



OSCAR INSTITUTE

RTO :21118

Student Progress Monitoring and Intervention Strategies



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Student Progress Monitoring and Intervention Strategies

Purpose

Oscar institute strives to ensure our learners complete their training program within the outlined duration. We acknowledge that a learner's circumstances can vary from when they commenced their training program, to the circumstances they face whilst progressing through the course. This policy focuses on proactive monitoring, early identification, timely and tailored support and continuous improvement enabling learners to achieve successful outcomes.

Scope

This policy applies to:

- All staff, learners and clients; and
- All of our training and assessment services, and support structures, processes and systems.

Responsibilities CEO

- Ensures compliance with legislation, regulations and Standards for RTOs.
- Ensures the effective implementation of this policy and approve extensions to course durations.
- Provides resources and oversight for student support and intervention strategies.

Administrative & Support Staff

- Maintains accurate records of learner progress and attendance.
- Coordinates administrative processes, intervention meeting scheduling and document outcomes in learner files.
- Ensures learner access to support services, including referrals to external support providers.

Trainers & Assessors

- Monitors learner progress, behaviours and participation regularly.
- Provides tailored support and intervention plans for learners identified as at risk.



- Implements intervention strategies and provide ongoing learning support.

General Principles

Oscar institute will observe the following guidelines and principles:

- Foster a supportive environment that encourages learners to actively engage in their training.
- Monitor learner progress at least once a fortnight and providing timely alerts and assistance if they fall behind – including checking-in with learners regularly to confirm of their well- being and to keep them engaged and manage their workload to assist them in completing their training program within the specified duration. This will enable us to identify any concerns immediately and help minimise any adverse effects to the learner.
- Monitor the learner’s behaviours, particularly where a learner is displaying evasive or appears disengaged, not meeting their deadlines or not achieving competency consistently.
- Encourage learners to seek assistance early if they are experiencing difficulties and challenges.
- Offer and develop tailored and holistic support plans and intervention strategies to address academic, attendance and personal challenges experienced by a learner who is not meeting satisfactory course progress and is identified 'AT RISK':
 - o Has failed more than 50% of the units in a term.
 - o Has been identified as unable to complete the course in the course duration, or
 - o Face-to-face learners only: Has missed more than 20% of classes for the term/semester.
- Administer and implement the necessary intervention strategies, taking into account the individual circumstances of the learner (where required), including, but not limited to:
 - o Modifications to their course load or training plan;
 - o Additional tuition support from the learner’s Trainer & Assessor;



- o Extension in their course duration (up to a maximum additional period of 1-year) or assessment deadlines (up to a maximum of 2-weeks); and
- o Assist learners in accessing support services as detailed in our Individual Learner Needs policy, such as counselling support services.
- Accept and assess any assessment extension requests without prejudice, taking into account the personal circumstances of the learner and provide an extension (up to a maximum 2- weeks) under certain circumstances, such as:
 - o In compassionate or compelling circumstances;
 - o Where there is an approved deferment or suspension of study granted in accordance with the Deferral, Extension, Suspension, Withdrawal and Cancellation policy; and
 - o After the implementation of an intervention strategy, the learner is still at risk of not meeting satisfactory course progress.
- Face-to-face learners only: Learners' attendance will be recorded at the commencement of each class and any latecomers will be noted on the attendance sheet as late. Students are to sign the Attendance Record Form to confirm their attendance and these forms are to be scanned and saved on the student's file after each class; and
- Face-to-face learners only: Trainers & Assessors are to check the Attendance Record Form at the end of each lesson and if there is a learner who is absent, the Trainer & Assessor is to check how many absences they have had for the term/semester and reach out to them to check on their well-being.

Compliance

This policy aligns with:

- Standards for RTOs 2025:
 - o Standard 2.1 – VET students have access to clear and accurate information, including to make informed decisions about the training product and the RTO, and are made aware of changes that affect them.
 - o Standard 2.3 – VET students have reasonable access to training support services, teachers, Trainers & Assessors and other staff to support their progress through the training product.



- o Standard 2.8 – Effective appeal processes are available where decision of the RTO or a third-party adversely impact a VET student.
- o Standard 4.1 – The RTO operates with integrity and is accountable for the delivery of quality services.
- o Standard 4.2 – Roles and responsibilities are clearly defined and understood.
- o Standard 4.3 – Risks to VET students, staff and the RTO are identified and managed.
- o Standard 4.4 – The RTO undertakes systematic monitoring and evaluation to support the delivery of quality services and continuous improvement.

