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## Policy Title

Academic Intervention and Support Policy and Procedure

## Policy Statement

A significant proportion of students at ANU College are international students with English as a second language; ongoing language support is critical to their retention and success.

Standard 8 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018) outlines:

- a) the intervention strategy that specifies the procedures for identifying and assisting students at risk of not meeting the academic course progress requirements; and
- b) the providers' obligations to report international students who do not meet course progress requirements of their visa.

This policy should be read in conjunction with the ANU College *Academic Progression and Articulation Policy and Procedure, Student Attendance Policy and Procedure, and Under 18 Attendance Registration Process*.

## Purpose

The purpose of this policy is to:

1. Ensure all ANU College students have support to maintain satisfactory course progress and to complete their enrolment within the expected duration of their Confirmation of Enrolment (CoE);
2. Ensure timely intervention procedures where students are having difficulties, and
3. Minimise numbers of students withdrawing from studies.

## Scope

This policy applies to all students enrolled in the programs and courses specified in this document; as follows: Academic English Preparation (AEP), ANU Access English, Foundation Studies (Extended), Foundation Studies (Standard) and Foundation Studies (Rapid).

## Definitions

**'At Risk'** – Students are defined to be academically at risk if they a) have failed or are in danger of failing any unit of study, b) are unable to complete their enrolment with the expected duration of their CoE, or c) have an interim GPA that is below the minimum required to commence a degree at The Australian National University.<sup>2</sup>

**Unsatisfactory Course Progress** – A student's academic progress is deemed unsatisfactory if they a) fail 50% or more of their enrolled courses in a term and/or semester, b) do not cooperate and/or

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<sup>1</sup> References to Foundation courses herein do not apply to the ANU Express program (CRICOS Course Code: 079652M) delivered by SGA's ANU College on behalf of ANU (CRICOS Provider code 00120C). Relevant ANU policy and procedure applies to ANU Express students. For more information, visit: <https://policies.anu.edu.au/ppi/index.htm>

<sup>2</sup> Item c) only applies to Foundation Studies students.

respond positively to the recommended intervention strategy or c) fail a Foundation Studies or ELICOS course twice.

### **Roles and Responsibilities**

Classroom teachers are responsible for monitoring and assessing student progress and providing information to the relevant Course Coordinator.

The Course Coordinator is responsible for working with teachers to provide initial assistance and on-going support within the classroom.

All final decisions regarding a student's academic progress, together with any variation of a student's enrolment in any program or course, will be made by the relevant Head of Program. The Head of Program will take advice from the Head of College, Academic Director, Course Coordinators, the student's teachers, the Student Support Officers (Welfare and Academic) and any other member of staff who may be in a position to contribute to a determination in a case relating to academic progression.

The ANU College procedures for monitoring and recoding students' academic progress and reporting cases of unsatisfactory course progress are outlined below.

### **Policy Provision and Procedure**

#### ***Pre-Enrolment at ANUC***

1. Students are asked to declare any disabilities, impairments or learning support needs on their initial application/enrolment form.

#### ***Identifying Students at Risk***

2. Teachers assess and moderate student work submitted as formative and summative assessment tasks throughout the term/semester and record details about students of concern.
3. At the mid-term point for each course, the Heads of Program (ELICOS and Foundation Studies) and/or Course Coordinators review the mid-term results of all students in their cohort and conduct academic counselling for students who have been identified as 'at risk'.
4. In addition to the mid-term academic counselling, the Head of Program (Foundation Studies) and/or Course Coordinators review the GPA of all students in their cohort at the end of each semester (= two terms) in the Foundation Studies program. Students may be categorised into three groups for intervention at this point depending on the cohort and program.

#### ***Contacting and Counselling identified students***

5. Students who have been identified as 'at risk' will be contacted by the relevant Head of Program or a Student Support (Welfare) officer by email or telephone to attend a meeting regarding their academic progress.
6. At this meeting, students will be made aware of their current academic progress and feedback will be sought from the student about the reasons why they are at risk. Students will be counselled according to each individual circumstance.

