

Intervention Strategy - Monitoring Course Progression Guidelines

Policy Code: LT880

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Introduction

Standard 8 of the National Code 2018, Monitoring Course Progress requires registered providers to have a documented intervention strategy.

The intervention strategy guidelines have been produced to assist schools in determining how to assist students at risk of not satisfactorily meeting program progress requirements as required by the [Monitoring Course Progression Procedure](#).

For coursework students, at a minimum the intervention strategy must be activated where the student has failed or deemed not yet competent in 50% or more of the courses or units studied in any study period.

Each school or partner provider should develop their intervention strategy for each student on an individual basis. These guidelines include suggested actions, however these suggested actions are not exhaustive.

Definitions

Term	Definition
ADR:	Associate Dean Research
At Risk:	An 'At Risk' student is a student who for any reason, is considered as not, or potentially not, meeting program or course progression requirements.
CUP:	Centre for University Partnerships
School:	School delivering programs to international students.
HDR student:	Higher Degree by Research student.
HDRC:	Higher Degree by Research Coordinator
Immigration	Department of Home Affairs
Intervention Strategy:	Any documented action targeted at addressing the needs of an 'at risk' student.

Term	Definition
Milestone:	Specific step in candidature that must be undertaken, e.g. confirmation of candidature.
Partner Provider (PP):	Educational institute providing programs and courses of the University through an approved Education Agreement.
PRISMS:	The Provider Registration and International Student Management System
Program:	A full-time registered program of education or training registered on CRICOS for the attainment of a testamur or certificate. Defined as course in the ESOS Act. May also be known as Course in the TAFE sector.
Program Progression:	The measure of advancement through academic merit or skill based competencies towards the completion of a program/course as per course/unit/module guidelines.
Progress Report:	Progress monitoring process undertaken by HDR candidates.
Satisfactory Progress:	Satisfactory completion of the academic merit or skill based competency requirements as per course/unit / module guidelines.
Student:	A person who holds an Australian Student Visa, and is an 'overseas Student' as defined by the ESOS Act.
Study Period:	Teaching period up to but not exceeding six months as defined by timetable or study plan. For this procedure: for Higher Education coursework a study period is a semester and for VET programs mid-point of course (six month course or less) or a semester.
Unsatisfactory Progress:	Coursework students at a minimum where student has failed or is not deemed competent in 50 % or more of units/courses attempted in a study period as per program/course outline. A TAFE student may only repeat a unit twice before not meeting academic progress for individual units which may affect their overall academic progress for the study period.

Actions

Coursework Students

	STEPS	Responsible	COMMENTS
1.	Student has been assessed as at risk of not meeting program progress requirements at end of study period or has been monitored mid study period.	School/PP	Assessment undertaken according to Monitoring Course Progression Procedure .
2.	Intervention Strategy activated.	School/PP	Student at risk has been contacted by School or PP and has arranged a meeting to discuss an intervention strategy.
3.	Tailoring of Intervention Strategy.	School / PP	Intervention strategies should be tailored to suit each individual student's needs.

	STEPS	Responsible	COMMENTS
4.	Intervention Strategies.	School / PP / Student Support	<p>Intervention strategies can cover, but are not limited to:</p> <ul style="list-style-type: none"> • transition support; • English language support; • study skills support; • welfare support; • reduction in course load; • increased contact. <p>Transition Support Students requiring transition support may be directed to the International Student Support Officer in Student Connect or equivalent officer at PP for assistance with:</p> <ul style="list-style-type: none"> • accommodation problems; • cultural shock, home sickness; • local customs and etiquette; • balancing work commitments and studies. <p>Study skills support Students requiring assistance with study skills may be directed to the Schools International Liaison staff member or a Student Learning Skills Advisor or equivalent at PP.</p> <p>Students can receive assistance in:</p> <ul style="list-style-type: none"> • time management; • assessment expectation; • class attendance and participation; • reading and note taking skills; • academic referencing and plagiarism; • research, web searching, and library skills and more. <p>Welfare Support Students may be directed to International Student Support Officer or equivalent at PP, Medical Doctor or Counsellor to</p>

	STEPS	Responsible	COMMENTS
			<p>receive assistance with personal issues influencing progress.</p> <p>Reduce Load</p> <p>Students may reduce their load under an intervention strategy however this should be done in conjunction with one or more of the above listed interventions.</p> <p>Student reducing their load after the census date may not be eligible for a fee refund.</p> <p>Change of Program</p> <p>A student may transfer to a suitable alternative program as part of an intervention strategy on receiving an unsatisfactory progress letter. CUP/PP must be notified as student will need a new offer letter and CoE.</p>
5.	Study Plan	School /PP	An amended study plan will be required for student who has an intervention in place due to failure of one or more courses. The student must receive a copy of the amended study plan.
6.	Evidence of Intervention Strategy	School/PP	Documentary evidence of the measures implemented is to be placed in student's file. Student should receive a copy.

Higher Degree by Research Students

	STEPS	Responsible	COMMENTS
1.	Candidate assessed as being 'At Risk' through milestone or progress report	School / Research Services	Schools should provide commentary as to why the candidate assessed as 'At Risk'.
2.	Letter advising of 'At Risk' status sent to candidate	Research Services	Research Services will generate a letter on the basis of the commentary provided by the School in their report.
3.	Intervention Strategy meeting.	School / Supervisor	Candidate to contact Supervisor and arrange a meeting to discuss intervention strategy with 10 working days.

	STEPS	Responsible	COMMENTS
4.	Intervention strategy drafted.	School / Supervisor/ Candidate	<p>Intervention strategies can cover, but are not limited to:</p> <ul style="list-style-type: none"> • transition support; • English language support; • study skills support; • welfare support; • reduction in course load; • increased contact. <p>Transition Support Candidates requiring transition support may be directed to the International Student Support Officer in Student Connect for assistance with:</p> <ul style="list-style-type: none"> • accommodation problems; • cultural shock, home sickness; • local customs and etiquette; • balancing work commitments and studies. <p>Study skills support Candidates requiring assistance with study skills should be directed to the Graduate Centre Program, on-line epigeum courses, Research Development advisors, Library Skills Centre, Maths drop-in centre.</p> <p>GCP can provide assistance in:</p> <ul style="list-style-type: none"> • time management; • academic referencing and plagiarism; • research, web searching, and library skills and more. <p>Welfare Support Candidates may be directed to International Student Support Officer, Medical Doctor or Counsellor to receive assistance with personal issues influencing progress.</p>
5.	Evidence of Intervention Strategy provided to candidate, Research Services and ADR/ HDRC.	School / Research Services	Documentary evidence of the measures implemented should be placed in candidate's file. Candidates should also receive a copy.
6.	Intervention strategy monitored	Supervisor/ ADR / HDRC	Supervisor/s and candidate should meet regularly to assess the success of the intervention strategy and implement changes where required.
7.	Intervention Strategy form returned to RS after 6 months	Supervisor / ADR / HDRC	At the completion of the six month period, the completed Intervention Strategy form should be completed and signed by candidate, supervisor and ADR / HDRC.

Notes

When an intervention strategy has been activated for a student, documentation or notes must be kept in the student's file (electronic or hardcopy) for all follow up meetings, support provided and strategies undertaken by the student.

If it is noted that the student is not following the intervention strategy in place for the student it is recommended that the student is sent a letter reminding the student that if they do not meet academic progress requirements they will be excluded or suspended from their program which will result in them being reported to Department of Immigration and Border Protection which may result in their student visa being cancelled.

Implementation

The Intervention Guideline will be implemented throughout the University via:

1. Inclusion on the University Policy, Procedure and Forms website