



## Early Intervention and Student Support Procedure

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In developing this procedure the University had regard to the provisions of section 40B(1)(b) of the Human Rights Act 2004 (ACT).

### PURPOSE:

- 1.1 This procedure describes the University's processes for:
- identifying students undertaking coursework programs who are at risk of unsatisfactory academic progress;
  - alerting students to the support services available to them to address unsatisfactory academic progress; and
  - implementing an intervention strategy to support a student to address unsatisfactory academic progress.

### SCOPE:

- 2.1 These Procedures apply to students enrolled in coursework programs at the University of Canberra (UC) and at the University of Canberra College (UCC).
- 2.2 These procedures do not apply to students undertaking higher degrees by research, as such students are covered by the Higher Degree by Research Academic Progress Policy.
- 2.3 These procedures do not apply to students enrolled in English Language and Foundation courses at the University of Canberra College (UCC), as such students are covered by UCC's [ELICOS Student Management Policy](#) and any associated procedures.

### PROCEDURE:

#### 3. Support Services

- 3.1 The University offers a range of services to students to support their learning and enable them to complete their course of study within the prescribed timeframe.

3.2 Arrangements for the provision of student support at third party provider locations are detailed in contracts and the Third Party Providers Agreements and Operations Manuals.

3.3 Information regarding provision of student support services at each of the University's campuses is available to students on the University of Canberra website.

#### **4. Communication to students – support services**

4.1 The University monitors the academic progress of students undertaking coursework programs at all campuses to ensure they are making adequate academic progress.

4.2 Students determined to be at risk of not making adequate academic progress, or as likely to become so, are notified by the University of its determination. All email communications must use University email accounts.

4.3 International students who are identified as being at risk of not making adequate academic progress are advised of the potential impact this may have on their ability to comply with the requirements of their student visa.

4.4 Students are alerted to the available support services at the University and encouraged to make use of them when determined as being at risk of failure to make adequate academic progress.

4.5 The University acknowledges that circumstances outside academic life may be the basis of unsatisfactory academic progress. Consequently, students are alerted to all support services available at the University rather than only those focused on academic skills.

4.6 Students are contacted by email in relation to key activities that fall throughout the academic year. A key component of these communications is the provision of information to students about the University's support services.

Key events which trigger broad communication to all students and the academic support services available include:

- Orientation Week/s
- Census Dates
- Exam Periods
- Release of results

This communication is coordinated by the Student Connect Directorate.

#### **5. Monitoring student progress at unit level**

5.1 Unit Conveners monitor the performance of individual students within the units that they teach.

5.2 Unit Conveners initiate intervention when students are identified as being at risk of failing the unit, with support and oversight from the relevant Program Director or equivalent.

5.3 Students may be identified at risk of failing a unit in a variety of ways according to the nature of the specific unit a student is undertaking. Typically, assessment of a student's risk of failing a unit will occur through monitoring performance in written and oral assessment tasks. Where alternative means of monitoring a student's performance are available, such as mid-point reviews in clinical placements, Unit Conveners should consider these in determining a student's risk of failure.

5.4 Where a student has failed an assessment item, the Unit Convener considers:

- the likely impact of that failure on the student's overall progress in the unit;
- the student's performance in the unit to date (including past attempts);
- the weight of the assessment task;
- overall performance across the cohort in the assessment task; and
- determines whether it places the student at heightened risk of failing the unit.

5.5 Where the assessment item is minor, or there has been unsatisfactory academic progress across the cohort, the Unit Convener should remind all students of the academic support services available at the University in the general feedback provided to the cohort of students.

5.6 Where a student fails a major assessment item or has failed a series of minor assessment items and is at risk of failing the unit, the Unit Convener should contact the student directly to initiate intervention.

5.7 Where it is apparent that a student will be unable to satisfy the requirements to pass a unit – for example, by not submitting an assessment item when the Unit Outline specifies all assessment items must be attempted – the Unit Convener should contact the student directly to initiate intervention.

5.8 Unit Conveners determine the most appropriate means of communicating with a student commensurate with the level of intervention required. Options available to a Unit Convener to contact a student include email, announcements on the relevant Canvas site and within individual feedback provided to a student in relation to an assessment item.

