agreement**' detailing the recommended actions the student agrees to undertake and any recommendations or requirements implemented by a Kent staff member.

**The intervention strategy prescribed will be tailored to the individual student. Examples of recommended actions may include but are not limited to:**

- attending Academic Learning Support (ALS) Unit workshops and/or individual support sessions on particular topics such as academic writing or academic integrity
- attending additional English language workshops and/or individual support sessions;
- participating in referred counselling sessions or other professional support services;

- any other recommended actions that are designed to meet specific individual student's needs.
- maintaining a minimum of 80% attendance in classes;
- meeting regularly with a member of Kent academic staff to obtain advice and monitor progress;
- actively engaging in prescribed class activities
- amending the student's study plan, changing course or reducing course load;

During this time, any compassionate or compelling circumstances may be discussed, or referred to the Student Engagement and Internship Co-ordinator for discussion to determine if it is in the student's best interest to continue study in the following Term. Where extenuating circumstances exist, Kent may recommend that the student apply for a suspension of studies.

The Course Co-ordinator and any other staff member who meets with the student will make records of the AMI Intervention Meeting as prescribed in Section 7.0 of this Policy and Procedures.

## 2.2 VET AMI Stage 2:

Following a period on the 'AMI Stage 1' if the student has not made satisfactory course progress in the subsequent study period, the student will receive an '**AMI Stage 2 Warning Notification**' from the Manager Student Services. The 'AMI Stage 2 warning notification' and a copy of the '**AMI VET Stage 2 - Intervention Feedback and Proposal Form**' will be emailed to both the student's Kent email address and personal email address on the Kent SIS (Refer to **AMI VET Stage 2 Intervention Feedback and Proposal Form**).

The '**AMI Stage 2 Warning Notification**' informs the student that they are required to:

- meet with the Head of Vocational Education for a mandatory 'AMI intervention meeting' within ten (10) working days; and
- complete the '**AMI VET Stage 2 - Intervention Feedback and Proposal Form**' with any supporting documentation and these documents to be submitted during the meeting.

**Students who do not attend an intervention meeting cannot use non-participation as grounds for future appeals.**

During the AMI Stage 2 Intervention Meeting the student's academic performance will be reviewed and discussed with regards to the student's engagement with the previous '**AMI VET Stage 1 Intervention Agreement**'. The student's uptake and effectiveness of any previously prescribed intervention strategies, feedback or advice provided to the student will be evaluated and reviewed. The implications of not meeting course progress requirements will also be noted.

The '**AMI VET Stage 2 - Intervention Feedback and Proposal Form**' will also be the AMI VET Stage 2 Intervention Agreement which will detail the recommended actions agreed to by the student.

During this time any compassionate or compelling circumstances may be discussed, or referred to the Student Engagement and Internship Co-ordinator, Head of VET, or Student services Manager for discussion, to determine if it is in the student's best interest to continue study in the following Term. Where extenuating circumstances exist, Kent may recommend that the student apply for a suspension of studies.

The Head of VET will make records of the AMI Intervention Meeting as prescribed in Section 7.0 of this Policy and Procedures.

### 2.3 VET AMI Stage 3- Intent to Report and/or Exclude

Following a period on 'AMI Stage 2' if a student continues to not achieve satisfactory course progress in the subsequent study period, the student will be escalated to '**AMI Stage 3- Intent to Report and/or Exclude**'.

Students will be notified by the Manager of Student Services in writing of Kent's '**Intent to Report and/or Exclude**' of their enrolment for unsatisfactory course progress. The '**Intent to Report and/or Exclude**' notification will be emailed to both the student's Kent email address and personal email address on the Kent SIS.

The notification will advise any overseas student that Kent intends to report and exclude the overseas student for unsatisfactory course progress and the reasons for the intention to report and exclude. Domestic students will be notified of the intent to exclude for unsatisfactory course progress and the relevant reasons.

Students will be advised that they have **twenty (20) working days** from the date that the student is issued the '**Intent to Report and/or Exclude**' notification during which they may lodge an appeal as per Kent's **Complaints and Appeals Policy and Procedures**.

## 4.0 Appeals

To lodge an '**Internal Appeal**', a student must submit the Kent '**Student Complaints and Appeals Form**' within the **twenty (20) working days** timeframe to the Executive Manager Student and Campus Services.

A student may wish to appeal their 'Intent to Report' decision on one of the following grounds:

- procedural grounds - that the processes outlined in this policy were not followed; or
- procedural grounds - failure to record or calculate a student's outcomes accurately; or
- severe extenuating circumstances which must be validated with supporting documentation.

