

Intervention Strategy Procedure



Purpose

GTNT Training provides academic and non-academic intervention strategies to assist students who have been identified as being at risk of not making satisfactory course progress or maintaining satisfactory course attendance, and to students who have requested assistance with any learning or personal difficulties.

An intervention strategy is implemented when the first academic or second attendance alert letter is issued notifying students that they are at risk not meeting course progression or attendance requirements as outlined in the School's **Course Progression and Attendance Policy**. At a minimum, the Intervention Strategy will be activated where a student has failed or is deemed not yet competent in 50% of the units studied within a study period.

The actions within this guide are suggestions only and by no means exhaustive. Each Intervention Strategy will be tailored to suit a student's requirements and circumstances in consultation with the Manager (or nominee) and any referred parties.

These guidelines are applicable to both domestic and international students of GTNT Training. However, at a minimum, an Intervention Strategy will be activated where an international student has failed or is deemed not yet competent in 50% or more of the units attempted in any study period. In this instance, they must be counseled by their Manager (or nominee) and an agreed, documented intervention strategy placed on their student file.

Definition of Key Terms

"Academic Support Meeting" a face-to-face meeting between a student and member of staff to discuss academic progress or attendance issues

"Warning Unsatisfactory Academic Progress Letters" notification sent to students advising they are not achieving satisfactory course academic progression or maintain satisfactory course attendance and the intervention strategies available to them

"CoE " means Confirmation of Enrolment which is an electronic document is issued by GTNT Training to international students intending to study at GTNT Training and which must accompany their application to the Department of Home Affairs (DHA) for a student visa. The CoE confirms the international student's eligibility to enrol in their chosen course of study at GTNT Training.

"DHA" means the Australian Government Department of Home Affairs

"Intervention Strategy" means individually tailored academic skills and/or personal program to support a student with learning and/or personal difficulties to improve academic performance and/or attendance

"Satisfactory Academic Progress" means successfully completing the requirements of all units in a course of study to achieve the qualification (award)

"Satisfactory Course Attendance" means attending a minimum of 80% of timetabled classes during the study period (as an indicator of Academic Progress)

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Relevant Policies

- Course Progress and Attendance Policy
- Completion of Course within Expected Duration Policy
- Complaints & Appeals Policy

All policies referenced in this document can be found in the GTNT Training International Student Handbook.

Actions & Process for an Intervention Strategy

An Intervention Strategy may be implemented at any point during a term and will be developed on a case by case basis in consultation between the student, the Manager (or nominee) and any referred points of support.

The Intervention Strategy must be fully documented and can only be enacted following a face-to-face meeting between the student and the Manager (or nominee).

1. Identification and assessment

In accordance with the **Course Progress and Attendance Policy**, a student is identified at being at risk for satisfactory course progression and/or course attendance either as a result of regular monitoring throughout the study period or at the end of a study period following the review by the RTO manager and GTNT Training training staff.

2. An intervention strategy is activated

The student is issued a **first alert letter for unsatisfactory academic progress** and invited to an academic support interview with the RTO Manager (or nominee) where an assessment of their needs is undertaken. The '*Intervention Meeting & Strategy*' form is completed by the Manager (or nominee) with the student and a copy recorded on their student file.

3. Tailoring an Intervention Strategy

The student meets with their RTO Manager (or nominee) to develop an Intervention Strategy specific to their circumstances, needs and difficulties including a discussion on the issues that caused the problem(s) with course progression and attendance. A strategy could cover, but is not limited to:

- Referral to an English language support program
- Attendance at academic study skills workshops
- Regular meetings with the trainer and/or RTO Manager (or nominee)
- Review of time management skills and preparation of a study timetable
- Referral to welfare support and counselling
- Provision of transition support for move to tertiary study and/or life in Australia
- Transfer to a more suitable program
- Change to unit enrolment and study load for a particular study period

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In discussing intervention strategies available to the student, a detailed discussion should include the implications of the strategy on course progression and course enrolment. There should also be a discussion on the implications of not following the Intervention Strategy on course progression and course enrolment.

For international students, there should be discussions in relation to the implications of a strategy on course progression, course enrolment and course duration; as well as the implications of continued unsatisfactory course progression and/or attendance on the student's course duration and consequently their student visa as a result of changes to their Confirmation of Enrolment (CoE).

4. The Intervention Strategy is documented and agreed

It is important the student understands and accepts the Intervention Strategy. It is particularly important that an international student understands the implications of a strategy on their expected completion date as recorded in their CoE.

The '*Intervention Meeting & Strategy*' form records the devised Intervention Strategy and must be dated and signed by the student to acknowledge their acceptance of the Intervention Strategy. The form must also be signed and dated by the Manager (or nominee).

The original '*Intervention Meeting & Strategy*' form will be given to the student to follow and a copy of all documentation, decisions and outcomes will be kept on the student file.

5. Continued assessment of performance and review of Intervention Strategy

Identification and assessment continue throughout the course and follow-up academic support meetings are made with the student to review and monitor against performance.

International Students

If the Intervention Strategy is not being followed and/or course progress or attendance continues to be unsatisfactory, a **Second Unsatisfactory Academic Progress Letter** will be issued to an international student notifying them of the implications of the situation on their student visa conditions with an invitation to attend further support meetings

If, after being issued with a second alert letter, an international student continues to ignore the Intervention Strategy and/or is not achieving satisfactory course progress or attendance, an **Intention to Report – Academic Progress Letter** will be issued advising GTNT Training intention to notify DHA of the breach of visa conditions. The student has twenty (20) working days from the deemed receipt of this letter to access the RTO's grievance and appeals process.

If the international student elects to not access the GTNT Training's complaints and appeals process, withdraws from the process or the processes is completed, and the resulting decision supports the intention to report, GTNT Training will notify the Secretary of DoE and DHA via PRISMS within five (5) working days of the end of the appeal period or appeals process (as applicable) that the student has not completed satisfactory course progression.