



## Student Intervention Policy

### 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 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 supports QIBA by providing a documented process for assisting at risk students with a pathway to re-engage with their learning and be able to meet their study targets within the required course duration.

### Scope

This policy applies to all overseas students both current and prospective who are studying vocational programs.

All overseas students at QIBA will be provided the appropriate support from QIBA Student Support Officers to help them meet their course requirements. Under certain conditions intervention may be required, as detailed in this policy, to help overseas students meet their course requirements. This policy and the corresponding procedure are to be made readily available to all staff and students.

### Definitions

<b>Compassionate or compelling circumstances</b>	Extenuating circumstances which are usually beyond the student's control and impact upon the student's progress or wellbeing. This includes but is not limited to serious injury or illness, bereavement, being a victim of crime or traumatic experience.
<b>Exclusion</b>	The student cannot enrol in a course at the same or higher level for the period of exclusion.
<b>Exclusion Notice</b>	A letter of notification issued to a student informing the student that they are excluded from their course
<b>Intervention Strategy Plan</b>	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 study period.
<b>Overseas/ international student</b>	A student of QIBA who holds an Australian Student Visa, and is enrolled in a CRICOS registered course.
<b>PRISMS</b>	An acronym for Provider Registration and International Student Management System used to process information given to the Department by registered providers.
<b>Satisfactory course progress</b>	Demonstrated competency in more than fifty percent (50%) of the enrolled units of competency within a teaching period is deemed to have satisfactory progress.



## 1. Policy Statement

- 3.1 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, student support staff 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.
- 3.2 QIBA is committed to supporting student success and achievement through monitoring student progression. Where it is required QIBA 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.

## 2. Intervention Strategy Plans

- 2.1 QIBA will review the academic progress of each student via the Student Management System and in accordance with the QIBA Student Progress and Completion Policy. This will allow QIBA 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 within the study period, and/or;
  - The student has or is at risk of failing to meet the attendance requirements of their visa, and/or;
  - The student has been identified as unable to complete, or at risk of not completing the course in the required duration.
- 2.2 All students identified as 'AT RISK'
- a) Will be sent a warning letter, outlining their current academic situation and a formal interview will be arranged.
  - b) At this interview QIBA will attempt to ascertain the reasons for the student not being assessed as Competent and/or not meeting their progress and attendance obligations.
  - c) An individualised intervention plan will then be formulated implementing remedial actions to assist the student.
  - d) If the student does not agree with the Intervention plan or process, they shall have 20 days to access the Complaints and Appeals process.
- 2.3 All students who are identified as at risk and receive a warning letter will be placed on an Intervention Follow up Register.
- a) This register is to be maintained by the Student Support Officer for each study period.
- 2.4 In the event QIBA varies a student's workload or expected duration of study on completion of the Intervention process, QIBA will:
- a) Record this in the Student Management System as well as on the students file.
  - b) Provide a new course outline contained within the intervention strategy form.



- c) If a new CoE is required the student will be referred to the Admissions Manager.
- d) The Admissions Manager will report this variation via PRISMS.

2.5 QIBA will also inform the student to contact the Australian Department of Home Affairs to discuss any issues with their VISA requirements providing avenues for appeal have been allowed.

2.6 The intervention strategy will 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 student that unsatisfactory course progress in two consecutive study periods of their course could lead to the student being reported to the Australian Department of Home Affairs and cancellation of their visa, dependent upon the outcome of any appeals process.

2.7 Strategies for Intervention may include, but are not limited to:

- Extra Tuition
- Modifications in workload
- Support with applying effective study strategies
- Support with implementing time management skills
- Implementing a plan for a student to submit assignments or complete assessments within a certain timeframe
- Regular scheduled meetings between the student and academic/support staff for reviewing progress before the end of the next study period
- Reviewing enrolled units/course and changing the student's enrolment to another subject area if this is agreed between the student and QIBA
- Student attending make-up classes or workshops, these may be regular scheduled classes, classes scheduled for another group or classes/workshops provided during holiday breaks for the purpose of catching up
- Organising meetings with trainers
- Extension in course duration
- Mentoring programs
- Access to counselling services
- Referral to other support services and agencies or available study skills workshops, academic counselling, English language support
- Any combination of the above options as determined in the intervention interview as being suitable for the individual student's needs.

### 3. Exclusion

3.1 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.

3.2 In such instances the student will receive an Exclusion Notice with reasons for and duration of the exclusion period as well as conditions for re-inclusion. Conditions are typically the successful completion of a course within the set duration 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.

#### **4. Re-admission**

- 4.1 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.
- 4.2 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.