



Student Progression Procedures

Contents

1. Associated Policy	2
2. Scope.....	2
3. Procedures.....	2
3.1 Student Progression Reviews and the Student Progression and Completion Plan.....	2
4. Supporting Documents	6
4.1 Legislation/Regulation	6
4.2 Policy and Procedures.....	6
4.3 Documents.....	7
5. Definitions	7

1. Associated Policy

The *Student Progression Procedure* has been developed in conjunction with the *Student Progression Policy*.

2. Scope

Where this procedure refers to CIT, it includes CIT Solutions.

This procedure applies to:

- all nationally recognised training on Canberra Institute of Technology (CIT) scope of registration
- all students enrolled in any nationally recognised training on the CIT scope of registration
- all aspects of academic performance, including attendance, assessment and course progression.

This procedure does not apply to:

- student behaviour (including academic integrity) which is addressed in the ***Student Conduct Policy*** and ***Academic Integrity and Misconduct Policy***
- delivery or attendance of students enrolled in the CIT post-school senior secondary program - attendance and progression for these cohorts is governed by the ACT Board of Senior Secondary Studies policy framework
- students enrolled in non-accredited courses
- students registered at CIT in Higher Education courses.
- international students.

Refer: ***International Students on Student Visas compliance with the ESOS Act Policy***

3. Procedures

CIT is committed to providing a consistent process for monitoring, discussing, supporting and managing student progression. Such an approach benefits students, employers, staff and CIT.

The ***Student Progression Policy*** and this procedure enable educators and support staff to:

- identify where an intervention is needed to guide progression
- provide measured and appropriate support to students
- assist students to understand their progression and reach their qualification completion goals

3.1 Student progression reviews and the Student Progression and Completion Plan

Educators and support staff monitor student progression to mitigate the risk of non-completion. Threshold indicators described below will trigger processes for formal progression reviews. An outcome of a formal progression review may be the implementation of a *Student Progression and Completion Plan*.

All parties (educators, Heads of Department, students, employers, support services) have responsibilities for the successful implementation of the plan. The *Student Progression and Completion Plan* features provision for multiple review dates. Both the length of the *Student Progression and Completion Plan* and the number of review points established will be negotiated and depend on the student's circumstances and the Educator's discretion. The plan can be amended, and a review meeting will be brought forward if progression and engagement deteriorates or does not improve.

If the student does not actively participate in the implementation of the *Student Progression and Completion Plan* and acceptable progression/engagement is not achieved, a legitimate decision may be to put a 'hold' on the student's future enrolment.

Educators may run Review meetings, but Heads of Department are to endorse the actions negotiated and sign-off the completed *Student Progression and Completion Plan*.

Step	Action	Responsibility
1	Agenda for discussion at team meetings instances where students' progression is at risk of non-completion. Lead discussions to support individual student's progression.	Head of Department
2	Use professional judgement in reaching out to students as soon as a student shows signs of struggling to progress or is becoming disengaged. Monitor the following using the <i>Student Progression and Completion Plan template</i> where a student may be at risk of non-completion. Student at Risk Indicators Training-related indicators (physical/online/blended) <ul style="list-style-type: none"> Absence for an entire session on three consecutive attendances without an acceptable explanation Absent/late first day of class without an acceptable explanation Absence from required structured workplace learning Emerging patterns of late arrival/early departure. Assessment-related indicators <ul style="list-style-type: none"> Not completing two assessment tasks by a given due date or within the set time frame (where a formal extension has not been granted) Submitting incomplete assessment tasks Resubmits required for two consecutive assessment tasks. Wellbeing or Disability-related indicators <ul style="list-style-type: none"> Student appears to lack the digital literacy to complete the course Student appears to need wellbeing or welfare support Student struggles to comprehend training content or assessment requirements indicating potential disability 	Educator

Step	Action	Responsibility
	<ul style="list-style-type: none"> Progression and/or attendance are being negatively impacted by emerging financial issues (payment plans or new job to support family) that the Institute may be able to mitigate. <p>Academic - Foundation Skills related indicators</p> <ul style="list-style-type: none"> Student appears to lack the digital literacy to complete a digital task Student appears to lack the literacy skills to read, write or communicate to the level required to complete tasks Student struggles to complete the maths equations required by the activity <p>Take action to support student progression where threshold 'Student at Risk' indicators are evidenced.</p>	
3	<p>Initiate verbal or written outreach to the relevant student where more than two (2) <i>Student at Risk</i> indicators are observed or documented.</p> <p>Record contact with student and any outcomes of the discussion in the completion plan or in the SMS.</p> <p>In the case of Australian Apprentices and with the student's permission notify and brief the employer on the discussion. If the issue stems from a workplace issue (ie, not being released for training), first contact the CIT Training Initiatives Unit for advice.</p> <p>In the case of students under the age of 18, notify and brief parents/guardians on the discussion and advise the Head of Department.</p> <p>In the case of Australian School Based Apprentices contact the school.</p> <p>Notify and brief Student Support if any of the indicators are Wellbeing or Disability-related.</p> <p><i>Note: In the case of both employers and parents it is important that the entry in the student contact record is clear that the discussion has occurred with a stakeholder about the student.</i></p> <p>Raise concerns with Head of Department and peers at team meetings and identify strategies to support students</p>	Educator
4	<p>Initiate a Student Progression Review where evidence presents of more than three <i>Student at Risk</i> indicators or where evidence of previously documented indicators persists and engage the assistance of Student Support</p>	Head of Department
5	<p>Schedule a face-to-face meeting or remote video conference.</p> <p>Outline in detail the evidence leading to this meeting being called.</p>	Head of Department Educator/s