Failure to comply with this policy can have serious consequences, including but not limited to:

- For the RTO – breaches of legislation or regulatory requirements may result in financial penalties, loss of registration, reputation damage, or regulatory enforcement actions.
- For Staff Members – staff found to have knowingly or negligently failed to comply with this policy may face disciplinary actions, up to and including termination of employment.
- For Learners and Clients – delayed course completion, learner dissatisfaction and inability to access relevant support services required.

Continuous Improvement

- An internal audit is to be conducted at least once per year to assess our compliance with this policy and the relevant legislative and regulatory requirements. The audit schedule is outlined in our Continuous Improvement Schedule and areas for improvements are documented in our Continuous Improvement Register.
- Feedback from staff, learners, clients and industry stakeholders will be used to inform improvements to compliance processes and the effectiveness of our operations.

Related Documents

- Appeals – Acknowledgement of Appeals letter template
- Appeals – Successful letter template
- Appeals – Unsuccessful letter template



- Appeals Form
- Attendance Record Form
- CoE Training Plan templates
- Continuous Improvement Register
- Continuous Improvement Schedule
- Formal Warning template
- Intervention Strategy
- Student Handbook

Student Progress Monitoring and Intervention Strategies Procedure

1. Learner identified as 'AT RISK'

i. At the start of each term, the Trainer & Assessor is to review their learners' course progress and identify learners who are 'AT RISK':

- The learner has failed more than 50% of the units in a term,
- The learner has been identified as unable to complete the course within the set duration, or
- Face-to-face learners only: The learner has missed more than 20% of classes for the term/semester.

2. Organise a formal intervention strategy meeting

i. A meeting request is to be sent to the learner (and their parent or guardian if they are under 18).

ii. Inform the learner (and their parent or guardian if they are under 18) the purpose of the meeting and that they are able to bring a support person of their choice if they wish.

iii. The Administrative & Support Staff is to prepare all of the supporting documentation required for the meeting – such as the Intervention Strategy document,



the learner's CoE Training Plan, their completed assessment tools, and any other relevant evidences.

3. Conduct intervention strategy meeting

- i. The CEO and the Trainer & Assessor is to attend the meeting with the learner and their support person (and their parent or guardian if they are under 18).
- ii. The interview is to be conducted in a compassionate and professional manner.
- iii. During the meeting, the learner is to:
 - Be advised of the reason as to why they are considered 'AT RISK';
 - Be informed of their rights and obligations, including their right to an Appeal if they do not wish to accept the intervention strategy;
 - Be consulted as to the cause of their poor academic performance or lack of attendance;
 - Be counselled appropriately for the contributing factor to their 'AT RISK' status;
 - What we can do and how we can help support them through their training program.
 - Collaboratively work with their Trainer & Assessor to arrive at an agreeable plan and complete the Intervention Strategy document in detail;
 - Sign the Intervention Strategy – all participants are to sign the first page of the Intervention Strategy as evidence they were present in the meeting, and the learner and CEO is to also sign the final page of the Intervention Strategy.

4. Copy of Intervention Strategy provided to learner

- i. The Administrative & Support Staff is to scan the signed Intervention Strategy Form.
- ii. E-mail a copy to the learner (and their parent or guardian if they are under 18) for their record.

5. Record management

- i. The Administrative & Support Staff is to scan and save the completed Intervention Strategy to the student's file, and have the physical copy shredded.



- ii. Detailed notes are to be left on the student's file and the student's file with the relevant information from the Intervention Strategy. For example, if we varied the learner's workload, we should amend the learner's enrolment record and issue a new CoE Training Plan document.

6. Learner appeals

- i. Where the learner is not satisfied or prepared to accept the Intervention Strategy, they may access the Appeals process.
- ii. The Appeal must be lodged within 20 business days from when the Intervention Strategy meeting took place.
- iii. Refer the learner to our Complaints and Appeals policy for more information on the Appeals process.

7. Implement and monitor

- i. Where the learner has accepted the Intervention Strategy, it must be activated as early as practicable, and no later than 2-weeks.
- ii. The Trainer & Assessor is responsible in monitoring the learner's progress, willingness and ability to follow through with the Intervention Strategy.

Student Progress Monitoring and Intervention Strategies Process Flow-Chart



