Intervention Policy (VET)

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Approved By: VET Council
Policy Owner: Vice President, Wellbeing and Engagement
Policy Area: VET
Audience: Public

1. Purpose

This policy outlines the framework for identifying and supporting students at risk of not meeting academic progress requirements. It is designed to assist students who are deemed 'at risk' of not fulfilling requirements.

2. Scope

The Policy applies to:

- All students undertaking a VET qualification at Stanley College; and
- All staff involved in monitoring, identifying and supporting at-risk students.

3. Key Definitions

At-Risk	A student who is not meeting academic progress requirements, has low attendance, or shows signs of disengagement and/or likely to not complete their course within the enrolment timeframes
Intervention Strategy	A plan of action designed to support at-risk students.
International Student	A student studying in Australia on a student visa issued by DoHA. Also referred to as Overseas Students.
LLND	Language, Literacy, Numeracy, and Digital Literacy. These are the core skills that individuals need to participate effectively in education, employment and social life, reference DEWR). They are often referred to as 'foundations skills'.

4. Policy Principles

Stanley College is committed to:

- Ensuring students are supported to achieve successful course outcomes;
- Identifying students at risk early through systematic monitoring; and
- Providing timely and tailored support interventions.

4.1 Identification of At-Risk Students

Student may be identified as at-risk through:

- **Academic Performance**: Failing assessments or units;
- **Course Progress Monitoring;**

- **Attendance Monitoring:** Frequent, unexplained absences;
- **Trainer Concerns:** Noted disengagement or lack of participation; and
- **Self-referral:** Students requesting support.

4.2 Intervention Strategies

An Intervention Strategy is developed by a Student Support Officer in consultation with the student. It outlines specific support measures to address the student's academic challenges. Strategies may include:

- Assigning a class 'buddy' for peer support;
- Revising assessment plans to allow extended submission deadlines;
- Recommending attendance at assessment support sessions or study skills workshops;
- Referring for English language or LLND assessment/s;
- Enrolling in additional English language classes (may require course deferral);
- Advising on course suitability and potential transfer to an alternative course;
- Referring to independent health and counselling services; and
- Implement other actions based on the students' individual circumstances.

Note: Intervention strategies will not be developed for students who have previously failed to engage with or adhere to agreed interventions, unless exceptional circumstances are identified and documented.

4.3 Student Support Needs

Effective intervention requires understanding the underlying causes of academic risk, which may include:

- Personal issues (e.g. family, work, or social challenges);
- Lack of interest in the course;
- Difficulty understanding course content or assessment requirements;
- Personality conflicts with trainers or classmates;
- Insufficient English language proficiency; and
- Insufficient, language, literacy, numeracy or digital literacy skills.

4.4 Intervention Meetings

Students identified as at-risk will be invited to attend an intervention meeting with a Student Support Officer. Students may bring a support person to the meeting. The meeting provides an opportunity to:

- Discuss concerns openly;
- Identify appropriate support strategies; and
- Explain the consequences of continued unsatisfactory course progress.

The agreed intervention strategy must be signed by the student and recorded in their enrolment file.

4.5 Interventions Requiring Extension to Enrolment

In some cases, the implementation of an intervention strategy may result in a student requiring additional time to complete their course. This may necessitate an extension to the students' enrolment period.

4.5.1 Conditions for Extension

- The student is undertaking additional scheduled classes (e.g. re-enrolled units) that impact their ability to compete the course within the original timeframe; and

- The student has experienced documented personal, medical or academic challenges that have affected their progress.

If Stanley College extends the duration of an overseas student's enrolment, students must be advised they need to contact the Department of Home Affairs (DHA) to seek advice on any potential impacts on their visa.

5. Roles and Responsibilities

- **Trainers:** Monitor student attendance, progress and engagement and report concerns
- **Student Support Officer:** Coordinate and document intervention strategies
- **Faculty Managers:** Oversee and implement requirements of the intervention strategy

6. Policy Information

Policy Area	VET
Authorised Officer	Vice President, Wellbeing and Engagement
Supporting documents, procedures, work guidelines and forms	Intervention Procedure (VET) Course Progress Policy and Procedure (VET) Student Support Policy and Procedure eBecas How to Guide: Intervention Invitations How to Guide: Student Observation Record Form
Audience	Public

7. Compliance Monitoring Summary

Not yet determined.

8. Link to Standards

8.1 Standards for RTOs 2025

Quality Area	Outcome Standard	Focus Area	Standard	Performance Indicator
2. VET Student Support	VET Students are treated fairly and properly informed, supported and protected	Training Support	2.3	(a), (b)

8.2 National Code of Practice 2018

Standard (Number)	Standard (Descriptor)	Standards (Individual)
Standard 6	Overseas Student Support	6.3, 6.4
Standard 8	Overseas student visa requirements	8.4, 8.9.4