

Student Intervention and Support Policy

1. Purpose

The purpose of this policy is to ensure suitable, fair, and transparent intervention processes are in place for overseas students at risk of not meeting their academic progress or attendance requirements as in accordance with The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018, known as ‘the National Code 2018’, Standard 8.

This policy outlines the support services that Glen Institute provides for students to be supported to adjust to study at Glen Institute and life in Australia. Where Glen Institute does not provide the service, students can be referred to other services at not cost to the student.

2. Scope

This policy applies to all international students and staff at Glen Institute.

3. Definitions

Compassionate or compelling circumstances	Extenuating circumstances which are usually beyond the student’s control and impact upon the student’s progress or wellbeing. This including but not limited to serious injury or illness, bereavement, being a victim of crime or traumatic experience.
Exclusion	The student cannot enrol in a course at the same or higher level for the period of exclusion.
Exclusion Notice	A letter of notification issued to a student informing the student that they are excluded from their course.
Intervention Strategy Plan / Form	The individual plan to provide academic support and/or assistance to a student identified as being at risk of not achieving satisfactory course progress in the current or previous term/ study period. This is documented on the Intervention strategy Form.
Overseas / International student	A student of Glen Institute who holds an Australian Student Visa and is enrolled in a CRICOS registered course.
PRISMS	Provider Registration and International Student Management System used to process information given to the Department by registered providers.
Satisfactory academic / course progress	Demonstrated competency in more than fifty percent (50%) of the enrolled units of competency within a teaching period, is deemed to have satisfactory progress.

4. Policy Statement

for the students as needed. In addition, Registered Providers must support students to adjust to study and life in Australia, to achieve their learning goals and to achieve satisfactory academic progress.

The Intervention Strategy Plan is a written plan and agreement to be signed by both the student and an academic or student support staff member. This plan is developed in consultation between the student, academic support, and the trainer/assessor(s). The Intervention Strategy Plan specifies terms such as which

actions and approaches will be used to get the student back on track, as well as the timeframe and targets, so that the student may still complete their course within the period of their CoE.

Glen Institute is committed to supporting student success and achievement through monitoring student progression. Where required Glen Institute will implement Intervention strategies for students not meeting the course requirements as soon as progression issues arise. This can be a result of a Critical Incident, failure to complete required assessments or through poor attendance. Every student Intervention Strategy is developed and reviewed separately for that individual student to ensure fairness, equity, and access.

Student Services staff at Glen Institute will provide services to students, or refer students to external providers, including:

- counselling
- learning support services (including Intervention Strategies)
- academic and course monitoring
- employment services
- legal services
- welfare services
- orientation program
- complaints and appeal process.

Student Support Services staff are the official point of contact for students. The contact details of the Student Support Services are available on the website and college notice boards.

5. Providing Support Services

- a. Students can approach any staff member for immediate assistance if required but should be encouraged to approach a Student Support Officer as much as possible.
- b. Staff should refer the students to a Student Support Officer once their immediate needs have been met.
- c. RTO Manager will work with the student to meet any additional needs.
- d. If a student's needs emerged in the application form in language, literacy and numeracy, then the RTO Manager will allocate A trainer for coaching/required assistance.
- e. During classes, trainers will identify students with LLN needs by analysing class activities in each unit and inform the Student Support Officer accordingly.
- f. If the student's needs cannot be met by Glen Institute's internal services, the Student Support Officer will refer the student to appropriate independent service providers for further specialised information and advice. Any referral to additional support services will be at no charge to the student.
- g. All internal student services provided to the student are covered by the student's tuition fees; additional interaction with independent service providers will be at the student's expense.
- h. Meetings with the Student support Officer for the provision of support services, particularly those for academic support and other support services will be minuted and retained on the student file and in the student Support Services Register accordingly.

5.1 Referral to External Services

At times, it may be necessary to refer students to external support services to deal with their specific problems or situations. Staff engaged in student support services will ensure that the students are referred to appropriate organisations and services:

- accommodation including student's rights and responsibilities as a tenant
- legal issues
- going to court
- resume preparation
- appointments for counselling and welfare services
- personal problem e.g. homesick, loneliness, harassment, bullying.

These services will be provided at no additional cost to the student. If Glen Institute refers the student to external support services, Glen Institute will not charge for the referral, but students will be responsible for payment of any fees the providers may charge.

6. Intervention Strategies

The Intervention Strategy Plan is a written plan and agreement to be signed by both the student and an academic or student support staff member. This plan is developed in consultation between the student, academic support, and the trainer/assessor(s). The Intervention Strategy Plan specifies terms such as which actions and approaches will be used to get the student back on track, as well as the timeframe and targets, so that the student may still complete their course within the period of their CoE.

Glen Institute is committed to supporting student success and achievement through monitoring student progression. Where required Glen Institute will implement Intervention Strategies for students not meeting the course requirements as soon as progression issues arise. This can be a result of a Critical Incident, failure to complete required assessments or through poor attendance. Every student Intervention Strategy is developed and reviewed separately for that individual student to ensure fairness, equity, and access.

