



**Australian  
Childhood  
Foundation**

# Student Wellbeing, Support, Progression and Intervention Policy & Procedure RTO PP009

The Student Wellbeing, Support, Progression and Intervention Policy and Procedure encompasses the following aspects of student support within accredited qualifications:

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## Purpose

This policy is designed to outline the various support options available to students, encompassing prevention, intervention, and wellbeing strategies, to ensure they have the best possible student experience and are empowered to succeed in their chosen course of study. All students are encouraged to access these services as needed to promote their learning journey, maintain their wellbeing, and address any challenges proactively or as they arise.

## Responsibilities

The Executive Director, Knowledge Mobilisation and Practice, or delegate, is responsible for ensuring this policy and procedure is implemented under the direction of ACF's CEO.

## Scope

This policy and procedure covers all of ACF's RTO training and related services.

## Definitions

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It includes the ability to transfer and apply skills and knowledge to new situations and environments.

A contact session is any interaction where a student is required to attend either in person or using digital/virtual technology such as classroom learning, tutorials, coaching sessions etc.

LLND refers to Language, Literacy, Numeracy and Digital Capabilities.

Auslan, short for Australian Sign Language, is the visual-spatial language used by the Australian Deaf community.

## Policy

This policy is based on the principle that all students enrolled with ACF are given a fair opportunity to complete the course they have enrolled in and are provided with the support required to assist with their completion.

ACF takes a holistic approach to student support, recognising that wellbeing and academic progress are closely connected and can influence each other. RTO staff understand that each student's needs are unique and work closely with students to provide tailored interventions and support that help them achieve their goals and reach their full potential.

ACF is committed to ensuring each student achieves the best results possible, whilst experiencing a supported and positive learning experience. To ensure this, ACF offers a range of academic and non-academic support mechanisms, both through their internal personnel and via referral to external agencies if required.

ACF recognises that adult learners undertaking online, self-paced study may face a range of challenges that impact their ability to engage with standard assessment methods. In line with RTO compliance requirements and best practice, ACF is committed to providing reasonable adjustments to ensure students can demonstrate their competency without encountering unnecessary barriers, while still maintaining the integrity and core requirements of the training product.

Internal support services are provided to students as part of their course fees, subject to the terms and conditions outlined in the Application, Enrolment and Student Responsibility Policy.

Students who are referred to external agencies may be required to pay for these services. Those fees are determined by the external agency and ACF does not charge or receive any payment for these referrals.

The policy is supported by ACF's commitment to:

- Provide all students with a clear outline of the course delivery and assessment schedule before the course commences.
- Monitor the progression of students that are using blended learning technologies and self-paced learning options.
- Provide early intervention where a student is not progressing through the course schedule as planned.
- Provide reasonable adjustments to assessment processes where a student requires them.
- Allow additional time to complete assessments where a student has a valid reason for not completing on time.
- Develop and implement a Student Support Plan (SPP) for students that need additional support and guidance.
- Provide students with an opportunity to defer their course of study if their circumstances require it.

## Student Wellbeing

The Foundation is committed to providing an environment where all students feel valued, respected, and supported. We understand the importance of student wellbeing in promoting positive learning outcomes and in assisting students to overcome barriers to education.

As part of our responsibilities, we will:

- Inform students of the services available that support students' physical, mental, and emotional wellbeing.
- Ensure clear channels for students to express concerns and access support, ensuring confidentiality.
- Address wellbeing issues promptly and with empathy, aligning with the principles of fairness, respect, and inclusion.
- Provide regular, informative feedback on their learning progress to assist them in their learning journey.

The Foundation offers a range of support services aimed at enhancing student wellbeing, including:

- **Academic Support:** Tailored academic assistance to help students succeed in their studies. This includes access to Trainers/Assessors, the Intake Course Coordinator, and the Support Services team, as well as Virtual and Face-to-Face study days and online resources.
- **Learning Environment and Progress Monitoring:** Support also includes content trigger warnings and continuous review of student progress and engagement, in line with course delivery and assessment plans.
- **Peer Support:** Opportunities for students to engage in peer support activities to foster social connections and build a sense of community within the qualification, through things like discussion boards.
- **Diversity and Inclusion:** Reasonable adjustments and support, ensuring equal access to education and training opportunities.
- **Language, Literacy, Numeracy (LLN) and Digital Capability supports:** Students identified as requiring LLND support will work with their Intake Course Coordinator and the Support Services staff to develop a Student Support Plan (SSP), which may include adjustments such as extra study time, modified assessments, and additional mentoring.

