

Regulations and standards	Imagine Education Australia Standards for Registered Training Organisations 2015 (Standard 6)
Policy	<p>Imagine Education Australia provides the highest quality training for all students.</p> <p>Domestic students enrolled in a Queensland VET Investment funded or User Choice funded qualification (including School-Based Traineeships (SBT)), will be closely monitored for academic progress to ensure they are getting high quality training and to ensure that they will complete their studies in the designated time period.</p> <p>All stakeholders in the apprenticeship and traineeship system have a responsibility to ensure the integrity and quality of the system is maintained at the highest level and any dilution of quality standards, whether intentional or unintentional, is addressed immediately.</p> <p>1.1 Imagine Education Australia will monitor, record and assess the course progress of each funded student for the course in which the student is currently enrolled.</p> <p>1.2 Imagine Education Australia must assess each student’s progress at the end of each compulsory study period. Imagine Education Australia defines a study period as being 5 weeks.</p> <p>1.3 Unsatisfactory progress is defined as not successfully completing or demonstrating competency in at least 50% of the course requirements in that study period. Imagine Education Australia will define course requirements for each study period and will identify when a student has not demonstrated competency in 50% or more of the course requirements. The course requirements for each study period will also be made clear to the student at the start of the course during orientation.</p> <p>1.4 Imagine Education Australia has an intervention strategy for any student who is not making satisfactory course progress. It is made available to staff and students and specifies:</p> <ul style="list-style-type: none"> i. procedures for contacting and counselling students; ii. strategies to assist identified students to achieve satisfactory course progress; and iii. the process by which the intervention strategy is activated. <p>1.5 The intervention strategy includes provisions for:</p> <ul style="list-style-type: none"> i. where appropriate, advising students on the suitability of the course in which they are enrolled; ii. assisting students by advising of opportunities for the students to be reassessed for tasks in units to demonstrate the necessary competency in areas in which they had not been previously able to demonstrate competency; and iii. advising students that unsatisfactory course progress in two consecutive study periods for a course could lead to the student being reported to DYJESBT. iv. Compliance Manager may phone and/or email the student to alert them to the seriousness of their situation and asking them to attend an interview with GM to discuss how Imagine can assist with their studies

- v. The Trainer/Assessor may telephone and/or email the students Industry Liaison Officer (ILO) and parent/guardian (SBTs only)
- vi. The GM may arrange a meeting with the student, parent/guardian, ILO, DYJESBT and Trainer/Assessor to re-negotiate the training plan (SBTs only)
- vii. The GM may engage DYJESBT to provide monitoring visits at the students workplace

1.6 At the end of each compulsory study period, students are assessed against the course progress policy. If a student is identified for the first time as not making satisfactory course progress, the intervention strategy as outlined in 1.4 is implemented. The intervention strategy must be activated within the first two weeks of the following study period.

However, if a provider identifies that a student is at risk of making unsatisfactory course progress before the end of the study period, the provider is encouraged to implement its intervention strategy as early as practicable.

1.7 If a student is identified as not making satisfactory course progress in a second consecutive compulsory study period in a course Imagine Education Australia will notify the student of its intention to report the student to the appropriate Australian Apprenticeship Support Network (AASN) for unsatisfactory progress. The provider does this through the written notice described in 1.8. The Compliance Manager may also phone or email the student advising that their course may be cancelled and asking them to attend an interview with GM to see how Imagine can assist with their studies.

1.8 The written notice (of intention to report the student for unsatisfactory progress) informs the student that he or she is able to access the registered provider's complaints and appeals process under Standard 6, and that the student has 20 working days in which to do so. A student may appeal on the following grounds:

- i. provider's failure to record or calculate a student's marks accurately,
- ii. compassionate or compelling circumstances, or
- iii. provider has not implemented its intervention strategy and other policies according to its documented policies and procedures that have been made available to the student.

1.9 Where the student's appeal is successful, the outcomes may vary according to the findings of the appeals process.

- i. If the appeal shows that there was an error in calculation, and the student actually made satisfactory course progress (successfully completed more than 50% of the course requirements for that study period), the provider does not report the student, and there is no requirement for intervention.
- ii. If the appeals process shows that the student has not made satisfactory progress, but there are compassionate or compelling reasons for the lack of progress, ongoing support must be provided to the student through the provider's intervention strategy, and the provider does not report the student

1.10 Where:

- i. the student has chosen not to access the complaints and appeals processes within the 20 working day period,

	<ul style="list-style-type: none"> ii. the student withdraws from the process, or iii. the process is completed and results in a decision supporting the registered provider (ie. the student’s appeal was unsuccessful) Imagine Education Australia will notify the appropriate Australian Apprenticeship Support Network (AASN) as soon as practicable of the student not achieving satisfactory course progress.
<p>The intervention strategy</p>	<p>The intervention strategy</p> <ul style="list-style-type: none"> • Imagine Education Australia will assist students who are at risk of not making satisfactory course progress in accordance with this intervention strategy. Imagine Education Australia needs to ensure that they follow their intervention strategy as failure to do so may provide a student with grounds for a successful appeal. Failure to implement the intervention strategy may also constitute a breach of the Standards for Registered Training Organisations 2015. • Imagine Education Australia will make students aware of opportunities and services to assist them if they are identified as at risk of not making satisfactory course progress by providing in writing by email. <p>Strategies to assist identified students to achieve satisfactory course progress: Possible intervention strategies include:</p> <ul style="list-style-type: none"> • promoting regular attendance at lectures • Additional access to library resources and lecturer • the submission of assessment • Where appropriate, students will be advised on the suitability of the course in which they enrolled. • Staff will assist students by advising them of opportunities for reassessment of the task in units in which they had not been previously able to demonstrate competency. • Extension of course duration • Compassionate or Compelling circumstances. • advising students that unsatisfactory course progress in two consecutive study periods for a course could lead to the student being reported to DYJESBT • Compliance Manager may phone and/or email the student to alert them to the seriousness of their situation and asking them to attend an interview with GM to discuss how Imagine can assist with their studies • The Trainer/Assessor may telephone and/or email the students Industry Liaison Officer (ILO) and parent/guardian (SBTs only) • The GM may arrange a meeting with the student, parent/guardian, ILO, DYJESBT and Trainer/Assessor to re-negotiate the training plan (SBTs only) • The GM may engage DYJESBT to provide monitoring visits at the students workplace • Imagine Education Australia will save each written notice to students in their academic file and all necessary parties will be notified (i.e. DYJESBT, ILO, parent/guardian, employer) <p>The written notice of intention to report a student for unsatisfactory progress</p> <ul style="list-style-type: none"> • Imagine Education Australia will provide written notice to report a student for unsatisfactory progress.

