



## POL 013 Student Support and Intervention Policy and Procedure

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RELATED DOCUMENTS:	POL 023 Student Code of Conduct POL 016 Attendance Monitoring Policy and Procedures Attendance Warning and Final Letters FM 118 Intervention Strategy Student Agreement		
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### PURPOSE

This document provides direction as to how Construction Training Academy (CTA) staff will manage Student's who are at risk of not successfully achieving their qualification.

### POLICY

It is the policy of CTA to provide a safe and effective learning environment with practical support mechanisms to ensure all Students successfully achieve their qualifications in compliance with VET Quality Framework and other funding and regulatory bodies.

CTA staff will endeavour to identify students in need of assistance and provide direct support where appropriate or direct them to external specialist services as quickly as possible.

CTA will provide in-house training support to students and will assist students to access support from specialist external providers where required. External specialist support services may include Learner Support Services (LSS), health, financial, and legal services.

### SCOPE

This policy covers all students of all courses and qualifications delivered by CTA and applies to training support and personal support.

### DEFINITION

**Intervention Strategy** – A negotiated and monitored plan that incorporates internal and/or external support options into the current training plan to ensure the successful completion of the course/qualification.

## PROCEDURES

### Pre-enrolment Information and assessment

Pre-enrolment information is provided to potential students prior to them enrolling in a course via the Student Handbook course brochures, and other information available on the CTA website. The pre-enrolment information includes the entry criteria and the necessary requirements to successfully complete the course.

Prior to enrolment, the student must attend an Upfront Assessment of Needs (UAN) appointment with a CTA staff member. During the upfront assessment, the overall suitability of the course to meet the student needs and the perceived capacity of the student to successfully complete the course will be determined and documented.

The UAN includes a learning, literacy and numeracy (LLN) test to identify the individual student core skills profile and support required prior to enrolment. Support needs in relation to English language, study skills, information technology skills, personal health and welfare and any other issue for which the student may require support will be addressed and documented in the students Training Plan.

### Intervention

Intervention is implemented as soon as a student is identified as being at risk of not successfully completing the course/qualification due to:

- unsatisfactory attendance (minimum of 80% of contact hours per unit)
- unsatisfactory academic progress (unsatisfactory achievement of more than 1 unit and/or more than 1 resit for an individual unit)
- behavioural issues
- personal or external issues affecting the student's capacity or other.

All CTA staff involved in supporting the Student must keep in mind that they are:

- training professionals who can help directly with training related issues
- unless they are qualified professional counsellors CTA does not endorse, require, or expect them to provide counselling in the areas of personal, health or finance. All of these types of support are to be referred to external specialists.

### Intervention Strategies

If a student is at risk of not making satisfactory course progress through either attendance or academic progress or personal issues, the Trainer/Assessor will in consultation with the RTO Manager discuss the applicable issues with the student:

- where appropriate, advising student on the suitability of the course in which they are enrolled;
- assisting students by advising of opportunities for reassessment of units they had previously not demonstrated the required competency for.

Depending on the outcome of those preliminary discussions, the Trainer/Assessor will in consultation with the RTO Manager establish a support program which may include one or more, of the following:

- tutorial or study groups
- individual case management, coaching or mentoring
- external counselling

- referral to external specialist support services
- a combination of the above and a reduction in course load where possible

Please note that the above list is not exhaustive and other assistance may need to be sourced and extended to the student depending on their circumstances.

A record of the intervention measures and monitoring progress is to be kept up to date in the student's file.

An attempt at intervention MUST be made after each warning letter is sent to the student for any of the following reasons:

- In danger of not meeting academic progress requirements
- In danger of not meeting course attendance requirements
- At risk of having their enrolment cancelled (expulsion) based on behavioural issues or breaches of POL 023 Student Code of Conduct.

### **Attendance Issue**

In line with the POL 016 Attendance Monitoring Policy and Procedures the Trainer/Assessor and RTO Manager, are tasked with:

- identifying the cause of the poor attendance through conversation with the student and parent/guardian if a minor child
- negotiating and documenting an appropriate intervention/assistance plan with specified timeframes and outcomes
- monitoring the success of the outcomes
- if necessary, continuing through the steps of the Intervention Strategy for up to 3 instances

If other CTA staff identify an issue related to a student, they should advise the RTO Manager immediately either verbally or via email.

### **Academic Issue**

In line with the Intervention Strategy the Trainer/Assessor and RTO Manager are tasked with:

- identifying the cause of the poor academic performance through conversation with the student and parent/guardian of a minor child, and review of academic records
- negotiating and documenting an appropriate intervention/assistance plan with specified timeframes and outcomes
- monitoring the success of the outcomes
- if necessary, continuing through the steps of the Intervention Strategy for up to 3 instances

If other CTA staff identify an issue related to a student, they should advise the RTO Manager immediately either verbally or via email.

### **Non- Academic/Attendance Issue**

The Trainer/Assessor is tasked with advising the RTO Manager.

The RTO Manager is tasked with:

- identifying the issue through conversation with the student and parent/guardian if a minor child
- providing appropriate options for support

- where the issue has potential to affect the academic success of the student negotiate and document a support plan with the student and parent/guardian of a minor child
- monitor the student's progress regarding the support plan and academic achievement
- where the support plan is proving to be unsuccessful re-evaluate the support plan with the student and parent/guardian of a minor child for up to 3 instances

### **Strategy Authorisation**

All Intervention Strategies resulting in additional cost and/or deviation from the original training plan completion timeframe such as:

- Extension of study time
- Deferral of studies
- External support services
- Additional trainer or other employee hours

must be reviewed and authorised by the RTO Manager.

### **Refusal to Participate in Intervention Strategy**

Students at risk of not successfully completing their qualification and who refuse to participate in an Intervention Strategy will be given reasonable opportunity to improve their academic or attendance levels.

If the Student does not identify issues or is not cooperative the RTO Manager will discuss with the student issues such as:

- suitability of the course in which they are enrolled
- reassessment process

The Student is to be given a reasonable and fair period to improve their performance in any circumstance.

Intervention should be triggered at the earliest possible identification of an issue and as a minimum at the time any warning letter is handed to a student for any of the following reasons:

- academic progress
- course attendance
- behavioural and attitudinal issues

### **Referral Partners**

CTA work with a number of referral partners, including Learner Support Services (LSS) provider SYC Ltd and Mates in Construction.

The RTO Manager is required to:

- Maintain current knowledge of and relationships with relevant local student support agencies
- Ensure CTA Trainers/Assessors are aware of the external support services available
- Maintain a register of external student support agencies

### **Referral Costs**

CTA will not be liable for the cost of any external support services the Student chooses to engage.

## **RESPONSIBILITIES**

### EMPLOYEES

It is the responsibility of all CTA staff to promptly act once the need for intervention has been identified or is suspected.

### STUDENT AND/OR PARENT GUARDIAN OF A MINOR CHILD

It is the responsibility of the Student to:

- advise CTA if they have issues which will/are affecting their capacity to succeed and meet academic requirements
- ask for support/help.

### EMPLOYER

It is the responsibility of the employer of the student to:

- provide the student with the opportunity to attend all training sessions
- provide opportunities for the student to practice skills related to their training under appropriate on the job supervision
- inform CTA of any issues that may affect the student's progress including work-related circumstances that may affect the student's progress
- inform CTA of any changes to the employment status of the student.