When any of the above supports are required, a Student Support Plan (SSP) is implemented.

## Financial Support

Students paying Fee-for-Service course fees have the option to arrange payment plans. Extensions to these plans are available upon request. All plans and invoices are recorded against the student's enrolment in the student management system. The student will work closely with Student Support Services to monitor their payment plan and ensure it remains manageable.

## Student Rights and Responsibilities

Students have the right to:

- Access appropriate wellbeing support services at any time during their studies.
- Be treated with dignity, respect, and fairness.
- Have their personal information kept confidential, in accordance with privacy regulations.
- Participate in activities that support personal development and academic growth.
- Express their opinions in the classroom setting in a respectful manner, without fear of discrimination or persecution.
- Access an online induction module that outlines available wellbeing support services.

Students are responsible for:

- Engaging with support services when necessary and making use of available resources.
- Treating staff and peers with respect, fostering a positive and inclusive learning environment.
- Reporting any wellbeing concerns to relevant staff in a timely manner to receive appropriate assistance.
- Meeting the attendance and participation requirements for all structured training and assessment activities including any work placement activities where required.

## Disclosure

Students are encouraged to proactively report concerns relating to their wellbeing, including academic, personal/ financial, and social difficulties.

The Foundation will ensure:

- A clear and confidential process for students to raise concerns about their wellbeing.
- Regular surveys and feedback opportunities to gauge student satisfaction with wellbeing support services.
- Support staff trained to identify and assist students with wellbeing concerns and ensure appropriate referrals to external agencies or professionals when necessary.

## Staff Training and Awareness

To ensure the effectiveness of this policy, staff members (teaching and non-teaching) will receive regular training on:

- Guidance through the application and enrolment process, including any required adjustments to payment plans, supplying and reviewing applications for Credit Transfer and Recognition of Prior Learning.
- Cultural Humility Training
- Critical Incident Policy awareness training and Policy ACF PP095

# Support Procedures and Staff Responsibility

It is the responsibility of all staff to promote a healthy study environment, encourage the disclosure of any concerns, and to record student feedback and complaints in the Continuous Improvement Register, ensuring a timely response is provided when required.

## Action and Accountability in Student Support

In the event that a student's wellbeing is at risk or they require additional support, the following actions will be taken:

1. **Immediate Support:** A student who is in crisis will receive immediate attention through on-site support staff or referrals to external mental health professionals, as appropriate.
2. **Ongoing Support:** Where necessary, the RTO will work with students to develop an individual Student Support Plan (SSP), including academic accommodations.
3. **Confidentiality:** All students' wellbeing concerns will be handled with strict confidentiality, and information will only be shared with appropriate parties with the student's consent or as required by law.
4. **Review and Monitoring:** The student's situation will be regularly reviewed, and the RTO will ensure ongoing support and adjustments as needed to help the student progress.

### Student Support Plans (SSPs)

Student Support Plans (SSPs) are designed to provide tailored support for students who may be experiencing challenges that impact their learning, wellbeing, or participation in training. These plans ensure that students receive appropriate assistance, accommodations, and referrals, enabling them to successfully engage with their course and achieve their learning goals.

SSPs are developed collaboratively between the student, their trainer, and relevant support staff. The plan should consider:

- Both the student's short and long term goals
- Current barriers to participation
- Strategies to support ongoing engagement and achievement.

Trainers are encouraged to identify how they can adapt or support the student's learning experience, and whether referrals to internal or external support services are necessary. All parties involved in the plan are expected to contribute meaningfully, agree on a review date, and sign the document to acknowledge their roles and responsibilities.

Once completed, the SSP is forwarded to Support Services staff, who are responsible for uploading the plan to the student's file in the student management system (SMS) and monitoring its implementation.

SSPs are reviewed regularly and updated as needed to ensure that the support provided remains relevant and effective throughout the student's learning journey.