The 'Internal Appeal' will be assessed by the Executive Manager Student Services in consultation with the Head of Vocational Education and any other appropriate Kent Unit staff member(s) where required. The student will be notified of the outcome of their appeal within **ten (10) working days**. The outcome will be emailed to both the student's Kent email and personal email address on the Kent SIS and will detail the reasons for the decision.

Outcomes of Internal Appeal:

- If the student's 'Internal Appeal' is successful, the student is able to continue their studies at Kent enrolment and will be de-escalated to **AMI Stage 2**.
- If the student's 'Internal Appeal' is **unsuccessful**, Kent will inform the student that he or she has the right to lodge an external appeal. Overseas students should lodge their appeal with the Commonwealth Overseas Students Ombudsman. Domestic students may appeal to the External Independent Arbiter - Resolution Institute. The student must advise the Manager Student Services within **five (5) working days** from the date of written advice that the 'Internal Appeal' was refused if they plan to lodge an external appeal.

A student who chooses to lodge an 'External Appeal' must do so within **twenty (20) working days** from the date of written advice that the 'Internal Appeal' was refused. The External Appeal process is detailed

in the Kent Complaints and Appeals Policy & Procedures Clause 9.0. In addition, the student **must provide** the Manager Student Services with an acknowledgement letter/notice from the designated External Appeal authority that the student has chosen to submit the External Appeal application as soon as possible. The student must also inform Kent immediately upon receiving the outcome of the 'External Appeal', or if the student decides to withdraw their 'External Appeal'.

## 5.0 Enrolment during VET AMI Stage 3

If a student does not apply to withdraw from their course, Kent will maintain the student's enrolment throughout the appeals period. Whilst awaiting the appeal outcome, the student is still expected to attend all classes as per the timetable and academic requirements for the course of study.

A student who maintains their enrolment with Kent while awaiting an appeal outcome will need to sign an '**AMI Stage 3 - Intent to Report and/or Exclude Enrolment Agreement**' with the Manager Student Services. This agreement will specify the academic, financial and any potential visa implications for overseas students should their appeal be unsuccessful.

Students will not be reported or excluded for unsatisfactory course progress until all appeal processes have been finalised.

A student is not required to continue their enrolment at Kent in order to lodge an appeal; however, overseas students should make sure they comply with their visa requirements if they choose not to continue studies with Kent during this period.

## 6.0 Reporting of Overseas Students for Non-Progression

Whilst a student's enrolment will be maintained throughout the appeal process, in the event that an overseas student applies for withdrawal from their course, a report for 'Cessation of Studies' to the Department of Home Affairs (DHA) via the Provider Registration and International Students Management System (PRISMS) will be provided.

**Reporting of unsatisfactory course progress will still be applied at a later date** as appropriate on the same electronic Confirmation of Enrolment (eCoE) if no appeal is lodged, or the appeals process is unsuccessful.

Kent's advice to the Secretary of the Department of Home Affairs notifying and reporting a student for cancellation of study or unsatisfactory course progress on a student's eCoE via PRISMS will occur when:

- the student has notified Kent in writing that they wish to withdraw from the internal or external appeals process; or
- the student does not lodge an 'Internal Appeal' within the specified timeframe; or
- the student's 'Internal Appeal' was unsuccessful and the student has not notified the Manager Student Services of their intention to submit an external appeal within the **five (5)** working days after the unsuccessful internal appeal notification; or
- the student has chosen not to access the external complaints and appeals process; or
- the student has lodged an external appeal and the outcome is unsuccessful; or
- the student has informed the Manager Student Services of their intent to lodge an 'External Appeal', but has not provided the acknowledgement letter/notice from the designated External Appeals authority selected by the student within **twenty-five (25)** working days of the unsuccessful internal appeal notification.

## 6.0 Exclusion

Students who are cancelled by Kent as part of VET AMI Stage 3 for unsatisfactory course progress will not be permitted to enrol in any courses with Kent for a period of **one (1) calendar year**.

## 7.0 Record Keeping

The Executive Manager Student Services, Student Services Unit and any Higher Education Staff including the Associate Deans, ALS Co-ordinators and Academic Staff who meet with the student for purposes of prescribing or evaluating intervention strategies and their outcome are responsible for ensuring that comprehensive, up to date and accurate records are maintained on the Kent SIS for each interaction with the student. At a minimum, the following must be recorded for each interaction with the student in the student's Intervention Log in SIS (in addition to completion of any AMI Forms):

- Any unsuccessful attempts to contact the student, regarding their AMI, (date, time, medium of communication and messages conveyed).
- Date & time of scheduled meetings with student

### **For scheduled meetings where the student did not attend:**

- Indication that the student did not attend
- Reasons the student provided for not attending (if applicable)
- Follow-up with student if they did not show including the implications of non-attendance for their enrolment and academic progress.
- Any rescheduled meeting times.