7. Teachers, Course Coordinators and Student Support (Welfare) officers continue to regularly monitor students at risk and any areas of concern are communicated to teachers and the relevant Head of Program.

### ***Strategies to assist identified students***

8. Teachers and Student Support officers (Welfare and Academic) work with students at academic risk to develop appropriate academic intervention strategies. Intervention is determined on a case-by-case basis.
9. Examples of support include, but is not limited to:
  - a) Referral for individual counselling to Student Welfare Support and/or Academic Support;
  - b) Individual or small group tutorial support;
  - c) Individual or small group study plans;
  - d) Individual Student Action Plan;
  - e) Provision of additional resources, including but not limited to video/DVDs, online learning;
  - f) Alternative texts, workbooks and/or assessments;
  - g) Provision of workshops on particular topics;
  - h) Provision of extending the enrolment duration by allowing under-loading<sup>3</sup> or over-loading<sup>4</sup> (only available to Foundation Studies students). All decisions relating to eligibility for extending the enrolment duration are the responsibility of the Head of Program (Foundation Studies) and/or at the discretion of the Head of College and will be made in line with Standard 8 of the National Code 2018 and in accordance with relevant ANU College policies and procedures.

Any of these support strategies are determined and implemented according to the varying student needs.

10. Teachers work with students at risk in the first instance and liaise with the appropriate Course Coordinator regarding the intervention response. Course Coordinators are able to refer a student to the relevant Head of Program at any time using the Academic Progress Proforma (Appendix A). Heads of Program may also refer students to the Head of College or any other relevant staff member in the College using the Academic Progress Proforma. This is decided on a case-by-case basis.
11. Student Support officers and/or the Heads of Program may at any point refer students to subsequent meetings with the Head of College or any other relevant staff member in the College.
12. Students at-risk may also be provided with support and information about alternative pathways at the mid-module/semester point or the end of module/semester point depending on circumstance.

### ***Activation of intervention strategy***

13. Intervention is determined on a needs basis and may occur at any point throughout the term/semester, but most likely at the mid-term/semester point. It is from this time that the

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<sup>3</sup> Only permitted on compassionate or compelling circumstances and limited to elective courses.

<sup>4</sup> Only available to Foundation Studies Extended and Standard students for a maximum of one (1) course per term.

intervention strategies are actioned. At-risk students continue to be monitored by the Student Support Officers and/or the Head of Program.

### **Reporting unsatisfactory course progress**

14. In line with Standard 8 of the National Code 2018, in cases where the 'at risk' student fails to make and maintain satisfactory course progress, the Heads of Program (ELICOS and Foundation Studies), in consultation with the Head of College or any other relevant staff member in the College, will issue the student with the **Notice of Intention to Report** on the grounds of unsatisfactory course progress. This letter of warning will include advice to the student regarding the *SGA Student Complaints and Appeals Policy and Procedure* with reference to Standard 10 (Complaints and Appeals) of the National Code 2018 and the student's right to access the College's appeal process within twenty (20) working days. A copy of this letter will be placed on the student's official record. The student's parents will be advised where appropriate, with the student's knowledge.
15. A student who appeals against the Notice of Intention to Report following the *SGA Student Complaints and Appeals Policy and Procedure*, and is unsuccessful, will be reported to the Department of Education and Training via PRISMS for breach of the requirements of their visa in making satisfactory course progress within five working days of such a decision.

