

STUDENT INTERVENTION POLICY

1. PURPOSE

The purpose of this policy is to ensure suitable, fair and transparent intervention processes are in place for 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, and Clause 1.7 of the Standard for RTO's 2015.

This policy and the related procedure support Empyrean Education Institute by providing a documented process for assisting at risk students with a pathway to re-engage with their learning and can meet their study targets within the required course duration.

2. SCOPE

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

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	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.
Overseas/ international student	A student of Empyrean Education Institute who holds an Australian Student Visa, and is enrolled in a CRICOS registered course.
PRISMS	An acronym for Provider Registration and International Student Management System used to process information given to the Department by registered providers.
Satisfactory 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

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 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.

Empyrean Education Institute is committed to supporting student success and achievement through monitoring student progression. Where required Empyrean Education 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.

5. INTERVENTION STRATEGY PLANS

- 5.1. Empyrean Education Institute will review the academic progress of each student via the Student Management System and record of attainment documents. This will allow Empyrean Education Institute 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.
 - The student has been identified as unable to complete, or at risk of not completing the course in the required duration.
- 5.2. All students identified as 'AT RISK'
 - will be sent a warning letter, outlining their current academic situation and a formal interview will be arranged.
 - At this interview Empyrean Education Institute 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 implement remedial actions to assist the student.
 - If the student does not agree with the Intervention plan or process, they shall have 20 days to access the Complaints and Appeals process.
- 5.3. All students who are identified as at risk and receive a warning letter will be placed on an Intervention Follow up Register.
- 5.4. In the event Empyrean Education Institute varies a student's workload or expected duration of study on completion of the Intervention process, Empyrean Education Institute will:
 - Record this in the Student Management System as well as on the students file.
 - Provide a new course outline contained within the intervention strategy form.
 - If a new CoE is required client is referred to Student Services.
 - Student Services report this variation via PRISMS- International Students
- 5.5. Empyrean Education 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
- 5.6. The intervention strategy must include provisions for:
 - where appropriate, advising students on the suitability of the course in which they are enrolled
 - 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

- advise student that unsatisfactory course 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
- advise the student that unsatisfactory course progress may affect their training funding contract

5.7. 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 student to submit assignments or complete assessments within a certain timeframe
- Regular scheduled meetings between 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 Empyrean Education Institute
- 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
- Referral and introduction to student guilds, groups and support groups

Any combination of the above options as determined in the intervention interview as being suitable for the individual student's needs.

Some of these options may attract additional fees depending on the student's personal circumstances.

6. LEARNER COHORT CONSIDERATION

EI Policy understands students may come from differing backgrounds and experiences. Wherever possible, trainers/assessors and student support staff should identify risks and barriers relative to the student cohort and devise intervention strategies which assist the student to overcome the issues facing them. As an example, risks to student cohorts may include one or more of the following:

- **Social and cultural barriers**
peer pressure and family background
- **Practical and personal barriers**
transport; time; disability; caring responsibilities; childcare; finance; cost; age; language; and lack of access to information
- **Emotional barriers**
lack of self-esteem or confidence due to low skills levels; negative personal experience of learning; previously undetected or unaddressed learning disabilities; social problems such as unemployment, abuse or bullying
- **Workplace barriers**
time off; access; discrimination; unsupportive managers; shift work; isolation

- **Learning difficulties**
Lack of childhood education as a contributing factor, physical disability, lack of access to support resources

7. 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.

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 CoE, even with exclusion and re-admission built into their intervention plans. If this is not possible, the student must re-enrol.

8. RE-ADMISSION

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.

9. RELATED POLICIES PROCEDURES & DOCUMENTS

- Progress Completion and Attendance Policy & Procedure
- Complaints and Appeals Policy and Procedure