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RTO No. 6832

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Student Support and Intervention Policy and Procedures

POLICY CODE: QA2.3 AND 2.4
Related Outcome Standard: 2.3 and 2.4

Purpose

The purpose of this policy is to ensure that Employ-Ease provides appropriate academic and training support services to all VET students throughout their training and makes reasonable adjustments to accommodate students with disability. This supports equity, inclusion, course progress intervention, retention, and successful completion of training products.

Legislative Background

Outcome 2 – VET Student Support, Division 2 – Training Support, Standard 2.3 and 2.4, National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025 (Cth).

Scope

This policy applies to:

- All VET students enrolled or intending to enrol at Employ-Ease. The standard study period in this policy refers to the one study term as per the intake schedule.
- All staff involved in training delivery, assessment, support, and administration.
- Any third parties delivering services on behalf of Employ-Ease.

Policy Statement

Employ-Ease is committed to providing all VET students equitable access to training support services, academic staff, and learning resources throughout the student lifecycle to ensure timely academic assistance and to maximise participation and achievement. This policy supports RTO compliance with Outcome Standards 2.3 and 2.4 by ensuring equitable training access and reasonable adjustment

In order to foster an inclusive and equitable training environment Employ-Ease ensures:

- **All students have access to training support services** tailored to the individual needs of each student, including language, literacy, numeracy and digital literacy (LLND) support, study skills, and wellbeing referrals.

- **All students receive clear and timely communication** about how and when training support can be accessed, including consultation hours, digital platforms, referral options and any other queries raised by students.

- **All students get opportunities to disclose** any disability needs in a safe and confidential manner without any discrimination.

- **Reasonable adjustments implemented** that are purposeful and tailored to the identified disability needs while maintaining the integrity and requirements of the training product.

- **Transparency** in disclosing where adjustments are not possible due to regulatory or training product constraints as soon as practicable with documented justification.

All students enrolled/willing to enrol with Employ-Ease are informed about the requirements to achieve satisfactory course progress, where applicable before they begin a course. This is done by navigating the student through the website policies section.

EmployEase monitors each student's progress for every unit based on the unit submission deadlines outlined in their timetable.

Where a student is identified at risk of not making satisfactory course progress, the Student Support and Placement Manager contact the student to determine if additional support is needed and records the intervention strategies in the student management system.

Procedures

Identifying Training Support Needs

Training support needs are identified through a range of methods in accordance with Performance Indicators 2.3(b) and 2.4(a).

Disability disclosure is voluntary, private, and supports a tailored response, consistent with PI 2.4(a).

- Training support needs may be identified by Course Advisor, Student Support and Placement Manager or Trainers and Assessors and Assessors through:
  - Pre-Enrolment Review
  - LLND assessment and support plan
  - Trainer observations during early study periods
  - Student-initiated requests via email or phone call
  - Academic progress monitoring.
- Where training support needs are identified, the Student Support and Placement Manager contact the student.
- The Student Support and Placement Manager discuss the training support needs and appropriate Student support plan.
- Student Support Plan will be e-mailed to the student, the relevant trainer/s & the Student Support & Placement Coordinator. It will be also saved under Student Notes in the Student Management System.
- Students are invited (not required) to disclose disability:
  - During enrolment (via application form).
  - Anytime via a Disability Disclosure Form and a confidential discussion with Student Support and Placement Manager.
  - All disclosures are treated confidentially and in line with privacy laws.
  - When a disability is disclosed, a Support Needs Meeting is conducted by the Student Support and Placement Manager with the student consent to identify required adjustments.
  - Student Support & Placement Manager will develop a student support plan & it will be e-mailed to the student, the relevant trainer/s & the Student Support & Placement Coordinator. The student support plan will be also saved under Student Notes in the Student Management System.
  - Input may be requested from medical practitioners, allied health, or previous education providers if appropriate and agreed to by the student.

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Provision of Support Services

Employ-Ease ensures:
- VET students are informed of the availability of Trainers and Assessors and other student support teams by:
  - Welcome emails at Course Commencement
  - Ongoing LMS Announcements
- Training support (e.g. additional tutoring, study skills support)
- Academic staff availability through:
  - In-person consultation hours
  - Email
  - Scheduled online appointments
  - LMS forums
- Digital literacy support (e.g. training on navigating the LMS/ digital learning and assessment tools).
- Administrative assistance with digital forms and LMS access.
- Wellbeing support, including referral to external services where specialised counselling or wellbeing support is needed.
- Where Student Support Plan has been documented, the Student Support and Placement Manager coordinate the provision of recommended support by the Trainers and Assessors and Assessors.
- The Trainers and Assessors and Assessors are provided (via SMS) with the following information to be able to provide the appropriate academic support to the students:
  - LLND assessment and support plan (Via LLN Robot)
  - Student Support Plan

Reasonable Adjustments

- Based on the required support needs, reasonable adjustments may include:

  - Alternative assessment formats (e.g. oral instead of written)

  - Assistive technology or accessible formats

  - Extra time in assessments

  - Modified learning materials

  - Adjusted practical tasks (where competency requirements allow)
- Adjustments are documented in Reasonable Adjustment Register by the Student Support and Placement Manager.
- If an adjustment is deemed not reasonable (e.g. training package/ licensing constraint, compromises assessment integrity or workplace competency):
  - The rationale is documented.

