

## **Policy and Procedure:**

## **Student Support and Progression**

### **Objective:**

The Australian Institute of Fitness (AIF) is committed to ensuring each student achieves their highest performance throughout their studies. A key strategy of meeting this commitment, is offering a range of customised academic and non-academic support services, that may be accessed as required. This policy and procedure outlines the range of supports in place as well as AIF's engagement expectations of the Student with their studies.

In addition, Students for various reasons after enrolment may lose motivation and interest in their studies. This policy and procedure also outlines how AIF attempts to re-engage with students to support their progression and completion of their studies.

### **Effective Date:**

**11 March 2022**

### **Definitions:**

AQF qualification means an AQF qualification type endorsed in a training package or accredited in a VET accredited course.

Access and equity means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

ACSF means the Australian Core Skills Framework.

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

LLN means language, literacy and numeracy which is defined as an individual's ability to read, write and speak in English, and compute and solve problems at levels of proficiency necessary to function in the workplace and in society, to achieve one's goals, and develop one's knowledge and potential.

Literacy means an individual's ability to read and write in English.

Student means an enrolled learner that has agreed to use the services provided by AIF. The Students are also referred to as 'Newbies' for applicants and 'Warriors' for enrolled Students.

VET means vocational education and training.

### **VET Student Loan (VSL) Common Definitions:**

Approved courses are courses delivered only by an approved course provider that has been approved to offer that particular approved course.

CAN means the Commonwealth Assistance Notice which is issued after the Census date and includes information about the Student's enrolment, any HELP

debt incurred or Student contribution amounts paid to date and any loan fee incurred.

Census Day is the day the student incurs financial liability for the unit of study. Students may cancel their enrolment by the census day without incurring tuition fees (or a HELP or VET Student Loans debt) for the course or the part of the course.

CHESSN is the Student ID issued as part of the Student's Commonwealth Assessment Notice (CAN).

Covered fees are the amount of the course tuition fees to be covered by a VET Student Loan and is set out on the Student's VET Student Loans Statement of Covered Fees.

Course loan cap means the total amount of loan an eligible student may access for a particular course.

Fee periods are the tuition fees for the course which are proportionately distributed across at least three sequential fee periods. Each fee period contains at least one Census Day. Therefore, there are at least three census days/three units over the course.

Gap fees are the difference between the covered fees and the total tuition fee for a course.

Genuine student is one that has been determined by the RTO as having demonstrated they are reasonably engaged in the course and have completed the student progression requirements.

HELP loan limit is the maximum amount a person can borrow over their lifetime for VET Student Loans, VET FEE HELP, FEE-HELP, and HECS-HELP. (Note, only HECS-HELP incurred after 1 January 2020 counts towards the HELP loan limit). The HELP loan limit is indexed annually on 1 January.

HELP balance is a person's HELP limit minus any VET Student Loans, VET FEE HELP, FEE HELP and HECS-HELP loans they have used.

Provider fee limit is the maximum dollar amount for VET Student Loans that can be paid to an approved course provider for a particular period of time and/or for a particular approved course(s).

Tuition fees are the total fees for the course (including the covered fees plus any gap fee).

Unit of study may comprise a group of units of competency or one unit of study may equal one unit of competency. Rules apply to providers in respect of units of study, such as determining census days, publishing fees, issuing notices, reporting fees and completions, and withdrawal and penalty provisions.

VSL tuition protection levy is a risk-based annual levy, payable by leviable providers, to fund tuition protection arrangements for the VSL program.

**Policy:**

AIF adopts a proactive approach in both monitoring Students' course progress as well as supporting Students who are at risk of failing to meet the accepted course progress requirements.

Where AIF does not have the expertise to offer specific support services, both academic and non-academic, it refers the Student/s to external agencies.

**Responsibilities  
and  
Accountabilities:**

This version of the policy and procedure and any amendments to related documents, have been authorised by AIF's Chief Executive Officer (CEO). The General Manager - Training, as delegated by the CEO, is responsible for ensuring this policy and procedure is implemented at all times across AIF and ensuring that all staff are fully trained in its operation.

AIF's Compliance Coordinator is also responsible for ensuring this policy and procedure and related documents are maintained and up to date through an annual revision, as well as through any ongoing quality activities including audits and feedback.

In accordance with the AIF Code of Conduct, any breach of this policy is dealt with seriously and may result in disciplinary action including termination of employment, depending on the severity of the breach.

Where Team Members consider that significant departures from the principles of this policy have occurred, they are obligated to report it immediately to their Line Manager or iExec Team Member. Failure to do so constitutes a breach of this policy & AIF Code of Conduct.

**Procedure:*****Student Support and Progression Training Plan***

All enrolling full qualification Students will complete a Student Support and Progression Training Plan (the Plan), in consultation with their designated Coach. The Plan has regular 'Check-Ins' with each Student, which the Coach is required to arrange and undertake. The Plan is designed to provide the student with an opportunity to discuss their desired outcome and training needs to formulate a plan for success. It is a working document that may be adjusted during the training course when any changes are made to the course and/or the individual Student's circumstances or needs.

