

## INTERVENTION STRATEGY

To maximise your chances of successfully completing the course, the Academy has an Intervention Strategy designed to identify students who may be at risk of unsatisfactory progress. While the Key Points provide a useful summary, you should familiarise yourself with the complete policy (available below) and regularly check for updates, as policies are subject to review.

### Key Points:

- The Academy monitors both your assessment results and your attendance for all units; if you appear to be having difficulties in either area, the Academy will contact you.
- If you are concerned about your own progress, even if you have not been contacted by the Academy, please contact the Student Support Manager ([derrick.shaw@academyofdesign.edu.au](mailto:derrick.shaw@academyofdesign.edu.au)).

## INTERVENTION STRATEGY TO ADDRESS UNSATISFACTORY COURSE PROGRESS

<b>Endorsed by</b>	Academic Board
<b>Date created</b>	26 October 2007
<b>Revision date(s) and scope</b>	24 November 2009 – attendance requirements updated in line with National Code. December 2010 – updated in line with Academic Board decision to dispense with remedial hours. May 2011 – updated to clarify references relating to satisfactory progress at unit, rather than course, level. Sept 2011 – updated pre-emptive strategy to distinguish between students who should be informed in writing and those who require a meeting with SPC. Feb 2014 – updated to reflect introduction of staged assessment. January 2016 – minor update to reflect changes to attendance monitoring procedure and role titles.
<b>Review date(s)</b>	26 October 2010 26 October 2013
<b>Next review date</b>	26 October 2016

### Scope

This strategy will apply to all students, with a few variables in outcome dependent on the residential status of the student. For overseas students maintaining satisfactory course progress and course attendance as required by the Academy is a visa condition. It should be read in conjunction with the *Policy and Procedure: Course Progression*.

### Policy Statement

The Academy will monitor student assessment and attendance, intervening at key points to assist students identified as being at risk of unsatisfactory academic progress.

### Procedure

#### Overview

A student's course progress is deemed to be unsatisfactory if the student does not successfully complete or demonstrate competency in at least 50% of the coursework requirements – that is, the units undertaken – in any given semester. This may be due to either assessment or attendance. Units not successfully completed are those for which the final grade is F1 (Fail Level 1), F2 (Fail Level 2) or IR (Incomplete – Repeat). Grades not included in the calculation of satisfactory progress include CS (Continuing Studies) and AW (Approved Withdrawal).

#### Pre-emptive Strategy

The Academy attempts to encourage satisfactory course progress and avoid situations of unsatisfactory progress by ensuring that students are made aware of course requirements for assessment and attendance during their orientation, and via the online Student Handbook.

- Students who do not submit or do not successfully complete initial stages of project assessment are deemed to be at risk of unsuccessfully completing the unit due to assessment. Tutors are requested to report any such cases as soon as possible to the Registrar or the Student Support Manager. The Support Manager will attempt to make contact with the student, to remind them of the Academy's *Assessment* policy and the consequences of not meeting the assessment requirements, and assist them in developing strategies to help meet these requirements.
- Students who accrue absences above 20% of the total unit hours are deemed to be at risk of unsuccessfully completing the unit due to attendance. This shall trigger an automatic message to remind them of the Academy's *Attendance* policy and the consequences of not meeting the attendance requirements.  
The Registrar will also regularly review attendance and, in instances deemed to be high risk (eg, first-year students or students who have poor attendance across a number of units), will inform the Student Support Manager, who will attempt to make contact with the student to discuss their situation and assist them in developing strategies to help meet the attendance requirements.



For further information see the Academy's *Assessment* and *Attendance* policies.

Should the above pre-emptive measures fail and the student not make satisfactory course progress, the following procedures will be implemented to address the situation.

## **Intervention Strategy**

### *Stage 1*

The Registrar sends the student a letter informing them of unsatisfactory progress and requesting they meet with the appropriate staff member, usually the Head of Studies or a co-member of the Student Progress Committee.

### *Stage 2*

Counselling by an appropriate staff member. This will usually be the Head of Academic or a co-member of the Student Progress Committee. Discussion will include strategies to assist the student to improve their academic performance to an acceptable level in subsequent study periods. Strategies could include: individual tutoring or mentoring, reduction in course load, personal counselling. A note indicating that counselling has occurred and the outcomes must be placed on the student's file. Both parties will sign a study plan, outlining the work required by the student to achieve satisfactory progress.

### *Stage 3*

The strategies agreed upon in Stage 2 are implemented. Students who are required to retake units at a later date may require a new study plan to be drawn up, outlining the failed units to be retaken at a later time. Depending on subsequent unit prerequisites, this situation may require the student to attend the institution for an extended period of time. If so, this will have implications for overseas students under the *National Code Standard 9: Completion within the expected duration of study*. Such variations should be reported through PRISMS as soon as possible by an authorised staff member, as per Standard 9.2.

## **Additional Requirements for Overseas Students**

For overseas students, if the Intervention Strategy is unsuccessful, ie progress continues to be unsatisfactory in two successive study periods (semesters), the Registrar will alert the Head of Academic, who will notify the student in writing of the Academy's intention to report them to the Department of Immigration and Border Protection via PRISMS and that this action will trigger the visa cancellation process. The student should also be informed they have 20 working days to appeal the Academy's decision. This appeal should follow the Academy's [Grievance Procedures](#).

While the Grievance Procedure outlines general grounds for appeal, specific grounds for appeal relating to the Intervention Strategy should involve one or more of the following:

- The Academy has not monitored, recorded or assessed the student's progress correctly.
- There are compassionate or compelling reasons that have contributed to the student's unsatisfactory progress (see below).
- The Academy has not implemented its intervention strategy in accordance with the documented policies and procedures.
- The Academy has not implemented other policies that may impact upon the student's results (eg, [Assessment Policy](#), [Attendance Policy](#)).
- The Academy has not made relevant policies available to the student.

Even if there is no appeal, the Academy must wait 20 working days before it reports the student through PRISMS. Should:

- the student not appeal within this timeframe, or
  - withdraw from the process, or
  - the outcome of the appeal process support the Academy
- the Academy will report the student through PRISMS.



For the purposes of this strategy, compassionate or compelling circumstances are defined as circumstances beyond the control of the student that are having an impact on the student's progress through a course. These could include:

- serious illness, where a medical certificate states that the student was unable to attend classes
- bereavement of close family members such as parents or grandparents
- major political upheaval or natural disaster in the home country requiring their emergency travel that has impacted on their studies
- a traumatic experience which has impacted on the student (these cases should be where possible supported by police or psychologists' reports)
- where the school was unable to offer a pre-requisite unit
- inability to begin studying on the course commencement date due to delay in receiving a student visa.

For other circumstances to be considered as compassionate or compelling, evidence would need to be provided to show that these were having an impact on the student's progress through a course.