

Student Support and Intervention Procedure

Purpose

The purpose of this procedure is to explain how the Student Support and Intervention Policy is to be applied and the requirements that employees and students are to adhere to when identifying support needs, implementing reasonable adjustments, and monitoring course progress. It ensures that selectability Training provides appropriate academic and training support services to all VET students throughout their training and makes reasonable adjustments to accommodate students with disability. This procedure supports equity, inclusion, course progress intervention, retention, and successful completion of training products, and ensures compliance with Outcome Standards 2.3 and 2.4.

Scope

This procedure applies to:

- All VET students enrolled or intending to enrol at selectability Training.
- All selectability Training staff involved in training delivery, assessment, support, and administration, including:
 - Trainers and Assessors
 - Student Support Officers
 - Administration Officers
 - Compliance Officers
 - RTO Managers
- **Third parties** delivering services on behalf of selectability Training
- All student support processes, including:
 - Identification of training support needs through pre-enrolment reviews, LLND assessments, trainer observations, and student requests
 - Voluntary disability disclosure and confidential support needs assessment
 - Development and implementation of Individual Support and Adjustment Plans (ISAP)
 - Provision of reasonable adjustments for students with disability
 - Academic and training support services (LLND support, study skills, digital literacy, wellbeing referrals)
 - Course progress monitoring and identification of students 'at risk'
 - Implementation of intervention strategies and support plans
 - Issuance of course progress warning letters and intervention meetings
 - Management of unsatisfactory course progress and enrolment cancellation processes

Procedure Statement

Identifying Training Support Needs

Training support needs may be identified by RTO staff through:

- Pre-Enrolment Review
- Language, Literacy, Numeracy, and Digital Literacy (LLND) assessment
- Trainer observations early in the training and assessment process
- Student-initiated requests via Academic Support Request Form
- Academic progress monitoring.

Disability disclosure is voluntary, private, and supports a tailored response.

Where training support needs are identified, the Student Support Officers or Trainers and Assessors schedule a Support Needs Meeting between the student and the RTO Manager.

- The RTO Manager discusses the training support needs and appropriate training support plan with the Student and their Trainer/Assessor.
- The agreed upon Training Support is then documented in the Individual Support and Adjustment Plan (ISAP) and the Training Support Log.
- 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 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 RTO Manager with the student consent to identify required adjustments.
 - The RTO 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 and the Training Support Log.
 - 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

selectability Training 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 Individual Support and Adjustment Plan (ISAP) has been documented, the RTO Manager or Administration Officer coordinates the provision of recommended support by the Trainers and Assessors and Assessors.
- The Trainers 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
 - Training Support Log

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 Trainer.
- 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
 - Training Support Log

Course Progress

Progress Benchmarks by Qualification

Before applying this procedure, staff must confirm the student's qualification type and expected study period. Satisfactory progress requires a student to complete at least 50% of their units scheduled for each 6-month period of their enrolment.

| Qualification Level | Units | Study Period | Units per 6 Months | At Risk Threshold |
|---------------------|----------|--------------|--------------------|--------------------|
| Certificate III | 12 units | 12 months | 6 units | Fewer than 3 units |
| Certificate III | 15 units | 12-18 months | 5 units | Fewer than 4 units |
| Certificate IV | 16 units | 12 months | 8 units | Fewer than 4 units |
| Certificate IV | 16 units | 18 months | 5-6 units | Fewer than 3 units |
| Diploma | 20 units | 24 months | 5 units | Fewer than 3 units |

A student is At Risk if they complete fewer than 50% of the units scheduled for that 6-month review period (i.e., below the At Risk Threshold shown above).

Managing Students At Risk

Part 1 – Identify Students At Risk

1. Trainers and administration staff monitor each student's progress on an ongoing basis through the student management system (SMS), including engagement with learning materials, assessment submissions, and trainer feedback.
2. Conduct a formal progress review for every student at 6-month intervals throughout their study period. Set the review dates at enrolment and record them in the SMS.
3. At each 6-month review, pull the student's progress report from the SMS and calculate the number of units marked Competent during that 6-month period.
4. Flag a student as At Risk if the number of units achieved in the review period falls below the At Risk threshold for their qualification (i.e., less than 50% of the units scheduled for that period). Refer to the Progress Benchmarks table above.
5. Also flag a student as At Risk at any point between scheduled reviews if two or more of the following indicators are observed:

- Low or declining engagement with learning materials
 - Repeated late or non-submission of assessments
 - Multiple Not Competent results on unit assessments
 - Frequent requests for extensions
 - Multiple resubmissions required
 - No activity recorded in the SMS for 4 or more consecutive weeks
 - Trainer-reported concern about a student's ability to progress
6. Record the At Risk flag in the SMS and notify the RTO Manager within 3 business days of the review date or observation.

Part 2 – Develop a Support Plan with the Student

1. Within 10 business days of flagging a student as At Risk, the RTO Manager (or nominated staff member) contacts the student to arrange a support meeting (by phone, video call, or email if the student is unresponsive).
2. At the support meeting, the RTO Manager and trainer discuss the student's progress, explore barriers to completion, and agree on a tailored Intervention Plan. The plan must include:
 - The specific units to be completed and target dates for each
 - Support strategies selected from the options listed in Step 9
 - A review date, set no more than 8 weeks from the meeting date
3. Select intervention strategies appropriate to the student's individual needs. Options include:
 - Additional one-on-one trainer contact via phone or video call
 - Extended email or messaging access to the trainer for queries
 - Referral to the Learning Support service for academic skills assistance (e.g., essay writing, report structure)
 - Assignment of a study buddy or peer mentor
 - Additional practice activities or resources for identified gap areas
 - Adjusted submission schedule with interim check-in milestones
 - Referral to external support agencies where personal or welfare issues are affecting study
4. Issue the student a First At Risk Notice in writing (email) confirming the Intervention Plan, the review date, and the consequences of continued unsatisfactory progress. Record the notice and plan in the SMS.