### Student Intervention and Monitoring Register

Students identified as requiring additional monitoring and support, whether due to academic, behavioural, wellbeing, or attendance concerns, will be added to the Student Intervention and Monitoring Register. This process ensures that appropriate oversight, action, and follow-up are consistently maintained to support the student's continued engagement and progress.

Each student on the register is:

- Assigned a risk rating (e.g., low, medium, high) based on the severity or urgency of the concern.
- Provided with an individualised action plan, outlining targeted interventions and support strategies.
- Linked to a current Student Support Plan (SSP), where applicable, with clearly defined review dates.
- Monitored through scheduled check-ins, progress reviews, and collaborative updates between trainers, support staff, and relevant stakeholders.

This structured monitoring approach helps to identify risks early, track interventions effectively, and provide students with the best opportunity to succeed in their training.

When a student is added to the Register, a brief note is recorded in the Student Management System (SMS) to flag their inclusion. Full details of the intervention and monitoring actions are maintained within the Register to ensure appropriate oversight and confidentiality.

Oversight of the register is the shared responsibility of the Manager – Education and Training, Assistant Director – Parenting, Education and Training, and the Manager – Quality. These staff members review cases regularly to assess progress, ensure appropriate supports are in place, and escalate concerns where necessary.

## Roles of Educators and Support Staff in Student Wellbeing

### Student Support Services

Support Services provides the majority of non-academic support to students as outlined in the Application, Enrolment and Student Responsibilities Policy and the Withdrawal, Deferment, Cancellation or Suspension Policy.

Enrolment and Academic Planning Support:

- Guiding students through the application and enrolment process, including assistance with payment plans, and support with applications for Credit Transfer and Recognition of Prior Learning.
- Providing administrative support for changes to enrolment, including reasonable adjustments, deferment, withdrawal, or updates due to Credit Transfer, Recognition of Prior Learning, or fee schedule expectations.

Student Wellbeing and Support Monitoring:

- Reviewing and documenting disclosures related to health, physical restrictions, mental health, or academic concerns that may indicate a need for additional support and referring relevant information to the Intake Course Coordinator for further discussion with the student.
- Filing Student Support Plans in the Student Management System and providing access to the Student Wellbeing introductory module within the Learning Management System.

### Technical and Learning Support:

- Offering technical assistance with accessing course-related technology platforms, including systems for course delivery, student record keeping, and certificate access.
- Troubleshooting login issues and assisting with problems related to uploading assessments or navigating the Learning Management System.
- Ensuring students have access to up-to-date resources and class schedules, while consistently sending reminders and encouraging attendance and timely completion of assessments.
- Students are encouraged to contact Support Services for all enquiries and assistance for any matters not relating to specific course content or their academic progress.

### Facilitators and Assessors

Facilitators are responsible for delivering training and/or assessment to students. In some cases, a facilitator may also serve as the Intake Course Coordinator. Facilitators are typically the first point of contact for students who have questions about specific course content or assessment tasks. They play a key role in maintaining a positive learning environment and supporting students academically and personally throughout their learning journey. Facilitator responsibilities include:

#### Learning Environment:

- Facilitators are responsible for the safety and wellbeing of all students in their class.
- They must actively monitor student participation and behaviour to identify any risks to others, including signs of alcohol or drug use.
- Facilitators are required to take all reasonable steps to safely remove any student displaying signs or symptoms of being under the influence, without exception or negotiation.
- Any concerns must be reported immediately to the Intake Course Coordinator.
- Facilitators must take appropriate action to protect themselves and others, which may include contacting emergency services or removing students from the learning environment as necessary.

#### Academic Support and Assessment:

- Provide targeted academic support within the facilitator's subject matter expertise, helping students progress in their learning.
- Mark assessments and provide timely, constructive feedback to support students in achieving competency.
- Implement reasonable adjustments to assessments where required, to support students with individual learning needs.
- Discuss extension requests and additional assessment attempts directly with students, ensuring they understand the process and expectations.
- Inform Student Support Services in a timely manner of any approved assessment extensions, adjustments, or academic concerns to ensure accurate records and coordinated support.
- Report quality assurance concerns such as potential plagiarism or repeated unsuccessful attempts that may indicate the need for further academic or personal support.