### **For scheduled meetings the student attended:**

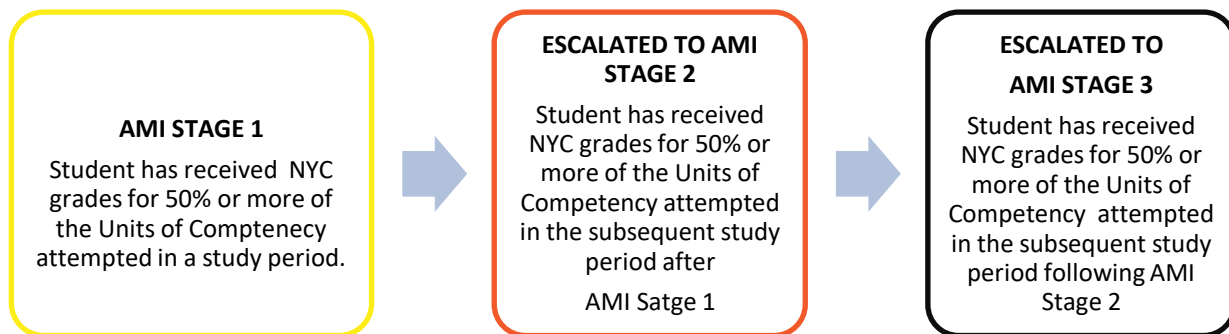
- Any other parties present at the meeting
- Evaluation of the student's uptake of any intervention strategies prescribed previously: whether or not the student actively participated in or undertook the strategies prescribed by Kent
- Evaluation of the effectiveness of any intervention strategies prescribed previously which the student took up and how it is impacting their academic progress or experience
- The student's needs, as related by the student
- The perceived needs as assessed by the Kent staff member
- (Additional) intervention strategies prescribed moving forward
- How the intervention strategies prescribed are expected to address the student's needs and improve their academic progression?