5.9 Communications with students should alert them of the potential impact continued failure may have on their academic progress and advise the student of the support services available at the University where they can seek assistance. Email templates for Unit Conveners to use for this purpose are available at Appendix A.

5.10 Unit Conveners may invite a student to contact them (or their tutors), whether in person, by email or telephone, to discuss the circumstances leading to their unsatisfactory academic progress in the assessment item or unit to date. When meeting a student, Unit Conveners will consider the student's individual circumstances and refer a student to support services available through the University most appropriate to the student's needs.

5.11 Unit Conveners keep a record of all communication between themselves and a student in relation to initiating intervention to allow compliance with this procedure to be demonstrated.

## **6. Monitoring progress - course completion**

6.1 Monitoring of students' overall academic progress is undertaken centrally by the University's Student Connect Directorate in accordance with the University's Academic Progress Procedure for Coursework

Students.

6.2 A range of events identified through this monitoring process demonstrate that a student is either not making adequate academic progress or is at risk of not doing so.

6.3 Each of these events trigger action by the University to notify a student of their status and its potential consequences.

6.4 Notifications triggered through central monitoring of academic progress against course completion alert students to the support services available.

6.5 Students placed on academic probation under the University's Academic Progress Procedure for Coursework Students are offered additional support through an invitation to enter into a formal intervention strategy. Where the student is an international student, the student is notified that the University cannot grant an extension to their Confirmation of Enrolment unless they have entered into an intervention strategy in accordance with the National Code.

## **7. Intervention Strategy**

7.1 Students are not obliged to enter into a formal Intervention Strategy with the University and are invited to do so voluntarily where the University determines that this is the appropriate level of intervention required. Students should be made aware of the possible consequences of choosing not to enter into an Intervention Strategy.

7.2 Students invited to enter into an Intervention Strategy with the University will be directed to contact the Student Centre by email to request an appointment.

7.3 On receipt of a request for an appointment, the Student Centre unit will schedule an appointment time within 10 working days. The student is then advised of the appointment time by email.

7.4 An appointment may be conducted by telephone or other means as requested by the student and subject to resources at the University.

7.5 A student must bring a revised study plan approved by the relevant Faculty to their appointment. Any student who attends an intervention strategy meeting without a revised study plan will be directed to obtain one and then request a new appointment time to be scheduled.

7.6 Rescheduled appointments will be booked in the same way as an initial appointment, and will be scheduled within 10 working days according to staff availability.

7.7 At an intervention strategy appointment, the student will be given the opportunity to discuss their academic progress and any factors which they believe may have contributed to their current situation with a member of staff. This may include discussion of personal circumstances beyond those which directly relate to their academic life at the University.

7.8 Two templates are provided at Appendices B1 and B2 (Bruce campus and partner institutions, respectively), which are to be used to guide the discussion between the staff member and the student during an intervention strategy appointment. This template forms the intervention

strategy agreement between the student and the University and is to be signed by both the staff member and the student at the conclusion of the meeting.

7.9 Following an intervention strategy meeting, the signed intervention strategy is to be scanned and emailed to the student. For international students, this email will advise that failure to comply with the terms of this agreement may result in refusal to extend their Confirmation of Enrolment.

7.10 Students are advised that it is their responsibility to demonstrate compliance with the terms of the intervention strategy where this is required, such as on requesting an extension to a Confirmation of Enrolment.

7.11 A student will be expected to provide a dossier of information which clearly demonstrates their compliance with the terms of the intervention strategy such as signed records of attendance or a letter advising that they have engaged with a particular support service and the nature of their engagement.

7.12 The intervention strategy is uploaded to the student's official record on the University's electronic records management system by the relevant business unit.

7.13 The student's record on Callista is updated to indicate that the student has entered into an intervention strategy with the University by the Student Centre.

## **Appendix A – Email Templates for Unit Conveners**

### *Email template - Student who has failed an assessment item*

Dear [Student],

I have recently released the marks for [Assessment Item Name] for Unit [Unit Number] – [Unit Name], for which I am the Unit Convener. On reviewing the final marks awarded, I have noticed that you did not pass this assessment item and, as such, you appear to be at risk of not successfully completing this unit. Failing a single unit can have a significant impact on your studies and being able to complete your course within the required timeframe.