### Student Wellbeing and Support:

- Monitor and support the mental and physical wellbeing of students, both informally and through structured processes.
- Provide emotional support and refer students to relevant services as needed, within appropriate professional boundaries.
- Support the development and implementation of Student Support Plans in collaboration with Intake Course Coordinators and Support Services.
- Adjust course delivery methods and teaching styles to support both groups and individual students, ensuring accessibility and engagement.

### Communication and Reporting:

- Monitor and report on student progress, attendance, and engagement with course content.
- Promptly notify the Intake Course Coordinator of any emerging concerns related to student health, wellbeing, or academic progress.
- Ensure timely and effective communication with relevant teams to maintain accurate student records and enable proactive intervention where needed.

### Intake Course Coordinators

Academic support is provided by Intake Course Coordinators and Facilitators, supported by the Manager - Education and Training. The Intake Course Coordinator or delegated Trainer/Assessor is responsible for adequately orienting students and overseeing their support throughout the course. Their key responsibilities include:

### Student Orientation and Induction:

- Sending an introductory email to students outlining the role of the Intake Course Coordinator and how they can support student success.
- Updating the Training and Assessment Schedule (TAS) and reviewing the course structure with students during induction to ensure they are fully prepared to participate in all scheduled activities.
- Encouraging students to complete the optional online Student Wellbeing Introductory Module prior to commencing the course.
- Advising students to read all relevant enrolment documents, such as the Student Handbook, to understand their rights and responsibilities throughout the course and during classroom interactions with peers.
- Encouraging students to carefully review all module materials and available resources and recommending supplementary reading where appropriate.
- Promoting classroom attendance and encouraging students to reach out for one-on-one mentoring or support when needed.
- Providing clear guidance on the steps to take if students are unable to meet participation requirements, including contacting Support Services or the Intake Course Coordinator for support with missed sessions or delayed online learning.
- Ensuring students subject to an alternative study plan (in the cases of Credit Transfer and RPL) are supported on their learning journey, particularly in resuming study where a break in study has occurred.

- Advising students on the correct process for requesting assessment extensions, including timeframes and valid grounds for requests.
- Informing students how to request a meeting to implement or amend a Student Support Plan if they are struggling to meet scheduled training and assessment activities.
- For contracted courses, liaising with host organisations to support student safety and wellbeing during placements or on-site components.

#### Academic and Administrative Management:

- Reviewing applications for Recognition of Prior Learning (RPL) and conducting RPL assessments in line with the Application, Enrolment, and Student Responsibility Policy.
- Ensuring timely marking of assessments by assessors and conducting moderation and quality assurance checks to promote fairness, consistency, and integrity.
- Confirming course completion with Student Support Services to ensure certificates are issued in a timely manner, in accordance with the Issuing and Re-Issuing Student Certificate Policy.
- Supporting the Manager - Education and Training in managing student complaints or appeals, ensuring timely and fair resolution.
- Consistent monitoring of student progression with the use of LMS reports. checking that each student has completed all of the Online Learning components and following up with any students who have not completed all the requirements, monitoring closely until they have completed their course.

#### Student Support and Welfare:

- Reviewing students' Learning, Literacy, Numeracy, and Digital Capability support needs, as well as any other individual requirements, either prior to course commencement or when disclosed during the course.
- Developing Student Support Plans collaboratively with students and facilitators, including referrals to external support services when necessary.
- Monitoring student progress and maintaining periodic contact to check on their overall health, wellbeing, and satisfaction with the course.
- Assisting students who wish to defer their studies or seek extensions on assessments.

#### RTO Management Team

The RTO Management team holds overall accountability for the student experience. They are responsible for addressing student concerns that cannot be resolved at the Intake Course Coordinator level, following the documented channels. This includes collaborating with the Manager – Quality and CEO to resolve serious complaints or appeals.

#### External Support

From time to time, students may require support outside the expertise of ACF staff. In these circumstances, Student Support will provide access to a list of available services. This list will be reviewed and update every 3 years as per the quality calendar.