The intervention strategy **must** include provisions for:

- a. where appropriate, advising students on the suitability of the course in which they are enrolled.
- b. assisting students by advising of opportunities for the students to be reassessed for tasks in units that they had previously failed or demonstrate the necessary competency in areas in which they had not been previously able to demonstrate competency.
- c. advising students that unsatisfactory academic progress in two consecutive study periods of their course could lead to the student being reported to Australian Department of Home Affairs and cancellation of their visa, dependent upon the outcome of any appeals process

6.1 Glen Institute will review the academic progress of each student allowing the Glen Institute academic team to identify 'AT RISK' students and whether:

- a. The student has not achieved (or is at risk of not achieving) competency in more than 50% of the units within a term/ study period, and/or
- b. The student has or is at risk of failing to meet the attendance requirements of their visa.
- c. The student has been identified as unable to complete, or at risk of not completing the course in the required duration.

6.2 All students identified as 'AT RISK'

- a. Will be issued an **'Unsatisfactory Academic Progress' 1st warning**, outlining their current academic situation and a formal intervention meeting will be arranged.

- b. The student is required to contact the academic support team within 7 days or 5 working days to arrange an intervention meeting.
- c. At this intervention meeting, Glen Institute will attempt to ascertain the reasons for the student not being assessed as Competent and/or not meeting their progress and attendance obligations.
- d. An individualised intervention plan will then be formulated, and remedial actions will be implemented to assist the student. This may include:
 - English language support.
 - reviewing learning materials with the student and providing information to students and in a context that they can understand.
 - providing extra time to complete tasks.
 - providing access to supplementary or modified materials.
 - providing supplementary exercises to assist understanding.
 - attending tutorial or study groups.
 - attending counselling.
 - receiving assistance with personal issues which are influencing progress.
 - receiving mentoring.
 - referral to external organizations where Glen Institute is unable to address the identified learning or academic issues:
 - i. being placed in a suitable alternative course; or
 - ii. a combination of the above and a reduction in course load for that Term/Study period.
- e. If the student does not agree with the Intervention plan or process, they shall have 20 days to access the Complaints and Appeals process.
- f. All students who are identified as 'AT RISK' and receive a warning letter will be placed on **Student Management System (SMS) tool**.
 - This tool is to be maintained by Academic Support officer (s).
 - The academic support officer (s) will further review the academic progress of students placed on the SMS.
 - In the event that the student fails to achieve competency in the consecutive Unit of study or the Reassessment of the previous Unit of study after the intervention plan is implemented, the student will be issued an '**Unsatisfactory Academic Progress**' 2nd **warning**, outlining the situation and the possibility of noncompliance of their visa conditions.
- g. In the event of students failing to respond to the warning within the specified time, the students' academic progress is monitored for the consecutive term/ study period.

6.3 In the event, the students continue to fall behind in their academic/ course progress (not achieving competency in the Unit of Study in consecutive term/study period), the student will be issued an 'Intention to Report – Unsatisfactory Academic Progress' letter. [*Std 8; National Code of Practice for Providers of Education and Training to Overseas Students 2018*].

- a. This letter will indicate that the student is going to be **reported to the DHA for unsatisfactory academic progress in their course of study**. The student will be informed that this has occurred as they have **failed to be deemed competent in more than 50% of the Units of study in two consecutive terms/ study periods**.
- b. **The students are also informed of their ability to access the appeals and complaints process and have 20 working days to do so.**
- c. The student will also be given a chance to attend an intervention meeting with the Training Coordinator/ RTO Manager to discuss the continued course progress issue and ascertain the reasons for the continued unsatisfactory course progress.
- d. If the student does not go through any appeal or complaint process within 20 working days and/ or does not contact Glen Institute academic team to arrange a meeting with the Training Coordinator/ RTO Manager, the student shall be reported via PRISMS.

- e. If the student appeals and contacts Glen Institute to arrange a meeting with the Training Coordinator/ RTO Manager, the Training Coordinator/ RTO Manager shall create a second intervention plan to assist the student in satisfactory completion of the enrolled course.

6.4 Variation in student workload or expected duration of study

In the event Glen Institute varies a student's workload or expected duration of study on completion of the Intervention process, Glen Institute will:

- a. record this in the Student Management System as well as on the student's file.
- b. provide a new course outline contained within the intervention strategy plan/ form.
- c. if a new CoE or a variation to the existing CoE is required, the student is referred to Administration Manager.
- d. Administration Officer will report this variation via PRISMS.
- e. Glen Institute will also inform the student to contact Australian Department of Home Affairs to discuss any issues with their VISA requirements providing avenues for appeal have been allowed and as set out in Standard 8, (see Academic Progress, Completion and Attendance Policy).