As your Unit Convener, I am available to talk to you about any issues you are experiencing with the unit. You can contact me by email, [email address], on telephone 02 620X XXXX or in person during my office hours which are [office hours]. Alternatively, you may contact me to make an appointment if you would prefer to speak to me directly but cannot come to my office during my designated office hours.

In addition, the University offers a range of support services to assist students to successfully complete their studies. These services include not only academic support, but a range of other services which provide students with support to manage medical issues and their mental health.

Further information regarding the services available to students is available on the Current Students pages of the University's website for your study location as follows:

- Bruce Campus - <https://www.canberra.edu.au/current-students/canberra-students/student-support>;
- TAFE Queensland - <https://www.canberra.edu.au/current-students/queensland-students/student->

[support](#);

- TAFE NSW - <https://www.canberra.edu.au/current-students/sydney-students/student-support>;
- Global Business College of Australia - <https://www.canberra.edu.au/current-students/melbourne-students/student-support>;
- DUCERE - <https://www.canberra.edu.au/current-students/ducere-online-students/student-support>;  
and
- Overseas Partner Institutions - <https://www.canberra.edu.au/current-students/other-countries/student-support>.

As the University is most able to assist you when you act early to address any potential issues, I strongly encourage you to seek any assistance available, which is appropriate to your needs, to enable you to succeed in this unit and your studies as a whole.

Kind regards,

#### Appendix B1 – Formal Intervention Strategy Template – Bruce Campus

Student Name:	
Student ID Number:	
Course:	
Level:	<input type="checkbox"/> Diploma <input type="checkbox"/> Undergraduate <input type="checkbox"/> Postgraduate (Coursework)
Origin:	<input type="checkbox"/> International <input type="checkbox"/> Domestic
Reason for presentation	<input type="checkbox"/> Unable to complete within prescribed timeframe <input type="checkbox"/> Academic probation <input type="checkbox"/> Other:
Previous Intervention Strategy	<input type="checkbox"/> Yes <input type="checkbox"/> If so, <input type="checkbox"/> No attached?
Revised Study Plan	<input type="checkbox"/> Yes <input type="checkbox"/> If so, <input type="checkbox"/> No – Reschedule Appt attached?

<p>Time remaining on CoE <i>(International Students Only)</i></p>	
<p>Completion possible within timeframe?</p>	<p>[Symbol] Yes</p> <p>[Symbol] No, due to:</p> <p style="padding-left: 40px;">[Symbol] Repeated failure (credit points)</p> <p style="padding-left: 40px;">[Symbol] Under enrolment (credit points)</p> <p style="padding-left: 40px;">[Symbol] Failed mandatory unit</p>
<p>Probation status</p>	<p>[Symbol] Student on academic probation</p> <p>[Symbol] Student to be placed on academic probation</p> <p>[Symbol] Academic probation not required</p>
<p>Summary of student's circumstances</p>	
<p>Relevant Support Services</p>	<p>[Symbol] Welfare Office                      [Symbol] Study Skills</p> <p>[Symbol] Medical and Counselling    [Symbol] Careers advice</p> <p>[Symbol] Inclusion and Engagement [Symbol] Other:</p>

Agreed action	
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Name (Student)                      Signature                                      Name (Staff Member)                      Signature

**Appendix B2 – Formal Intervention Strategy Template – Partner Institutions**

Student Name:	
Student ID Number:	
Course:	
Level:	[Symbol]              [Symbol]              [Symbol] Postgraduate Diploma              Undergraduate              (Coursework)
Level:	[Symbol] Undergraduate              [Symbol] Postgraduate (Coursework)
Origin:	[Symbol]              [Symbol]              [Symbol] International              Domestic              Offshore



