Student Support and Intervention Policy and Procedures

Melbourne College of Business & Technology

Disclaimer

This information should not be relied upon as a substitute for professional legal advice or reference to the actual legislation. Whilst every effort has been made to ensure the accuracy and completeness of the publication, the advice contained herein may not apply in every circumstance. **Melbourne College of Business & Technology** cannot be held responsible and extends no warranties as to the suitability of the information for any particular purpose and actions taken by third parties as a result of information contained in this publication.

Information in this workbook resource is current at the time of publication. The time of publication is indicated in the Version information printed on this page.

This document: **Student Support and Intervention Policy and Procedures V3.1 2025.**

Version	Details
V3.1 2025	Add Header & Footer along with Important Information
V3.0 2025	Initial Developed According to RTO Standard 2025

Quality Area 2

Student Support and Intervention Policy and Procedures

POLICY

Related Outcome Standard: 2.3 and 2.4 & ELICOS STANDARD 2018 P4

NATIONAL CODE OF PRACTICE FOR PROVIDERS OF EDUCATION AND TRAINING TO OVERSEAS STUDENTS 2018 (CTH). STANDARD 10

Purpose

The purpose of this policy is to ensure that MCBT 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).

National code of practice for providers of education and training to overseas students 2018 (cth). Standard 10

ELICOS Standards 2018 P4

Scope

This policy applies to:

- All VET students enrolled or intending to enrol at MCBT. 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 MCBT.

Policy Statement

MCBT 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 MCBT 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.

Under Standard 8 of the National Code 2018 of Practice for Providers of Education and Training to Overseas Students 2018, Overseas students must make satisfactory course progress and, where applicable, attendance as a condition of their student visa.

At MCBT we understand and acknowledge that registered providers must:

- monitor the overseas student's course progress and attendance according to the requirements of their sector.
- identify and offer support to those at risk of not meeting course progress or attendance requirements.
- only extend the duration of an overseas student's enrolment in certain circumstances and advise them of potential impacts on their student visa.
- only deliver online learning following the online learning requirements for their sector.

This policy outlines the steps MCBT will take to ensure adherence to the above. All students enrolled/willing to enrol with MCBT are informed about the requirements to achieve satisfactory course progress and attendance requirements, where applicable before they begin a course. This is done by navigating the student through the website policies section.

At MCBT we understand that the expected duration of study specified on the overseas student's Confirmation of Enrolment (CoE) must not exceed the Commonwealth Register of Institutions and Courses for Overseas Students Standard 8: Overseas Student Visa Requirements (CRICOS) registered duration for the course. This means that we will need to monitor the progress of overseas students to ensure they can complete the course within the expected duration specified on the CoE.

This policy aims to identify, notify, and assist overseas students who are at risk of not meeting course progress. At MCBT we shall ensure that there is sufficient evidence from the overseas student's assessment tasks, participation in tuition activities, or other indicators of academic progress, to indicate the overseas student is at risk of not satisfying these requirements.

This policy will also determine the point at which the overseas student has failed to meet satisfactory attendance or course progress requirements.

MCBT records and assesses the progress of each student for each unit and cumulatively at the end of each study period. A study period is defined as one study term as per the intake schedule.

Satisfactory progress is achieved when an international student completes the assessment requirements for each unit or cluster of units within the timeframes specified in the course timetable/ information.

Where a student is identified at risk of not making satisfactory course progress, MCBT will contact the student and arrange a meeting with the Academic team to implement MCBT's intervention strategies as outlined later in this document.

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 Admissions Officers, Student Support Officers 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 Course Progress Record Form
  - Academic progress monitoring.
- Where training support needs are identified, the Student Support Officers or Trainers and Assessors and Assessors schedule a Support Needs Meeting between the student and the Academic Manager.
- The Academic Manager discusses the training support needs and appropriate training support plan.
- The agreed upon Training Support is then documented in the Individual Support and Adjustment Plan (ISAP).
- Students are invited (not required) to disclose disability:
  - During enrolment (via application form).
  - Anytime via a Disability Disclosure Clause and a confidential discussion with Student Support Officers.
  - All disclosures are treated confidentially and in line with privacy laws.
  - When a disability is disclosed, a Support Needs Meeting is conducted by the Academic Manager with the student consent to identify required adjustments.
  - The Academic Manager documents the support needs and the support to be provided in the Individual Support and Adjustment Plan (ISAP) to be saved in the student file on LMS.
  - Input may be requested from medical practitioners, allied health, or previous education providers if appropriate and agreed to by the student.

Provision of Support Services

MCBT ensures:
- VET students are informed of the availability of Trainers and Assessors and other student support teams by:
  - Welcome emails at Course Commencement

- Training support (e.g. additional tutoring, study skills support)
- Academic staff availability through:
  - In-person consultation hours
  - Email
  - Scheduled online appointments
- Wellbeing support, including referral to external services where specialised counselling or wellbeing support is needed.
- Where Individual Support and Adjustment Plan (ISAP) has been documented, the Academic Manager coordinates the provision of recommended support by the Trainers and Assessors and Assessors.