  - The student is advised in writing of the reason, and alternatives are discussed.

  - A grievance process is available for students who wish to appeal.
- The Trainers and Assessors implement the recommended adjustments with reference to:
  - Reasonable Adjustment Register

Course Progress

Academic Course Progress Requirements

To progress satisfactorily, students must demonstrate competency in fifty per cent (50%) or more of enrolled units of competency for **each term.**

Academic progress is monitored by trainers and administration staff to enable appropriate intervention strategies to be implemented as soon as progress issues emerge for individual students who are identified as 'at risk'. Student Support and Placement Manager is responsible for the overall review of the ongoing progress for students who are in danger of not achieving satisfactory progress.

A student who has not demonstrated satisfactory course progress for two consecutive study periods is not meeting the college's course progression requirement and will be unable to complete their course within the duration specified in the student's enrolment period.

Identifying Students 'At Risk'

Early identification of students' 'at risk' is critical to ensure that early intervention strategies can be provided to support and assist the student's academic success. Training and administration staff use a variety of indicators or assessments to identify any students who are 'at risk' of making unsatisfactory progress.
These may include but are not limited to, the review of:

- Class participation and level of engagement

- Formative assessment completions

- Completion of self-study activities

- Late submissions of assessments

- Number of resubmissions

- Requests for extension of classwork or assessments

- Requests for additional help with assessments or classwork

- Feedback from other training staff

- Not Competent for the unit assessments

- Results of assessments and unit

Student support staff have the responsibility, in consultation with trainers and the Student Support and Placement Manager, for identifying individual students who are 'at risk' of not meeting satisfactory course progress. A final review of student academic performance will occur following the unit results release after each term. Any student who is identified as at risk as an outcome of this process will receive a formal warning, which will be issued by the administrative staff.

The Course Progress Warning email will require the student to meet with the Student Support and Placement Manager (or other designated staff) to discuss their course progress. During this meeting, the Student Support

and Placement Manager in consultation with the student and trainer will establish a support/intervention program to help the student improve their course progress. Strategies will be determined on a case-by-case basis and will consider the student's current and previous results, and any previously implemented intervention/counselling strategies. The resulting strategy will be communicated to the student in writing via email.

Strategies may include but are not limited to any of the following:

- Extra Classes for the missed/ Not competent units with other groups
- One on one session with the trainer during the term breaks/ after scheduled sessions for the current term to address the gaps identified in previous submissions
- Assistance with academic skills such as writing essays and report writing may include additional time with Student Support and Placement Manager at Employ-Ease
- Attending a study group with other peers on campus; the trainer may assign groups in this case
- Additional access to the current trainer via email/ phone for any queries
- Additional recommended practical workshops for identified gap areas
- If the student requires any additional assistance/ student welfare arrangements for example, if a student is not able to concentrate on their studies, the student will be referred to Student Support Services at Employ-Ease who can further assist them to contact external agencies as suitable.

Intervention strategy will be implemented as early as possible. If the student is deemed as making unsatisfactory course progress at the end of term (study period), the intervention strategy will be required to commence within the first two weeks of the following term. Student/trainers may request an interim or early intervention if they are struggling to achieve the required course progress during a term. Student Support and Placement Manager is responsible for addressing any such concerns/ requests promptly.

Student "at Risk" is defined as follows: If at the end of the first (1) term (study period), the student's course progress i.e., the (total number of Competent units / Total Scheduled Units) as scheduled on the timetable for the study period is below 50%; then the student will receive the First (1) Warning. Students will need to attend an Intervention meeting via Phone call or online/face to face meeting with the Student Support and Placement Manager to discuss a plan to address the not competent unit results.

If the student does not attend the intervention meeting and/or is not contactable or fails to comply with the agreed Intervention Plan during the second term (study period), the Student Support and Placement Manager can issue Enrolment at Risk Final Warning E-mail. However, if the student attends the Intervention meeting, and shows improvement, the student results will be reviewed again at the end of the second term (study period).

If the student is still recorded at less than 50% of course progress against the total scheduled units for the subsequent term (study period), they will receive a email. At the end of the second term, course progress is calculated for the individual term i.e., the (total number of competent units for that term/total scheduled units

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for that term) as well as the total number of competencies achieved during the first (1) term & the second (2) term/ total scheduled units in first (1) & second (2) study period.

The Student Support and Placement Manager will be responsible for maintaining a record of intervention plans in the form of a report or on the student management system. This report will be reviewed by Student Support and Placement Manager regularly to ensure all students are on track with the Intervention Plan provided to them.

Unsatisfactory Course progress

Unsatisfactory course progress is defined as a student failing to complete and achieve competency in at least 50% of the course requirements in any term (study period) i.e., if the (total number of Competent Units / Total Scheduled Units) as scheduled on the timetable for the study period is less than 50%.

At Employ-Ease each study, the period is one study term as per the intake schedule.