Types of referrals may include:

- LLND and Study Support outside the scope of the facilitator's role
- Interpreters

- Counselling and Mental Health support services
- Legal or Financial support services
- Disability support services
- Medical emergencies or assistance
- Technical support outside the scope of ACF systems
- Cultural support services

## Reasonable Adjustment

ACF is committed to providing an inclusive learning environment that supports the diverse needs of all students while upholding the academic integrity and essential requirements of its courses. Our staff understand that some students may face challenges that impact their ability to engage with learning or assessment in standard ways. Reasonable adjustments are made to accommodate individual circumstances, such as disability or other barriers, ensuring students have the opportunity to succeed without altering the core outcomes of their training.

During the enrolment process, all applicants are assessed for language, literacy, numeracy, and digital capability, and are encouraged to disclose any conditions that may affect their learning experience. Where adjustments are implemented, students are still required to demonstrate competency, with assessment methods adapted as needed, to ensure meaningful and accessible participation.

Before implementing any reasonable adjustment, ACF consults with the student to determine whether the proposed adjustment is appropriate, effective in meeting the student's needs, and the least disruptive or intrusive option available. This consultation ensures the adjustment supports the student's learning while maintaining the integrity of the training and assessment. ACF also considers whether the adjustment may need to be reviewed or modified over the course of the student's studies to remain effective and relevant.

Acceptable and Equitable Adjustments:

When deciding on an appropriate adjustment, ACF Trainers consider the nature of the unit, the assessment requirements outlined in the Training and Assessment Strategy (TAS), and the student's individual needs.

In the classroom, staff provide reasonable adjustments to support student learning and wellbeing, including facilitating access to external services, such as Auslan interpretation. They also help navigate cultural differences and misunderstandings to ensure all students feel supported and can fully participate in peer discussions.

For online self-paced modules, trainers may provide reasonable adjustments by tailoring the learning environment to suit individual needs. This can include offering materials in alternative formats (such as large print or audio), enabling the use of assistive technologies, granting extended time for activities, or arranging personalised support. These measures help ensure all students can engage meaningfully with the course content, regardless of disability or learning barriers.

In assessment, reasonable adjustments may involve altering how students demonstrate competency—such as using oral responses, video submissions, or visual presentations—instead of traditional written formats. Adjustments may also include extra time, simplified instructions, assistive tools, or support from a reader or scribe. All modifications are made without compromising the assessment's integrity, allowing students to fairly meet required outcomes.

During discussions about reasonable adjustments, Trainers will clearly explain to students when adjustments cannot be made and the reasons why, for example, when the Training Package

mandates a specific assessment method that cannot be replaced, such as an in-person demonstration of a technique or completing a particular form that reflects workplace requirements and organisational policies.

### Application of Reasonable Adjustment

Whenever a reasonable adjustment is applied or considered during a student's studies, all related discussions and decisions, including cases where adjustments are not approved, are documented within a Student Support Plan (SSP) and stored within the Student Management System. All changes to assessment delivery or structure, where reasonable adjustments are applied, are documented within the Learning Management System alongside the relevant assessment tasks.

Trainers/Assessors will ensure that any reasonable adjustments applied, align with administrative and compliance requirements, maintaining consistent processes for evidence gathering, marking, feedback, competency reporting, deadlines, and tracking.

ACF Trainers/Assessors, in consultation with the Manager - Education and Training, may choose to apply alternative assessment approaches to the entire intake, rather than only to students with barriers or disabilities, to avoid singling anyone out and to promote fairness and consistency in assessment and grading.

ACF staff will make the following adjustments and considerations to support students:

- Support students in completing enrolment, understanding their responsibilities and deadlines, and discussing any financial hardship or scholarship opportunities.
- Provide one-on-one assistance to help students navigate online learning systems.
- Ensure assessment instructions are written in clear, accessible language.
- Provide assessment materials in alternative formats where appropriate, such as large-print hard copies.
- Allow additional time for students with declared disabilities (e.g., deafness or dyslexia) to process questions and review their responses.
- Permit rest breaks during webinars and assessment for students with fatigue or physical conditions.
- Facilitate the use of a reader, interpreter, or scribe for students requiring communication or writing support, ensuring adequate preparation time and subject familiarity where necessary.
- Where feasible, provide a quiet, supervised environment for students requiring extra time or specific accommodations during in-person assessments.
- Seek moderation or a second opinion from another trainer or assessor when appropriate.