Step	Action	Responsibility
	<p>Explain to the student, and their employer in the case of apprentices/trainees, or parent/guardian in the case of students under 18 years of age, the consequences of the lack of progression including the enrolment being put on 'hold' and potential impact on employment.</p> <p>Confirm with the student/employer/parent/guardian:</p> <ul style="list-style-type: none"> the CIT policy supporting two assessment attempts and highlight that further attempts are at the discretion of the Head of Department. the validity of the assessment cannot be compromised with multiple attempts opportunities for students enrolling twice in any given unit/module/subject, to obtain additional support and counselling to improve their chances of completion where the assessment judgement is Not Competent, or the student's enrolment is on 'hold' due to non-progression, the student will be required to re-enrol in the unit of competency and pay associated fees. <p>Negotiate outcomes of the meeting.</p> <p>Document the outcomes of the meeting in the <i>Student Progression and Completion Plan</i>.</p> <p>Ensure all parties receive a copy of the completed <i>Student Progression and Completion Plan</i>.</p> <p>If the student declares or acknowledges a wellbeing barrier or learning disability the Agreed Actions in the <i>Student Progression and Completion Plan</i> are to include referral to CIT Student Support.</p> <p>If the student's lack of progression or disengagement does not appear to be disability-related (e.g., challenging circumstances/lack of application/motivation) but the student expresses a commitment to completing the course, a clear set of outcomes to be achieved and milestones should be defined and agreed within the <i>Student Progression and Completion Plan</i>. Milestones should be within the parameters of the Training Plan.</p> <p>If the student issues are not disability-related and the student asserts that they do not wish to proceed or they refuse to commit to the outcomes and milestones proposed by the teaching team, this should be clearly documented, and the 'hold' process initiated.</p> <p>Involve the parent/guardian in cases where Student Progression Reviews are undertaken for students under the age of 18.</p>	

Step	Action	Responsibility
	<p>In the case of Australian Apprentices invite the employer to attend the Review session.</p> <p>Invite the Training Initiatives Unit if requested by staff, students or employers.</p>	
6	<p>Monitor progression against key milestone of the <i>Student Progression and Completion Plan</i>.</p> <p>Amend the <i>Student Progression and Completion Plan</i> as necessary in consultation with the student.</p> <p>Consult with the student and Initiate a 'hold' on the enrolment for the course/unit where the student does not achieve the agreed outcomes or milestones in the <i>Student Progression and Completion Plan</i>.</p> <p>If the student is an Australian Apprentice, provide a copy of the Student Progression and Completion Plan to the Training Initiatives Unit.</p> <p>Close off the <i>Student Progression and Completion Plan</i> with the student where progression of agreed outcomes or milestones has been achieved.</p>	Educator/s
7	<p>Lodge a grievance against a decision to 'hold' a student's enrolment as a result of failure to achieve the agreed outcomes or milestones of the <i>Student Progression and Completion Plan</i>.</p> <p>Refer: <i>Complaints Procedure</i></p>	Student

4. Supporting Documents

4.1 Legislation/Regulation

- *The Memorandum of Understanding – Subsidised Training (the MOU) with Skills Canberra*
- [NSW Smart and Skilled Guidelines and Policies](#)

4.2 Policy and Procedures

- [Academic Integrity and Misconduct Policy](#)
- [Assessment Policy](#)
- [Student and Community Members Complaint Policy](#)
- [International Students on Student Visas compliance with the ESOS Act Policy](#)
- [Student Conduct Policy](#)
- [Student Support Policy](#)

4.3 Documents

- Student Progression and Completion Plan

5. Definitions

All terminology used in this policy is consistent with definitions in the [CIT Policy Glossary](#). The following definition is offered in the context of this procedure.

<p>Acceptable explanation</p>	<p>It is at the discretion of the educator to make a judgement about what is an acceptable explanation for non-attendance. The following may guide the decision regarding an acceptable explanation:</p> <ul style="list-style-type: none"> ▪ Medical certificate provided ▪ Detailed evidence from parent/guardian (student under 18 years of age) ▪ Evidence from an employer directing the student to attend the workplace ▪ Evidence from a third party verifying an event preventing attendance (e.g., car accident).
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