Where student is assessed as having made unsatisfactory progress **for two consecutive study periods** even after implementation of the support/intervention strategy and if the internal appeal period has exhausted, then Student Support & Placement Manager have the right to issue an Enrolment at Risk Final Warning E-mail to Cancel the Students Enrolment prior to the end of the third study period.

Students will have 1 Week to access the college's appeals process before being cancelled. During any such period, the student's enrolment will remain active.

A student will not be cancelled for unsatisfactory progress until after the support/intervention strategy has been implemented and enough time has been allowed for the strategy to run its course. The student will also be given ample time 1 Week to make an internal appeal and the student will only be cancelled once all internal and external appeals are exhausted, or if the student does not access the appeals process during 1 Week notice period.

Intervention Strategy & Responsibility Table		
Timing	Action	Responsibility
Low attendance in the first 2 weeks – refer to the attendance policy	Early intervention/ Contact student/ E-mail	Trainer
End of First (1) Study Period: Less than 50% Course Progress	1st Follow up E-mail intervention Meeting via phone call or online/face to face	Student Support and Placement Manager

End of 2ⁿᵈ Study Period: Less than 50% Course Progress	2ⁿᵈ Follow up E-mail intervention Meeting via phone call or online/face to face	Student Support and Placement Manager
End of 3ʳᵈ Study Period: Less than 50% Course Progress	Enrolment at Risk E-mail	Student Support and Placement Manager
No Show at (any) Course Progress/ Intervention Meeting	Enrolment at Risk E-mail	Student Support and Placement Manager
Do not comply with the agreed intervention strategy	Enrolment at Risk Warning E-mail	Student Support and Placement Manager
1 Week lapse after Intention to cancel: Internal Appeal not accessed by the student	Cancel Enrolment on non-Course Progress	Student Support and Placement Manager

Response and Ongoing Monitoring

Any systemic issues identified during support provision, adjustment implementation, or student complaints are logged in the Continuous Improvement Register for review under QA4.4.

- Support queries from students are responded to promptly i.e. within 2 working days.
- Trainers and Assessors escalate persistent academic or engagement issues to Student Support and Placement Manager.
- Trainers and Assessors and assessors are briefed on adjustments, with appropriate sensitivity
- Reasonable Adjustment plans are reviewed periodically or upon student request.

Responsibilities

- **National Operations Manager:** Ensures a culture of equity and inclusion and approves policy.
- **National Operations Manager:** Oversees training support systems and ensures appropriate resourcing for support provision.
- **Student Support and Placement Manager:** Monitors student academic progress leads intervention planning and approves complex Facilities, disclosure process, coordinates services, and supports students with disabilities.
- **Trainers and Assessors/Assessors:** Identify support needs, provide support, and implement reasonable adjustments.
- **National Operations Manager:** Monitors adherence to this policy, maintenance of records and supports continuous improvement.
- **Third Party**: Must follow the RTO's approved PTR process.

Supporting Documents

- Application Form

- Pre Enrolment Review Form
- LLND Assessment and Support Plan
- Student Support Plan.
- Course Progress Monitoring Tool (Reports from Student Management System).
- Course Progress warning emails.

Related Policies

- QA1.1 Training and Assessment Strategy Policy and Procedures
- QA1.4 Assessment Policy and Procedures
- QA2.1 Student Information Policy and Procedures
- QA2.2 Student Enrolment Policy and Procedure
- QA2.5 Diversity, Inclusion and Cultural Safety Policy and Procedures
- QA2.6 Student Wellbeing Support Policy and Procedures
- CR 2.9 – 2.11 AQF Certification Documentation and Records Policy and Procedures
- Student Handbook

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Operational Procedure Table: Student Support and Intervention

Action	Responsible Staff	Supporting Document	Timing/Frequency	Compliance Mapping Standard 2.3& 2.4
Support Team availability communicated to students	Course Advisor, Trainers and Assessors	Welcome email and Orientation	At course commencement, Ongoing	2.3(a) – Students are informed about access to support services and how to use them
Identification of support requirements	Course Advisor, Student Support and Placement Manager, Trainers and Assessors	Application Form, Orientation Records, Course progress Records, Student Support Plan	At enrolment, at orientation or ongoing	2.3(b), 2.4(a) – Support needs identified via multiple points of contact including disability disclosure
Assess and document required adjustments	Student Support and Placement Manager	Student Support Plan, Reasonable Adjustment Register	As required	2.4(b), 2.4(c) – Adjustments documented with input and consent; stored and managed
Implement agreed reasonable adjustments	Trainer/Assessor	Student Support Plan, Reasonable Adjustment Register Modified Assessment Tools (as required)	Ongoing	2.4(d) – Adjustments implemented without compromising assessment integrity
Communication limitations if no adjustments possible	Student Support and Placement Manager	Written Notification	As required	2.4(e) – Where adjustment is not possible, rationale and alternatives are communicated
Respond to student queries	Trainers and Assessors, Student Support and Placement Coordinator, Student Support	Email logs	Within 2 business days	2.3(c) – Students receive timely responses and support for ongoing engagement

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	and Placement Manager			

Document Control

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