

Learner Progress Monitoring and Support Policy & Procedure

1. Policy Statement

SWC Training is committed to providing a supportive, inclusive and engaging learning environment. We actively monitor learner progress and provide timely academic and personal support to assist learners to successfully complete their training and achieve their learning outcomes.

2. Purpose

This policy outlines how SWC Training:

- Monitors learner attendance, participation and assessment progress
- Identifies learners at risk of not achieving satisfactory course progress
- Implements appropriate intervention and support strategies
- Connects learners with internal and external support services where required

3. Scope

This policy applies to all learners and staff involved in training delivery, assessment, learner support, data management and training management at SWC Training.

4. Monitoring Learner Progress

Learner progress is monitored through:

- Attendance and participation in training and assessment activities
- Completion of formative and summative assessments
- Trainer feedback and progress reporting
- Review of competency completion against the agreed training plan

Learners who regularly attend and actively participate are more likely to achieve positive learning outcomes.

5. Learners at Risk

A learner may be identified as at risk due to factors including, but not limited to:

- Poor attendance or participation
- Missed, late or unsatisfactory assessments
- Language, literacy or numeracy challenges
- Personal, cultural, medical or socioeconomic issues
- Disability or limited access to learning resources
- Risk of not completing within the agreed course duration

6. Support and Intervention Strategies

When a learner is identified as at risk, SWC Training will implement an Intervention Strategy tailored to the learner's individual needs. Support may include:

- Additional learning or assessment support
- LLN or academic skills assistance

- Study skills and time-management guidance
- Adjusted assessment approaches where appropriate
- Access to SWC Training learning resources
- Referral to external counselling or personal support services (with learner consent)

Where required, an Academic Action Plan will be developed outlining agreed actions, timeframes and review points.

7. Roles and Responsibilities

- Trainers/Assessors monitor attendance, participation and assessment outcomes and report concerns
- Learner Support Staff follow up absences and assist learners to access appropriate support
- Data Team records learner progress, intervention strategies and action plans in the learner management system
- Training Manager reviews progress reports, approves interventions and monitors outcomes

8. Traineeships and Apprenticeships

For learners enrolled under a traineeship or apprenticeship, progress concerns may be reviewed in consultation with the employer and relevant Australian Apprenticeship Support Network. This may result in additional support or changes to enrolment status where required.

9. Appeals and Enrolment Decisions

Learners have the right to appeal assessment outcomes or enrolment decisions in accordance with SWC Training's Complaints, Grievances and Appeals Policy. Enrolment will be maintained during the appeal process. All actions and decisions will be documented and retained on the learner file.

10. Responsibility and Review

The Operations Manager is responsible for ensuring this policy is implemented and maintained across SWC Training.

This policy will be reviewed every 12 months, or earlier if required.

RESOURCES

Useful Websites

Australian Council for Adult Literacy <http://acal.edu.au>

Online Writing Lab: ESL resources <https://owl.english.purdue.edu/handouts/esl/eslstudent.html>

ESL lesson plans and resources <http://www.csun.edu/~hcedu013/eslplans.html>

LLN Resources

Community Services and Health Industry Skills Council Foundation Skills have produced 14 short video clips that reference foundation skills, seven of which provide useful strategies for VET practitioners in identifying skill requirements in the CHC sectors and addressing them

<https://vimeo.com/cshisc>

LLN Awareness & Foundation Skills Implementation videos produced by the Community Services & Health Industry Skills Council

<https://www.youtube.com/watch?v=38DFD5kv8vU&list=PLD1VjDGwGI3ZjV-LTqvSW4T-NHhrdhLeG>

Cultural Diversity

Responding to CALD Learners

<https://www.education.vic.gov.au/Documents/about/research/acfepublications/caldlearnerscd.pdf>

Culture and diversity_ teaching-and-learning <https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/culture-and-diversity>

Literacy support for Indigenous VET students: Good practice guide

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=2ahUKewj50ICptfdAhWFbN4KHSobAjlQFjABegQIBxAC&url=https%3A%2F%2Fwww.ncver.edu.au%2F_data%2Fassets%2Fword_doc%2F0024%2F4839%2Fnr5l10.doc&usg=AOvVaw3J3cTHFoG5h8LwSUwvMKkt

Learner Wellbeing

Australian Skills Quality Authority <https://www.asqa.gov.au>

Australian Apprenticeship Support Network

<https://www.australianapprenticeships.gov.au/australian-apprenticeship-support-network>

Lifeline <https://www.lifeline.org.au>

Domestic Violence Resource Centre Victoria <https://www.dvrcv.org.au/support-services/victorian-services>

Relationships Australia <http://www.relationships.org.au>

Health Vic – Drugs and Alcohol <https://www2.health.vic.gov.au/alcohol-and-drugs>

Beyond blue <https://www.beyondblue.org.au/home>

Department of Families, Fairness and Housing <https://www.vic.gov.au/department-families-fairness-and-housing>