

Policy Purpose

The purpose of this policy is:

- to ensure all MEGT Institute students have support to maintain adequate academic performance
- to ensure timely intervention procedures where students are having difficulties
- to minimise numbers of students dropping out of studies;

Policy Scope

This policy applies to MEGT Institute overseas and domestic students.

Policy Content

MEGT Institute has a high proportion of overseas students with English as a second language and on-going language support is critical to the retention and success of these students. Specific English proficiency entry requirements are advertised for all MEGT Institute programs open to students from overseas. MEGT Institute provides access to language and learning support through its various ELICOS partner institutions. Each partner institution has specialist staff dedicated to supporting students' learning.

In addition, MEGT Institute also has students returning to formal education after periods of full time employment or unemployment. On-going support in study skills and general participation in academic activities is essential to their success.

Students can expect that English language and numeracy proficiency will be assessed either prior to or on commencement of a learning program. Students who do not achieve the required minimum standard when assessed will be required to undertake a specific English language support program or participate in additional tutorial or learning activities aimed at improving efficiency regardless of whether the student has provided documented evidence of having met the course pre-requisite literacy and/or numeracy requirements..

Where deemed necessary, students may be required to defer or reschedule their MEGT Institute program to undertake English language support where a full-time English language course is assessed as being the most appropriate option.

PROCEDURE

1. Students are asked to declare any disabilities or impairments or learning support needs on their initial application/enrolment form.
2. MEGT Institute assesses the student's language skills in an initial assessment session at the beginning of each program. These results are reviewed and students at risk of poor academic progress are identified.
3. Specific learning and support needs are assessed, and an appropriate support plan is developed and, if agreed to by the student, the enrolment is processed. (This can be documented as an Intervention Action Plan)

4. Relevant staff are alerted to the student's requirements and the support plan is implemented.
5. Where it is identified after commencement that a student requires support, the student and authorised staff will attempt to develop an appropriate support plan and once agreed to by the student, it is implemented.
6. In all cases where a support plan requires specialist advice, for example learning skills, language skills or medical issues, this will be sought as required to inform decision making.
7. The student for whom a support plan is being developed may be required to temporarily suspend participation in some or all of their enrolled course and/or related activities where this is deemed appropriate, based on specialist advice.
8. All students' academic and classroom performance is monitored and trainers are required to identify any student whose behaviour or academic performance indicates they may be at risk of not making satisfactory course progress. (Refer to Monitoring Academic Progress Policy and Procedures)
9. The range of possible actions for support include, but are not limited to:
 - Referral to English language, literacy and/or numeracy courses
 - Referral for individual personal, financial or academic counselling
 - Individual or small group tutorial support
 - Individual or small group study plans
 - Provision of additional resources, including but not limited to video/DVDs, online learning
 - Alternative texts, workbooks and/or assessments
 - Provision of workshops on particular topics, including
 - i. Numeracy skills
 - ii. Writing for academic purposes
 - iii. Reading for academic purposes
 - iv. Study skills
 - v. Essay writing
 - vi. Report writing
 - vii. Plagiarism
 - viii. Assessment
 - ix. Presentation skills

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| Responsibility | |
| Policy Endorsed By | |
| Date created | |
| Policy Complies with | |
| Version Number | |