Intervention Strategy

The College provides institutional assistance to all students to achieve and maintain satisfactory academic progress and to complete their programs in the requisite period of time as per the Course Duration and Progression Policy. The assistance is provided in a variety of ways and together they comprise the College’s Intervention Strategy which ranges from Primary Prevention to Tertiary Intervention.

The Course Duration and Progression Policy (International) outlines the requirements for satisfactory course progress and the circumstances in which the College may extend the duration of a student’s enrolment as set out in Standards 9 and 10 of the National Code 2007 (if the student is studying on a student visa).

Academic Progress

The College tracks the academic progress of each and every student to ensure they achieve their academic outcomes. Students who do not meet the minimum standards are notified by Student Services and appropriate intervention strategies are recommended. Students are identified via a number of Risk Assessments as identified within the Minimum Standards First Year Retention Schedule published each year. This document outlines a series of checkpoints based upon what is considered to be crucial lifecycle
risk areas as outlined below:

Non Submission and First Assessment Task Failure: It is the student’s responsibility to complete and submit all assessments as stated in the Course subject outlines.

Subject Failure: The Examiners’ Committee meets after the end of each semester to consider the progression of students. The Director of Student Services who oversees the Office of Student Records (Student Services) is responsible for all institutional data within the College and monitors the progress of each student, including the process of exclusions in conjunction with the Director of Education.

The Director of Student Services ensures the following:

- Overall satisfactory progress towards completion of program of study is maintained
- Failure to complete a subject is identified and students are flagged as Students At Risk for appropriate intervention and follow through

Monitoring will include, but is not limited to, the following:

- Student participation; and successful completion of pieces of assessment
- Identification of irregular variations in a student’s academic performance across subjects and semesters
- Identification of, and monitoring activities related to students on conditional enrolment
- Identification of, and monitoring activities related to, any students enrolled in more than the normal full-time load, as well as those repeating subjects or who have a poor academic record
- Identification of, and monitoring activities related to, any student who has been identified as having a disability of health condition which may impact upon their academic performance
- Identification and monitoring of patterns of extensions for assignments and deferred exams.

Student Advisers, Access and Equity Officers, Student Services Team Leaders and relevant academic staff are responsible for conducting relevant intervention strategies.

Implementation of Intervention Strategies include:

Non submission and Assessment Failure:
If a student is identified as not meeting all the requirements as outlined within the the Unit of Study (USO) or Subject Outline (SO) then the student receives written notification advising that they are required to attend an interview with a student advisor within 10 days of receipt of the letter. At the interview the student receives an intervention form which outlines relevant intervention strategies as deemed appropriate which the student must sign and adhere to.

Subject Failure:
If a student is identified as having failed a unit of study or subject that is a requirement of their enrolled course, they receive written notification of their attendance within 10 days to an interview with their student adviser and Senior Academic to discuss their academic performance.

At this meeting the student will be required to sign an Intervention Form which sets out the College’s definition of unsatisfactory course progress and any strategies for achieving academic success that must be adhered to.
All Intervention forms are kept on the student record.

Strategies That May be Employed to Assist Students Who are Deemed at Risk:

Intervention strategies used to assist students to successfully progress through courses may include:

- Implementation of a buddy system in which the student is paired with a senior student as a mentor
- Extending the duration of the course to enable the student to complete subjects they have failed
- Extending the duration of the course to enable the student to study a reduced workload
- Arranging for additional tutoring and support from lecturers
- Referral to the Access and Equity Program
- Placing the student on provisional enrolment
- Compulsory English language testing
- Referral to English language courses

The above strategies must be agreed to by both the College and the student and documented on an Intervention Form.

Intention to Report – Student Visa students only

The Intervention Form requires students studying on a student visa to confirm they understand that if they are assessed as failing to achieve satisfactory course progress, the College will notify them student of its intention to report them to the Department of Immigration and Citizenship (DIAC) through the Provider Registration and International Students Management System (PRISMS) for unsatisfactory course progress.

Students who are assessed as failing to achieve satisfactory course progress will be issued an intention to report letter which sets out that the College intends to report the student’s unsatisfactory progress to the Department of Immigration and Citizenship (DIAC). This is a requirement of the Education Services for Overseas Students (ESOS) Act 2000 and the National Code 2007.

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