Training Plans are completed within 12 weeks of commencement and before the completion of the qualification.

The Lead Trainer & Assessor or delegate monitors the completion of the plans on a monthly basis (or otherwise specified by the Student) and reports progress back to the Fitness or Massage Training Manager.

***Support Plus Services***

AIF offers its Support Plus service, regardless of whether a Student chooses to study online or face-to-face, ensuring that all AIF Students have the best chance of graduating and successfully launching their career in the fitness or massage industry. The range of supports offered directly by AIF include:

- Weekly tutorials as well as allocated time before and after class for those studying face-to-face to help with general questions
- Email and phone support, and the opportunity to come on campus and spend time with a Coach for those studying online and needing further assistance.

### Student Support List of Services

The range of AIF non-academic support services include, but are not limited to:

- Equipment, resources and/or programs to increase access for Students with disabilities in accordance with AIF's commitment to access and equity for all Students (refer to LLN and Other Learner Needs policy and procedure)
- Financial support services
- Domestic violence support services
- Mental health support services
- Parents' support services, and
- Any other services that AIF considers necessary to support the Student to achieve competency, through identification and mutual agreement by AIF and the Student.

The majority of these non-academic services are offered through referrals to external expert agencies. All Students are made aware of the range of academic and non-academic support available to them through AIF's Student Support List, which is published in Moodle, AIF's Learner Management System (LMS).

The range of services offered by AIF are at no charge to all Students. Any external agency fees are listed on the AIF Student Support List.

The Student Support List is reviewed on an annual basis.

AIF also offers a range of academic supports to each Student whilst enrolled at AIF. These are listed within AIF's LLN and Other Learner Needs policy and procedure

### Attendance

AIF expects all Students to meet its 100% attendance requirement for all classroom based activities. Exceptional circumstances are at the discretion of the Master Coach, with the Student required to provide an evidence based rationale for non-attendance, such as a medical certificate.

Should a Student not attend all course requirements, they will not be awarded their qualification certification. Students who do not attend course sessions and any other course requirement are expected to make up that work, by participating in on-line make up sessions.

The policy and procedure is supported by AIF Training's commitment to:

- Issue a mutually agreed Course Outline or Training Plan which establishes clear target dates for when unit assessments need to be completed and submitted to the Coach against scheduled unit completion dates for all qualifications
- For a valid reason, i.e. sickness, sudden unemployment, loss of a family member – a Student is able to apply to AIF's Coach to have an extension to submit their assessments in line with AIF's Quality Training and Assessment policy and procedure
- For a valid reason, i.e. sickness, sudden unemployment, loss of a family member – a Student is able to apply to AIF's Regional Training Manager to have their studies deferred for up to 6 months

- If a Student does not communicate with AIF and is absent from their course requirement, the Coach and/or Regional Training Manager will try by reasonable means available to them, i.e. e-mail, telephone, to contact a Student to ascertain why a Student's studies have not continued (but only through a communication mode agreed by the Student).

#### *Student Information about Progression Requirements*

This policy and procedure is made available to students through the Students' Orientation program and is summarised within the Student Handbook.

Should a Student be falling behind this policy position, the Coach will meet with the Student and create/update the Student Support and Progression Plan to support the student to make up any activities that have yet to be undertaken.

#### *Unsatisfactory Student Progression*

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

- Are not prompt and punctual for classroom based and any on-line Coach-led session, and/or
- Have not participated in 100% of training and assessment activities and submitted assessment activities by the due dates, and/or
- Have not actively engaged in the learning or assessment activities as determined by their trainer and assessor, and/or
- Fail to achieve competency in the same unit over three attempts, or
- Do not complete their program of learning within the maximum course duration as specified in the course information provided in the Course Outline or Training Plan.

#### *Students MIA*

Should a Student not be attending their required classes and other activities, and after 6 missed sessions or a lack of activity shown through the LMS timestamps for on-line Students, the Coach will attempt to make contact with the Student over 3 separate times and dates which are recorded on aXcelerate in the student file

Where after the three attempts, the Student has not responded, nor any advice provided by the Student's emergency contact, AIF will assume that the Student no longer is interested in the course and will action an RTO initiated withdrawal, in line with AIF's Variation to Enrolment Policy and Procedure.

If the Student wishes to re-activate their enrolment at a date in the future, they must initially contact the regional Training Manager to discuss the circumstances in relation to their non-participation in the past and any interventions now in place to support active participation.

#### *Student Re-Engagement*

Where a Student responds to AIF's communication and re-engages, they will be considered as an 'at risk' Student and fortnightly monitoring will be put in place of their participation until a time where the Coach considers that the Student is settled back into their study routine.

Notes are made on the Student's Support and Progression Training Plan on a fortnightly basis by the Coach about the Student's re-engagement and any additional supports put in place.