Acceptable alternatives to Written Assessments can include:

- Oral presentations or role plays
- Practical demonstrations
- Alternative or supplementary assignments such as taped interviews or slide presentations
- Multiple-choice questions (where applicable)
- Additional assignments and course work
- A combination of any of the above

## Progression and Intervention

Although ACF's qualifications are primarily self-paced, requiring students to manage their own time and study commitments, a relational approach is encouraged to foster a strong and supportive learning community. From the outset of their studies, efforts are made to build trust and maintain ongoing engagement with students, creating opportunities for meaningful connection and timely support throughout their learning journey.

The ACF team is committed to actively monitoring student progress and providing support from enrolment through to completion. However, we understand that life circumstances can sometimes interrupt study, impact focus, or prevent students from meeting deadlines. As an RTO, we recognise that our learners are adults, often balancing work and personal responsibilities, and that each student has different preferences, some seeking regular support, while others prefer more independence.

Identifying Slow Progress and Implementing Appropriate Interventions:

When a lack of progression is identified, RTO staff will implement targeted intervention strategies, contacting students through various channels such as email and phone, with all communication and actions documented in the Student Management System.

Students will be considered to be making unsatisfactory course progress if they:

- Have missed two (2) or more scheduled contact session, without advising the Intake Course Coordinator of their absence.
- Are consistently unable to complete the required online learning modules before attending scheduled contact sessions (for Blended delivery).
- Fail to achieve a satisfactory result in the same assessment task on two (2) or more occasions and are not responding to feedback.
- Have consistently not completed assessment tasks on time, without seeking an extension or has received an extension for an assessment task and still has not completed it on time.
- Have failed to meet the requirements of an agreed Student Support Plan (SSP), fail to meet at agreed times or can not be reached by staff to discuss their academic progress on two (2) consecutive occasions,
- Are deemed to be an unsafe practitioner at any point during or following work placement/work experience.

Students who satisfy the above criteria as making unsatisfactory progress will be listed on the Student Monitoring and Intervention register, noting follow up actions, regardless of whether the student becomes subject to a Student Support Plan (SSP).

Students will be considered to have abandoned their course of study if they:

- Have not engaged in any course activity for three (3) months.
- Do not respond to attempts to contact them on three (3) consecutive occasions over multiple forms of contact (phone, email, notifications from their Learner Management System).
- Fail to meet the requirements of a Student Progress Plan (SPP) on more than two (2) occasions i.e do not meet the original SPP or the second renegotiated SPP.

The Intake Course Coordinator will use all resources available to them to assist all students that fail to meet the attendance and participation requirements or fall behind with their assessment task requirements.

## Student Monitoring

### Online Learning Components

During the course, the Intake Course Coordinator will:

1. Check the progress of each student in the Online Learning Management System at least one week before they are due to attend a contact session. For self-paced delivery, student progress must be checked monthly.
2. Contact students who have not completed the required Online Learning and/or have not commenced assessments, to ensure they will be able to complete it before the contact session or due date, and
3. Update the student notes in the Student Management System and list any students at risk on the Student Monitoring and Intervention Register.

### Contact Sessions

After each scheduled contact session, the Intake Course Coordinator will:

1. Check the attendance records and overall student progress. Should a student be deemed as making unsatisfactory progress, the Intake Course Coordinator will make contact.
2. Contact the student to arrange catch-up learning activities or alternate attendance (including provision of recordings).
3. Develop or update a Student Support Plan, if required, and
4. Update the student notes in the Student Management System.

### Assessment Tasks

Assessment tasks and due dates are outlined in the student's Study Plan and managed through the Learning Management System, where they are clearly listed within the student's 'to-do' list.

Students are sent an automated email from the Learning Management System when:

- Assessments are released
- Assessments are due in 30 days
- Assessments are due in 14 days
- Assessments are due in 7 days
- When assessment due dates have passed.

### Assessment Attempts and Extensions

Students have the right to apply for an extension on assessment tasks or course requirements if they are experiencing genuine difficulties that impact their ability to meet deadlines. This may include personal, medical, or compassionate circumstances.