	<p>Reporting students for unsatisfactory progress</p> <ul style="list-style-type: none"> • Reporting a student for unsatisfactory course progress occurs only when the student has been identified as not making satisfactory course progress in two consecutive compulsory study periods, and the student has not made a successful appeal against this assessment. • Course progress in a non-compulsory study period is to be disregarded when considering whether there has been unsatisfactory progress in two consecutive compulsory study periods. • If a student is identified for a second, but not consecutive, study period as not making satisfactory course progress, the provider does not report the student for unsatisfactory course progress. • When a student is reported for unsatisfactory course progress the AASN will consider all the information available prior to a decision being made <p>Compassionate or compelling circumstances</p> <ul style="list-style-type: none"> • Compassionate or compelling circumstances are generally those beyond the control of the student and they have an impact on the student’s capacity and/or ability to progress through a course. These could include: <ul style="list-style-type: none"> • serious illness or injury, where a medical certificate states that the student was unable to attend classes • bereavement of close family members such as parents or grandparents (where possible a death certificate should be provided) • major political upheaval or natural disaster requiring their emergency travel and this has impacted on their studies • a traumatic experience which could include but is not limited to: <ol style="list-style-type: none"> 1. involvement in or witnessing of an accident or 2. a crime committed against the student or 3. the student has been a witness to a crime and this has impacted on the student (these cases should be supported by police or psychologists’ reports). <p>Please note that the above are only some of examples of what may be considered compassionate or compelling circumstances. Imagine Education Australia will use our professional judgment and assess each case on its individual merits. When determining whether compassionate or compelling circumstances exist, Imagine Education Australia will consider documentary evidence provided to support the claim. Imagine Education Australia will keep copies of these documents, together with a record of why the decision was made, in the student’s file.</p>
<p>Procedure</p>	<ol style="list-style-type: none"> 1. Course requirements for each compulsory study period (5 weeks) shall be defined and made clear to the student by the Trainer/Assessor at the start of each compulsory training period, on the individual student Training and Assessment Plan. 2. At the end of the first compulsory study period as outlined on the Training Plan (every 5 weeks) the Trainer/ Assessor will gather data on student’s progress for each unit

	<p>against the expected timetable for the student as outlined on the training plan requirements.</p> <ol style="list-style-type: none"> 3. If the student is successfully progressing or demonstrating competency in at least 50% of the course, this will be documented for review at the end of the next study period. If the student is not successfully progressing or demonstrating competency in at least 50% of the course, the Trainer/Assessor will issue a Progress Warning Letter. This is the first stage of the intervention strategy. 4. At the end of the second compulsory period (end of 2nd study period) the Trainer/Assessor will gather data on student's progress for each unit against the expected timetable for the student as outlined on the training plan requirements. 5. If the student is not successfully progressing or demonstrating competency in at least 50% of the course at the end of the second compulsory study period, the Trainer/Assessor will advise the General Manager. <p>The General Manager will issue the Notice of Intention to Report for Unsatisfactory Progress Letter (ITC) on behalf of the Chief Executive Officer. The Campus General Manager will email a copy of the ITC letter to the ILO (and CC to the student and parent/guardian), so the ILO can also follow up with the student.</p> <ol style="list-style-type: none"> i. Before the 20 day appeal period has elapsed, the Compliance Manager may phone or email the student advising that their course may be cancelled and asking them to attend an interview with GM to see how Imagine can assist with their studies. ii. The Compliance Manager may also phone or email the students' ILO seeking assistance to obtain contact with the student. <ol style="list-style-type: none"> 6. The student may access the Complaints and Appeals process as detailed in the student handbook within 20 working days. <p>At Risk of Non-Completion Failure to hand in assessment by the due date may result in the student being unable to complete the full qualification by the course end date.</p> <p>Students who have any outstanding assessments on their course Training Plan at the completion of each study period but are not recognised as failing to progress through the Government Funded Students Academic Progress Policy will be issued with a RISK OF NON-COMPLETION letter advising them they are at risk of not completing their enrolled course.</p> <p>Should a student achieve unsatisfactory course completion, they may be deemed ineligible to progress to the next AQF level, as per the requirements of the Training Package.</p>
<p>Supporting documentation</p>	<ul style="list-style-type: none"> • AVETMISS Expected Units spreadsheet • Progress Warning Letter • Intention to Report for Unsatisfactory Progress Letter • Risk of Non-completion Letter



	<ul style="list-style-type: none">• Intervention Extension Policy• Complaints and Appeals Policy
Locations	www.imagineeducation.edu.au Course handbooks
Reviewed	Annually (26/04/2024)
Version	Version 5.5