#### *Deferral of Studies*

Student deferment requests are initiated by the Student completing and submitting a Variation to Enrolment Form in line with AIF's Variation to Enrolment policy and procedure. The procedure outlined in this policy and procedure is strictly followed and always commences with a meeting between the Student and AIF's Regional Training Manager to ascertain the best way forward, given the Student's individual circumstances. In instances where it is determined that the Student was considering deferral due to learning challenges, they will be encouraged to continue with their studies and additional support will be put into place, negotiated through the development/updating of the Student's Individual Learning Plan.

#### **NSW Smart and Skilled Program - Additional Requirements:**

Nil

#### **VET Student Loans (VSL) - Additional Requirements:**

Through the issuing of the VSL Fee Notice to each Student, AIF advises that the Student is required during the course to communicate his or her agreement that the Secretary continue to use the VET Student Loan to pay tuition fees for the course as part of their course progression.

A Student who is engaging with the course and who completes and submits their Progression Form as part of their progression requirements is considered as a genuine student. This is relevant, as the Secretary does not need to pay a loan amount for a student who is not genuine.

#### **Progression Form**

Students are required to complete a Progression Form issued by AIF's Support team in the eCAF system. AIF's Support team advises Students about the progression requirement and encourages students to participate in the process through their invitation email.

AIF's Support team ensure that the Forms are issued:

- Only after at least four months have elapsed since their eCAF application was submitted
- At the three fixed progression points through the year, set at four-month intervals, with delivery dates in February, June and October.

#### *Monitoring The Submission of Progression Forms*

Students have two weeks to submit the Progression Form from the time their invitation email was sent by AIF's Support team.

Within the eCAF system, AIF's Support team views the status of Student progressions on the eCAF Dashboard or by going to the Progression tab and selecting the relevant radio button(s). Progressions that have been created, where the invitations have been sent and where the Students have signed into the eCAF system but not completed the Progression Form, are counted as 'outstanding progressions'. This is considered as an indicator of a Student's

intention about their future studies (particularly in relation to cessation and deferral).

Where AIF's Support team reminds Students of this requirement, they never will provide any advice as to what should be included as Student responses.

Completion of progressions by students is directly connected to the making of payments to AIF. Where a Student fails to complete two consecutive progressions or where a student indicates they have completed or withdrawn from their course, the Department takes the view that they should no longer be considered as a genuine student and payments are impacted.

**VET in Schools  
(VETiS) Additional  
Requirements:**

Nil

**SA VET for  
Schools (VETiS)  
Additional  
Requirements:**

AIF acknowledges its responsibility for the identification of educational and support needs of the students enrolled in an approved SA VET for Schools course as well as the provision of these supports alongside the supports available through the home school.

To determine the range of supports for students enrolled in a course under the Flexible Industry Pathway (FIP), AIF will conduct a VET Readiness Orientation (VETRO) with each student. The VETRO will usually be carried out in Year 10 after the student has completed their Personal Learning Plan (PLP) as part of their schooling (with responsibility by the home school) and made a decision to commence the FIP.

In accordance with this Policy and Procedure, any additional supports will be negotiated with the student and recorded and monitored through an AIF Individual Learning Plan (ILP) with responsibility by AIF's trainers and assessors to both conduct the VETRO and develop the personalised program, which may include an ILP.

**Additional Student Supports**

Where AIF staff identify that a student enrolled under a VET for Schools course in not progressing, or attending, which may also include despite AIF having already put into place additional interventions, AIF's General Manager will promptly contact the home school's VET for School's representative, to advise of the situation.

A meeting will be organised to determine alternative/additional supports usually by AIF's designated Coach. Once identified, these proposed supports will be discussed with the student to seek their approval for execution: these may include both academic and non-academic supports.

Where AIF and the school believes it is appropriate, the student's parents/guardian will also be informed including of the proposed further supports. This will occur in all cases of non-academic supports (however noting AIF's obligations and priority of notifying the authorities should it suspect child harm, in accordance with its Duty of Care (inc Child Safety) Policy and Procedure).



Should the student agree, the student's Individual Learning Plan (ILP) will be updated and the student's progress closely monitored by the AIF designated Coach.

Should the student decide to withdraw or defer, AIF's Variation to Enrolment Policy and Procedure will be applied.

**Publication:**

This Policy and Procedure is available through ihub and summarised in the Student Handbook.

**Related documents:**

Student Support and Progression Training Plan  
Individual Learning Plan  
Student Support List  
Course Outline Template  
Training Plan Template  
Regional Training Manager Checklist  
VSL Fee Notice (VSL only)  
Progression Form (VSL only)

**Associated Policies and Procedures:**

Application and Enrolment policy and procedure  
Access and Equity policy and procedure  
Quality Training and Assessment policy and procedure  
LLN and Other Learning Needs policy and procedure  
Complaints and Appeals policy and procedure  
Variation to Enrolment policy and procedure  
Progression Form (VSL only)

**Amendments:**

<b>Version</b>	<b>Date</b>	<b>Descriptor</b>
V2	22 July 2021	Introduces the Individual Learning Plan
V3	08 March 2022	Updated with new 2022 SA VET For Schools requirements
V3.2	04 May 2023	Updated with current AIF practice & structure

**Authorised by:**

**Title:** Head of Training  
**Date Authorised:** 04 May 2023