To request an extension, students must contact the Intake Course Coordinator or Student Support Services, in advance of the due date wherever possible. The student may be required to provide supporting documentation, such as medical certificate, and dependant on the scenario.

All extension requests are assessed fairly and in accordance with ACF's Assessment Policy. Approved extensions aim to support student success while maintaining the integrity and standards of the course.

When a student requests an assessment extension, the staff member granting the extension is responsible for completing the following steps. If they are unavailable, the Student Support Services team will assist to ensure the process is completed:

1. Inform the student of the outcome and the new due date, either in writing or verbally if handled in person.
2. Apply the extension in the Learning Management System (LMS).
3. Add a note to the student's enrolment record within the LMS confirming the extension.
4. Notify the student at the time the update is made, as the LMS does not send automated notifications in this instance.

Students who fail to complete their assessment within two (2) allowed attempts will be automatically paused by the Learning Management System, with their record set to read-only.

To resume their assessment, the student must contact the Intake Course Coordinator or Student Support Services. A support discussion will take place before a third attempt is released.

Students requiring significant or frequent changes to their Study Plan may be subject to a Student Support Plan (SSP) with agreed review points and placed on the Student Monitoring and Intervention Register.

Intake Course Coordinators will regularly monitor student progress, identify those with read-only status, and reach out to discuss and implement a Student Support Plan (SSP).

### Unsatisfactory Assessment Results

Intake Course Coordinators and allocated trainer/assessors will also receive an automated email when a student has been resulted unsatisfactory on a second attempt. Intake Course Coordinators will make attempts to contact students in line with the procedure for students making unsatisfactory progress.

1. Where a student has two (2) unsatisfactory results in an assessment task the assessor will:
  - Provide feedback to the student and arrange a third assessment attempt.
  - Advise the Course Coordinator who may develop a Student Support Plan.
  - Advise the student that failure to meet the due date for their third attempt, or submission of unsatisfactory work, may result in a final outcome of non-competency. In such cases, the student may be required to repeat the unit with the subsequent class intake, at their own expense, in addition to non-refundable administrative fees, and
  - Update the student notes in the Student Management System and update the Learning Management System so that a third assessment attempt is released.
2. Where a student has three (3) unsatisfactory results in an assessment task:
  - The assessor will advise the Intake Intake Course Coordinator and the Manager, Education and Training.
  - The Intake Course Coordinator and the Manager, Education and Training will develop an action plan to support the student or recommend they discontinue their course of study following the Withdrawals, Deferral, Cancellation and Refunds Policy.
  - The Feedback, Complaints and Appeals Policy will be referred to in the case that an appeal is made by the student.

- The Intake Course Coordinator will work with the student to implement the agreed plan and update student notes in the Student Management System.

Where an Intake Course Coordinator believes that a student requires additional support, beyond that provided by the ACF staff, they will refer them to the list of external support services known to ACF, or where appropriate, recommend a deferral or withdrawal from their course.

### Student Abandonment of Study

Where a student has been deemed to have abandoned their study:

1. The Intake Course Coordinator will consult with the Manager, Education and Training and ensure all contact avenues have been reasonably exhausted.
2. Complete a change of enrolment form and advise Student Support Services to withdraw the student from the course and send an email to the student advising of the decision and rights of appeal.
3. Support Services will withdraw the student by following the Withdrawals, Deferment, Cancellation and Refunds Policy.

## Forms and Records

The following forms should be used in conjunction with this procedure:

- RTO PP009-01 Student Support Services List
- RTO PP009-02 Student Support Plan
- RTO PP009-03 Special Consideration for Assessment Task Extension Form
- RTO PP010-01 Change in Enrolment Form
- RTO PP005-03 Student Handbook
- Student Monitoring and Intervention Register

The following references should be read in conjunction with this procedure:

- RTO PP002 Quality Training and Assessment Policy and Procedure
- RTO PP007 Privacy Policy and Procedure
- RTO PP008 Application, Enrolment and Student Responsibilities Policy and Procedure
- RTO PP010 Withdrawals Deferment Cancellation or Suspension and Refunds Policy and Procedure

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