- The Trainers and Assessors and Assessors are provided with the following information to be able to provide the appropriate academic support to the students:
  - LLND assessment and support plan
  - Individual Support and Adjustment Plan (ISAP) and

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 an Individual Support and Adjustment Plan (ISAP) by the Academic 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:
  - Individual Support and Adjustment Plan (ISAP) and

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'. The Academic 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 COE. This will be a breach of their student visa condition.

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

- The student's attendance record

- Formative assessment completions

- Completion of self-study activities

o   Late submissions of assessments

o   Number of resubmissions

o   Requests for extension of classwork or assessments

o   Requests for additional help with assessments or classwork

o   Feedback from other training staff

o   Not Competent for the unit assessments

o   English ability

o   Results of assessments and unit

Student support staff have the responsibility, in consultation with trainers and the Academic 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 Letter will require the student to meet with the Academic Manager (or other designated staff) to discuss their course progress. During this meeting, the Academic 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, attendance records, and any previously implemented intervention/counselling strategies. The resulting strategy will be communicated to the student in writing via letter/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 Learning Support Officer at MCBT
- 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
- Additionally recommended practical workshops for identified gap areas
- Providing a mentor or study buddy
- If the student requires any additional assistance/ student welfare arrangements for example, if a student is not able to concentrate on their studies because they are homesick, the student will be referred to Student Support Services at MCBT 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.

The academic 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 Letter. This letter may be generated by the student support staff at MCBT, however, the decision to issue a warning letter will be based on the End of Term Report finalised & approved by the Academic Manager. Students will need to attend an Intervention meeting with the Academic 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 Academic Manager and/or student support staff can issue the Notice of Intention to Cancel without issuing another formal warning to the student. 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 second formal warning. 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 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 Academic 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 the Academic 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 MCBTeach study, the period is one study term as per the intake schedule.

Where an international 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 the administration team in consultation with the Academic Manager have the right to issue a Notice of Intention to Cancel the Students Enrolment prior to the end of the third study period.

Students will have 20 working days to access the college's appeals process before being reported. During any such period, the student's enrolment will remain active.

A student will not be reported 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 (minimum of 20 working days) to make an internal appeal, and the student will only be cancelled and reported once all internal and external appeals are exhausted, or if the student does not access the appeals process during the 20-day notice period.

MCBT will only report a breach of course progress in Provider Registration and International Student Management System (PRISMS) if:
- the internal and external complaints processes have been completed and the breach has been upheld.
- the overseas student has chosen not to access the internal complaints and appeals process within the 20-working day period.

- the overseas student has chosen not to access the external complaints and appeals process, or
- the overseas student withdraws from the internal or external appeals process by notifying the registered provider in writing.

The student may appeal the decision to report them to the Department of Education, Skills and Employment on the following grounds:
- A competency decision has been inaccurately recorded or calculated.
- Compassionate or compelling circumstances.
- The intervention strategy has not been implemented according to the college's own documented policy and procedure.

Intervention Strategy & Responsibility Table		
Timing	Action	Responsibility
Low attendance in the first 2 weeks – refer to the attendance policy	Early intervention/ Contact student/ Email	Trainer
End of First (1) Study Period: Less than 50% Course Progress	1st Warning Letter/ Intervention Meeting	Academic Manager/Student Support Team
End of 2nd Study Period: Less than 50% Course Progress	2nd Warning Letter/ Intervention Meeting	Academic Manager/Student Support Team
End of 3rd Study Period: Less than 50% Course Progress	Notice of Intention to Cancel Enrolment	Academic Manager
No Show at (any) Course Progress/ Intervention Meeting	Notice of Intention to Cancel Enrolment	Academic Manager
Do not comply with the agreed intervention strategy	Notice of Intention to Cancel Enrolment	Academic Manager
20 Days lapse after Intention to cancel: Internal Appeal not accessed by the student	Cancel Enrolment on non-Course Progress and report the same to DESE- DHA via PRISMS	Student Support team upon approval from Academic 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 the Academic Manager for intervention planning.

- Trainers and Assessors and assessors are briefed on adjustments, with appropriate sensitivity

- Reasonable Adjustment plans are reviewed periodically or upon student request.

Responsibilities

CEO: Ensures a culture of equity and inclusion and approves policy.

RTO Manager: Oversees training support systems and ensures appropriate resourcing for support provision.

Student Support Officer: Facilitates disclosure process, coordinates services, and supports students with disabilities.

Academic Manager: Monitors student academic progress leads intervention planning and approves complex adjustments.

Trainers and Assessors/Assessors: Identify support needs, provide support, and implement reasonable adjustments.

Compliance Officer: Monitors adherence to this policy, maintenance of records and supports continuous improvement.

Third Party: Must follow the RTO's approved PTR process.