<p>Campus:</p>	<p>[Symbol] GBCA [Symbol] ECUST (Shanghai)</p> <p>[Symbol] TAFE QLD University [Symbol] Hong Kong Baptist University</p> <p>[Symbol] SWSI University [Symbol] Hangzhou Normal University</p> <p>[Symbol] NSI [Symbol] Ningbo University</p> <p>[Symbol] DUCERE (online) [Symbol] Royal Institute of Management (Bhutan)</p> <p>[Symbol] SKVM IIS</p>
<p>Reason for presentation</p>	<p>[Symbol] Unable to complete within prescribed timeframe</p> <p>[Symbol] Academic probation</p> <p>[Symbol] Other:</p>
<p>Previous Intervention Strategy</p>	<p>[Symbol] Yes [Symbol] If so, [Symbol] No attached?</p>
<p>Revised Study Plan</p>	<p>[Symbol] Yes [Symbol] If so, [Symbol] No - Reschedule Appt attached?</p>
<p>Time remaining on CoE <i>(International Students Only)</i></p>	
<p>Completion possible within timeframe?</p>	<p>[Symbol] Yes</p> <p>[Symbol] No, due to:</p> <p>[Symbol] Repeated failure (credit points)</p> <p>[Symbol] Under enrolment (credit points)</p> <p>[Symbol] Failed mandatory unit</p>

<p>Probation status</p>	<p>[Symbol] Student on academic probation</p> <p>[Symbol] Student to be placed on academic probation</p> <p>[Symbol] Academic probation not required</p>
<p>Summary of student's circumstances</p>	
<p>Relevant Support Services</p>	<p>[Symbol] Student Welfare                      [Symbol] Study Skills</p> <p>[Symbol] Medical/Counselling                      [Symbol] Careers advice</p> <p>[Symbol] Disability Support                      [Symbol] Other</p>
<p>Agreed action</p>	

## ROLES AND RESPONSIBILITIES:

Role	Responsibilities
Program Director (or equivalent)	Oversee monitoring of students' academic progress by Unit Conveners.
Unit Convener	Monitoring of students' academic progress at the unit level and initiation of intervention, as required.
Student Connect	Undertake centralised monitoring of student progress at the course level and initiate intervention as required. Invite students placed on probation to enter into a formal intervention strategy. Schedule appointments for students seeking to enter into an Intervention Strategy. Update Callista to reflect students have been entered into an Intervention Strategy.
Student Life	Convene a team of staff to respond to student requests to enter into an intervention strategy twice yearly to align with the issue of probation notifications to students.

## GOVERNING POLICY AND LEGISLATION:

These procedures support the academic progress of all students and comply with relevant provisions of:

- [Disability Standards for Education 2005](#) established under the [Disability Discrimination Act 1992](#);
- [Higher Education Standards Framework \(Threshold Standards\) 2021](#) established under the [Tertiary Education Quality and Standards Agency \(TEQSA\) Act 2011](#); and
- National Code of Practice for Providers of Education and Training to Overseas Students 2018 (the National Code) established under the [Educational Services for Overseas Students Act 2000](#) (Cth).

These procedures further adhere to the University's Statutes and Rules as provided for under the University of Canberra Act 1989 (ACT) as follows:

- University of Canberra (Academic Progress) Statute 2015
- University of Canberra Academic Progress Rules 2017
- [University of Canberra \(Courses and Awards\) Statute 2010](#)
- University of Canberra Courses and Awards (Courses of Study) Rules 2013
- University of Canberra (Medical Leave) Rules 2017

## SUPPORTING INFORMATION:

## University policy and procedures

- Academic Progress (for Coursework Students) Procedure
- Completion within expected duration of study for international students Policy
- Completion within expected duration of study for international students Procedure
- Course Delivery by Third Party Providers Policy
- Course Delivery by Third Party Providers Procedure
- Disability Policy
- Deferring, suspending or cancelling an international student's enrolment
- Enrolment Policy
- Privacy Policy
- Student Charter
- Student Mental Health Support Guidelines
- Student Mental Health Support Policy
- Third Party Providers Agreements and Operations Manuals
- Welfare Arrangements for Under 18 International Students Policy
- Welfare Arrangements for Under 18 International Students Procedure

## DEFINITIONS:

Abbreviation or term	Meaning
Academic Probation	Has the same meaning as within the University of Canberra (Academic Progress) Rules 2017.
Confirmation of Enrolment	Has the same meaning as within the <a href="#">Educational Services for Overseas Students Act 2000</a> (Cth).
National Code	National Code of Practice for Providers of Education and Training to Overseas Students 2018 established under the Educational Services for Overseas Students Act 2000 (Cth).