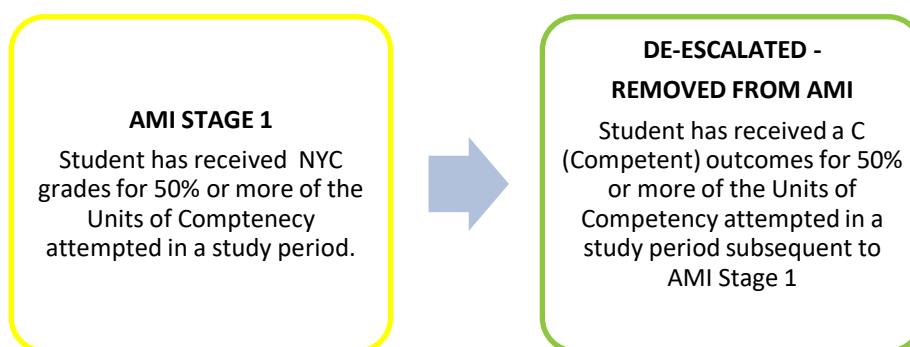
<b>Document Title:</b> Academic Monitoring and Intervention (AMI) (VET) Policy and Procedures	
<b>Date Compiled:</b> 1 <sup>st</sup> September, 2016	<b>By:</b> Executive Manager Student Engagement
<b>Due Date for Review:</b> November, 2020	<b>Website Access Permission:</b> PUBLIC and STUDENT
<b>Date Updated:</b> 30 <sup>th</sup> October, 2017 (Minor amendment) 20 <sup>th</sup> February, 2018 (Minor amendment) 20 <sup>th</sup> April, 2018 (Amendment to meet ASQA requirements) 8 <sup>th</sup> October, 2018 10 <sup>th</sup> October, 2019 6 <sup>th</sup> April 2022  12 January 2022	<b>Reviewed by:</b> Executive Manager Student Engagement Executive Manager Student Engagement Head of Vocational Education  Executive Manager Student Engagement Head of Vocational Education Executive Manager Risk and Compliance/ Governing Board Secretary, Executive Manager Governance Systems/Academic Board Secretary Executive Manager Governance, Risk and Compliance
<b>Version Control Update (Current):</b> Version 1 – 21 <sup>st</sup> September, 2016 Version 2 – 20 <sup>th</sup> April, 2018 Version 3 – 6 <sup>th</sup> April 2022  Version 4 – 1 <sup>st</sup> February 2023	<b>Endorsed by:</b> Academic Board <b>Meeting Date:</b> V1 21 <sup>st</sup> September, 2016  <b>Approved by:</b> Governing Board <b>Meeting Date:</b> 12 <sup>th</sup> October, 2016  <b>V2 – Managing Director</b> 20 <sup>th</sup> April, 2018 <b>CEO –</b> 10 <sup>th</sup> October, 2018 <b>Executive Chair –</b> 10 <sup>th</sup> October, 2019 <b>V3 Governing Board –</b> 6 <sup>th</sup> April 2022 <b>V4 Governing Board –</b> 1 <sup>st</sup> February 2023
<b>AMENDMENTS:</b> <b>30/10/2017</b> – update Policy Statement reference to the National Code 2018 <b>20/02/2018</b> – update reference to Department of Home Affairs (DHA). <b>20/04/2018</b> – addition of item related to distance learning activities to address ASQA requirements. <b>08/10/2018</b> – 12-month review – minor amendments to update Kent position titles. <b>10/10/2019</b> – 12-month review – minor amendments to update Kent position titles and Business Management System\Sharepoint Hyperlinks. Update to reference the VET Student Early Intervention Strategy Meeting Report form. <b>06/04/2022</b> – 24-month review including minor working amendments. Addition of Language Literacy and Numeracy needs assessment. Reflection of the new Term-based VET delivery model resulting in removal of references to Blocks and Semesters and move to tracking of course progress on a Term basis. Three AMI Stages instead of two will ensure that students will have adequate opportunities to improve course progress prior to reporting and will complement more frequent monitoring. Distinction made between domestic and overseas students with references to reporting via PRISMS for non-progression and external appeal body. Updates to charts to reflect Stages and distinction between reporting and exclusion for domestic and overseas students. <b>01/02/2023</b> – Updates to prescribe the reporting requirements in order to ensure that all relevant data is captured in SIS and also that Intervention Strategies are always tailored to the specific needs of the student. Clarification of escalation and de-escalation following each study period.	