7. Students at risk of unsatisfactory course progress

- a. Glen Institute will review the academic progress of each student allowing the Glen Institute academic team to identify 'AT RISK' students and whether:
 - The student has not achieved (or is at risk of not achieving) competency in more than 50% of the units Glen within a term/ study period, and/or
 - The student has or is at risk of failing to meet the attendance requirements of their visa.
 - The student has been identified as unable to complete, or at risk of not completing the course in the required duration.
- b. All students identified as 'AT RISK'
 - Will be issued an '**Unsatisfactory Academic Progress**' 1st warning, outlining their current academic situation and a formal intervention meeting will be arranged.
 - The student is required to contact the academic support team within 7 days or 5 working days to arrange an intervention meeting.
 - At this intervention meeting, the Student Support Officer will attempt to ascertain the reasons for the student not being assessed as Competent and/or not meeting their progress and attendance obligations.
 - An individualised intervention plan will then be formulated, and remedial actions will be implemented to assist the student. This may include:
 - English language support.
 - reviewing learning materials with the student and providing information to students and in a context that they can understand.
 - providing extra time to complete tasks, providing access to supplementary or modified materials.
 - providing supplementary exercises to assist understanding.
 - attending tutorial or study groups.
 - attending counselling.
 - receiving assistance with personal issues which are influencing progress.
 - receiving mentoring.
 - referral to external organizations where Glen Institute is unable to address the identified learning or academic issues:
 - i. being placed in a suitable alternative course; or

- ii. a combination of the above and a reduction in course load for that Term/Study period.
- c. If the student does not agree with the Intervention plan or process, they shall have 20 days to access the Complaints and Appeals process.
- d. All students who are identified as 'AT RISK' and receive a warning letter will be placed in the student's file in the Student Management System (SMS).
 - This tool is to be maintained by Student Support officer (s).
 - The Student Support officer will further review the academic progress of students placed on the SMS.
- e. If the student fails to achieve competency in the consecutive Unit of study or the Reassessment of the previous Unit of study after the intervention plan is implemented, the student will be issued an '**Unsatisfactory Academic Progress**' 2nd warning, outlining the situation and the possibility of noncompliance of their visa conditions.
- f. In the event of students failing to respond to the warning Glen within the specified time, the students' academic progress is monitored for the next consecutive term/ study period.

8. Intention to report for Unsatisfactory Progress

In the event that the students continue to fall behind in their academic/ course progress (**not achieving competency in the Unit of Study in consecutive term/study period**), the student will be issued an '**Intention to Report – Unsatisfactory Academic Progress**' letter. [*Std 8; National Code of Practice for Providers of Education and Training to Overseas Students 2018*].

- a. This letter will indicate that the student will be reported DHA for unsatisfactory academic progress in their course of study. The student will be informed that this has occurred as they have failed to be deemed Competent in more than 50% of the Units of study in two consecutive terms/ study periods.
- b. The students are also informed of their ability to access the appeals and complaints process and have 20 working days to do so.
- c. The student will also be given a chance to attend an intervention meeting with the RTO Manager to discuss the continued Course progress issue & ascertain the reasons for the continued unsatisfactory course progress.
- d. If the student does not go through any appeal or complaint process within 20 working days and/ or does not contact Glen Institute to arrange a meeting Glen with the RTO Manager, the student shall be reported via PRISMS.
- e. If the student appeals and contacts Glen Institute to arrange a meeting with the RTO Manager, the RTO Manager shall create a second intervention plan to assist the student in satisfactory completion of the enrolled course.

9. Exclusion

Where necessary a student may be excluded from proceeding units of competency or admission into further studies at the same or higher levels until the intervention actions are carried out and all requirements of the course (or pre-requisite units) have been met. In such instances the student will receive an Exclusion Notice with reasons for and duration of exclusion period as well as conditions for re-inclusion. Conditions are typically the successful completion of a course within the set duration and/or pre-requisition units or industry work placements as required. It should be noted that the student must still complete their course within the set duration of the eCoE, even with exclusion and re-admission built into their intervention plans. If this is not possible, the student must re-enrol.

10. Re-admission

If a student has been excluded, they may not enrol in a course at the same level or a higher level for the period of exclusion.

Any student applying for re-admission after the exclusion period must apply formally and their application will be considered in relation to the entry requirements and the overall demand for places in that course of study.

11. Responsibilities

Position	Area of responsibility
RTO Manager	Approval Authority
Compliance Coordinator	Development/Review
Student Support Officer	Monitoring and Evaluation
Student Support Officer and trainers	Compliance and Implementation

12. Related Legislation and Regulations

The related legislation and regulations of Student Intervention Policy are as below at Glen Institute:

- The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018, known as 'the National Code 2018' - Standard 8
- Standards for Registered Training Organisations (RTOs) 2015
- Migration Act 1958 (Commonwealth)
- Education Services for Overseas Students Regulations 2001
- Education Services for Overseas Students Act 2000

13. Related Policies, Procedures and Documents

The related policies, procedures and documents of Student Intervention Policy are as below at Glen Institute:

- Academic Progress, Completion and Attendance Policy & Procedure
- Complaints and Appeals Policy and Procedure
- The progress reports from the SMS
- Intervention follow up register from the SMS
- Reassessment approval letter
- Unsatisfactory Academic Progress' 1st warning
- Unsatisfactory Academic Progress' 2nd warning
- Intention to Report – Unsatisfactory Academic Progress' letter