### **Supporting Documents**

The National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018)

SGA Deferment, Suspension, Withdrawal or Cancellation of Enrolment Policy

SGA Student Complaints and Appeals Policy and Procedure

ANU College Academic Progression and Articulation Policy and Procedure

ANU College Student Attendance Policy and Procedure

ANU College Under 18 Attendance Registration Process

### **Approval and Review**

<b>Policy Name</b>	Academic Intervention and Support Policy and Procedure
<b>Policy Owner</b>	Academic Director
<b>Version Number</b>	5.2
<b>Approval Authority</b>	Head of College, ANU College
<b>Date of Approval</b>	31 August 2018
<b>Date Commencing</b>	16 April 2019

## Document History

Date Commencing	Summary of Changes	Next Review Date
10 April 2017	v4.0 Review and approval	August 2022
31 August 2018	v5.0 Minor administrative amendment to maintain currency with business and regulatory changes	August 2022
13 March 2019	v5.1 Minor amendments to include reference to the reporting obligations for unsatisfactory course progress and provision of under/over-loading.	August 2022
16 April 2019	v5.2 Minor amendment to scope to maintain business currency.	August 2022

## Appendices

### A. Student Academic Progress Proforma

# STUDENT ACADEMIC PROGRESS PROFORMA

Foundation Studies and ELICOS Programs only.

## Section 1 – General Information

**Student ID**  
e.g. student id

**Student Name**  
e.g. student name

**Program**  
Choose an item.

**Semester**  
e.g. S1 2016

**Academic advisor**  
e.g. member of staff completing  
this form

**Date**  
e.g. date of referral

Reason for referral	Action level						
<b>Unsatisfactory Academic Progress</b> Examples include; <ul style="list-style-type: none"> <li>▪ Late submission of assessment(s)</li> <li>▪ Unsatisfactory performance in an assessment item/s</li> </ul> For which course	Course Coordinator	Head of Program	Head of College				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<b>Academic misconduct</b> Examples include; <ul style="list-style-type: none"> <li>▪ Potential plagiarism/collusion in a submitted assessment/s</li> <li>▪ Potential plagiarism/collusion in a test(s)/exam(s)</li> <li>▪ Other</li> </ul> For which course	Course Coordinator	Head of Program	Head of College				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<b>Unsatisfactory attendance</b>  For which course	Course Coordinator	Head of Program	Head of College				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<b>Other:</b> Click here to enter text.	Course Coordinator	Head of Program	Head of College				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Further comments: Click here to enter text.							
<b>Student Support Teams</b> <b>The section below is only to be completed by Academic and/or Welfare Support</b>							
<b>Issues could include:</b> <ul style="list-style-type: none"> <li>▪ Social</li> <li>▪ Emotional</li> <li>▪ Academic</li> </ul> For which course	Relevant person to be kept informed of the issues by student support team/s: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;">Head of Program</td> <td style="width: 50%; text-align: center;">Head of College</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>			Head of Program	Head of College	<input type="checkbox"/>	<input type="checkbox"/>
Head of Program	Head of College						
<input type="checkbox"/>	<input type="checkbox"/>						

## **Section 2 – Academic or Welfare Strategies that;**

**a. have been taken up until this point, and/or**

**b. are to be taken**

Click here to enter text.

## **Section 3 – Student response to the above concerns**

Please note: this section is not required for welfare support matters.

This section is to be completed only by the HOP, HOC or Academic Support Officer.

Student should be asked to provide a written response to the aforementioned issues regarding their academic progression. This section can be completed during the meeting where a student verbalises and has their response entered by the relevant staff member, or the student may have been emailed this form prior to the meeting. In the second instance, students should return this directly to the appropriate member of staff from who it was issued.

Click here to enter text.

### **Review Meeting**

A meeting to review the issues outline is *required / not required*

The student is invited to meet with the following staff to further discuss issues regarding their academic progression:

- Date and time                      Meeting date at time
- Location                              Meeting location
- Academic advisor                  Staff member the student is to meet with

## Section 4 - Meeting outcome

- Student attended the meeting  Yes  No  N/A
  - Academic advisor  Yes  No  N/A
  - Date of meeting  Yes  No  N/A
- Staff member attending the meeting  
Date of meeting

<b>Summary of the findings, outcomes and recommendations of the meeting</b>
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**Further action required?**

- |                              |                              |                             |                              |
|------------------------------|------------------------------|-----------------------------|------------------------------|
| Refer to Head of Program     | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| Refer to Head of College     | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| No further referral required | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |

Student's signature

Staff member's signature