Part 3 – Monitor Progress

1. The RTO Manager monitors the student's progress in the SMS against the milestones set in the Intervention Plan throughout the review period.
2. At the scheduled 8-week review date, assess whether the student has made satisfactory improvement. A student has improved satisfactorily if they are progressing at a rate that will meet the next 6-month benchmark.
3. If the student has improved: record the outcome in the SMS, update or close the At Risk flag, and return to standard progress monitoring. Schedule the next 6-month review as usual.
4. If the student has not improved: issue a Second At Risk Notice in writing, update the Intervention Plan if needed, and set a final review date. Record all actions in the SMS.
5. If the student fails to engage with the support process, does not attend the support meeting, and is uncontactable after reasonable attempts over 10 business days, the RTO Manager may proceed directly to Part 4 – Cancellation Process without issuing a further formal warning.

Part 4 – Cancellation Process

1. Initiate the cancellation process only where all of the following conditions are met:
 - The student has received at least one formal At Risk Notice
 - An Intervention Plan has been implemented
 - Sufficient time has been allowed for the plan to take effect
 - The student continues to make unsatisfactory progress at the final review, or has failed to engage with the support process
2. Issue the student a Notice of Intention to Cancel Enrolment in writing (email), stating:
 - The grounds for the proposed cancellation
 - The student's right to appeal
 - That the student has 20 working days to lodge an internal appeal
 - That their enrolment remains active during the appeal period
3. Record the Notice of Intention in the SMS.
4. If the student lodges an appeal within 20 working days, do not cancel the enrolment. Process the appeal in accordance with the Complaints and Appeals Policy. Proceed to cancellation only once all internal and external appeal avenues are exhausted, or the appeal is not upheld.
5. If the student does not lodge an appeal within 20 working days, cancel the enrolment in the SMS and issue written confirmation of cancellation to the student.
6. The RTO Manager retains all records relating to At Risk identification, Intervention Plans, notices, and outcomes in the SMS for a minimum of 5 years.

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 | 1 st Warning Letter/ Intervention Meeting | RTO Manager/Student Support Team |
| End of 2 nd Study Period: Less than 50% Course Progress | 2 nd Warning Letter/ Intervention Meeting | RTO Manager/Student Support Team |
| End of 3 rd Study Period: Less than 50% Course Progress | Notice of Intention to Cancel Enrolment | RTO Manager |
| No Show at (any) Course Progress/ Intervention Meeting | Notice of Intention to Cancel Enrolment | RTO Manager |
| Do not comply with the agreed intervention strategy | Notice of Intention to Cancel Enrolment | RTO Manager |
| 20 Days lapse after Intention to cancel: Internal Appeal not accessed by the student | Cancel Enrolment on non-Course Progress | Administration upon approval from CEO |

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.

- 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 RTO 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.

Definitions

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|------|---|
| TAS | Training and Assessment Strategies, a document that describes the RTO's plans to deliver a training product. It defines the time period for normal delivery and assessment of a qualification on selectability Training's scope. |
| ISAP | Individual Support and Adjustment Plan, An Australian educational or disability service document outlining tailored adjustments, goals, and support strategies to help an individual with specific needs participate fully. |
| LLND | Language, Literacy, Numeracy and Digital, refers to the foundational skills required for effective communication, understanding written materials, performing numerical tasks, and using digital technologies in training and workplace contexts. |
| LMS | Learning Management System, a software platform used in Australian education and training to centralize the creation, delivery, tracking, and management of online learning materials and assessments. |

Document Governance

Document Properties

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|---------------------|--|
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| Implementation Plan | COO Newsletter, selectability Training Website |
| Board Committee | FAR |

Related Documents and Legislation

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|---|
| Parent Policy / Framework |
| Student Support and Intervention Policy |
| Related Documents |
| Application Form |
| Pre Enrolment Review Form |
| LLND Assessment and Support Plan |
| Academic Support Request Form |
| Disability Disclosure Form |
| Individual Support and Adjustment Plan (ISAP) |
| Training Support Log |
| Course Progress Monitoring Tool |
| Course Progress warning letters |

| Legislation / Other instruments |
|--|
| National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025 (Cth). |
| Related RTO Procedures |
| Training and Assessment Strategy Procedure Assessment Procedure Student Information Procedure Student Enrolment Procedure Diversity, Inclusion and Cultural Safety Procedure Student Wellbeing Support Procedure AQF Certification Documentation and Records Procedure Student Handbook Course Guide |

Aligning Standards

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|---|
| <p>Child Safety Principles</p> <ol style="list-style-type: none"> 1. Child safety and wellbeing is embedded in organisational leadership, governance, and culture 2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously 3. Families and communities are informed and involved in promoting child safety and wellbeing 4. Equity is upheld and diverse needs respected in policy and practice 5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice 6. Processes to respond to complaints and concerns are child focused 7. Employees and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training 8. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed 9. Implementation of the national child safe principles is regularly reviewed and improved 10. Policies and procedures document how the organisation is safe for children and young people |
| <p>2025 RTO Standards</p> Outcome 2 – VET Student Support, Division 2 – Training Support, Standard 2.3 and 2.4 |

Document History

| Version | Date | Review Notes | Officer |
|---------------|------------|-------------------|-------------|
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