## Appendix 1- AMI Formal Escalation and De-escalation Stage Flow Chart

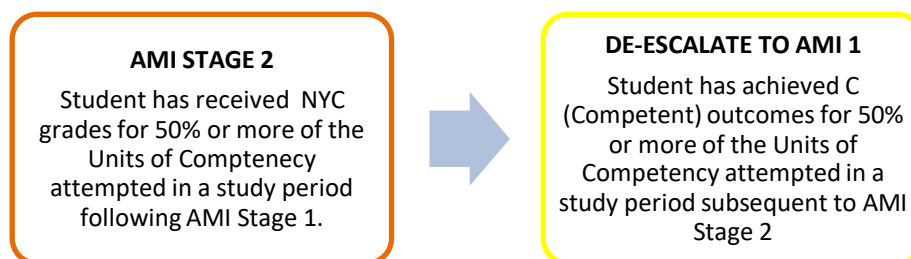
### Escalation Example



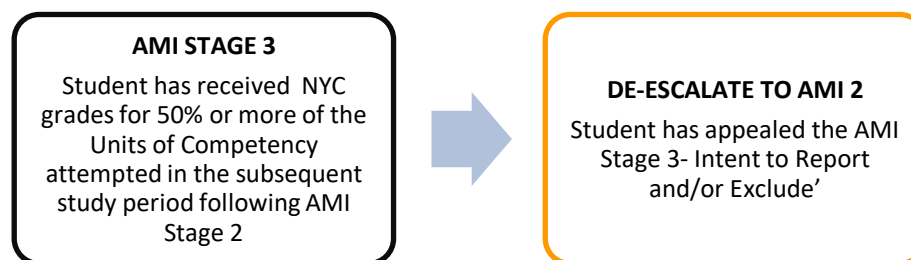
### De-escalation Examples



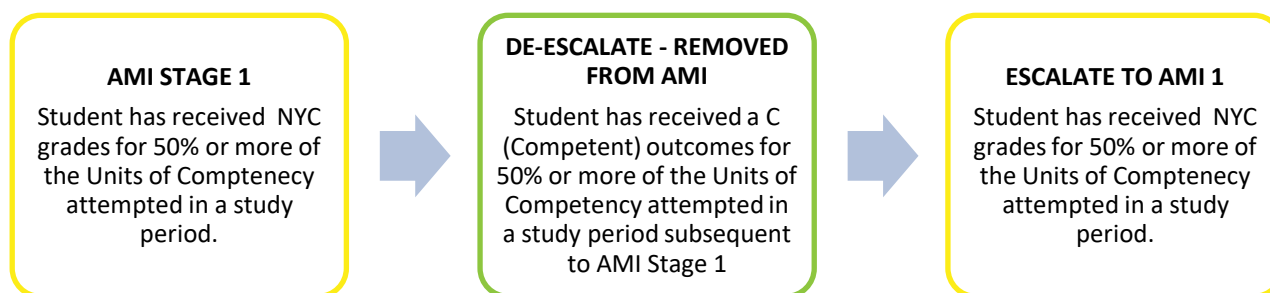
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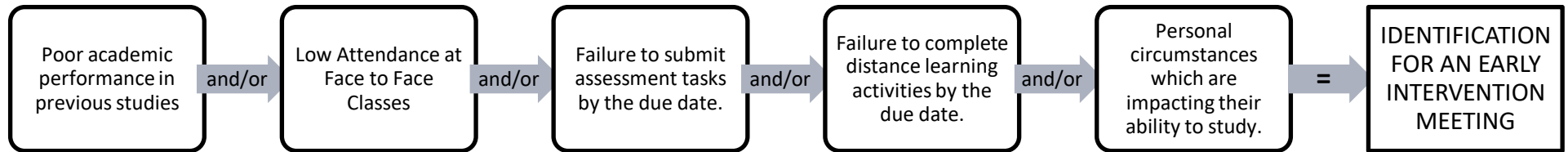


## De-escalation followed by escalation Example

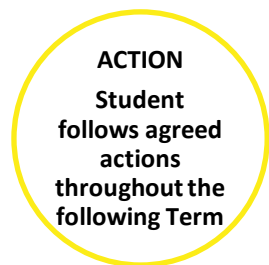
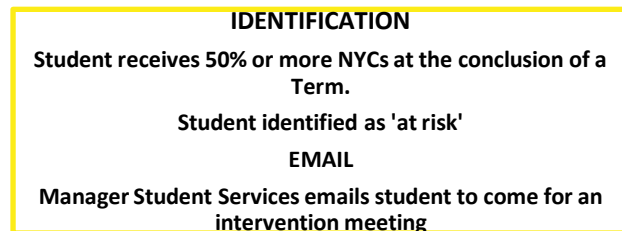


## Appendix 2- AMI Process Flow Chart by Stage

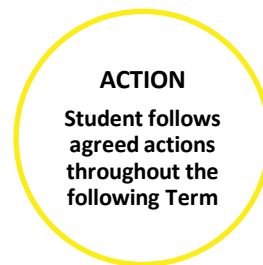
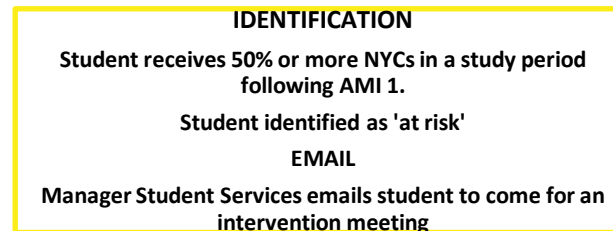
### Early Intervention



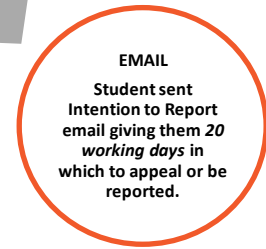
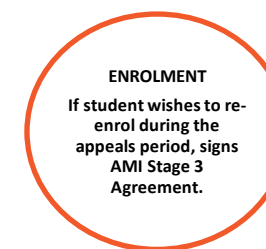
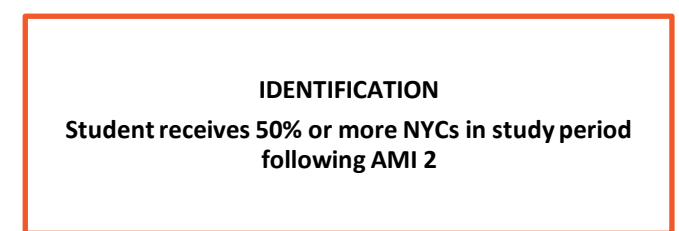
### AMI Stage 1- Formal Identification



### AMI Stage 2- Formal Identification



### AMI Stage 3- Formal Identification



## Appeals Period

