

Student Progression and Intervention Procedure

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1. Overview

The Procedures outlined in this document are designed to describe the processes and actions that operationalise and implement the [APIC Student Progression Policy](#), including:

- the early identification of disengaged students
- the identification of students At-Risk and making Unsatisfactory progress
- the nature of Intervention programs required for students deemed to be At-Risk
- the procedures for students who continue to make Unsatisfactory progress subsequent to participating in an Intervention program.

2. Scope

These Procedures apply to all domestic and international students enrolled in an award course at Asia Pacific International College (APIC) and to all academic and support staff involved in matters concerning student progression.

3. Stages of Monitoring Student Course Progression

At APIC, student progression through their courses is monitored and action taken at the following stages:

- 1) Early identification of disengaged students during each study period
- 2) Review of academic results at the end of each study period to identify students At-Risk and making Unsatisfactory progress
- 3) Intervention and support
- 4) Continued Unsatisfactory progress
- 5) Cancellation

If identified as not making satisfactory course progression, the student normally moves sequentially through these stages unless the conditions specified at each stage are fulfilled, and the student is deemed to be making satisfactory course progression.

4. Identifying students At-Risk

4.1 Early identification of disengaged students

Table 1 outlines the process of early identification of disengaged students throughout a study period.

A report on Early Intervention for Disengaged Students is presented to the Learning and Teaching Committee after each study period.

Table 1: Early Identification Process

Week	Intervention Support Action	Person responsible
Week 1 – Week 3	<ol style="list-style-type: none"> 1. Unit Coordinators identify disengaged students using Dropout Detective's 'Risk Index'. 2. Unit Coordinators contact the students to offer support. 	<ul style="list-style-type: none"> • Unit Coordinators

Beginning of Week 4	<ol style="list-style-type: none"> 1. The Dean (Academic) or delegate downloads the Dropout Detective report that identifies disengaged students across all units and courses. The <i>Early Intervention and Re-Engagement Register</i> is created and sent to Student Services Team. 2. The Student Services Team send a communication to disengaged students and provides information about support services available (e.g. learning support, counselling, accessibility support, Special Consideration). The communication invites the student to reply with a reason for disengagement so that the Student Services Team can respond and provide more specific guidance and refer the student to the appropriate support, if needed. The Student Services Team updates the <i>Early Intervention and Re-Engagement Register</i>. 	<ul style="list-style-type: none"> • Dean (Academic) or delegate • Student Services team
Week 4 – Week 10	<ol style="list-style-type: none"> 1. After the first assessment task is due, the Unit Coordinator contacts students who: <ul style="list-style-type: none"> • failed to submit the first assessment task, or • did not pass the first assessment task. 2. If applicable, the Unit Coordinator may: <ul style="list-style-type: none"> • encourage the student to apply for Special Consideration and arrange a new submission/resubmission date (if appropriate), and/or • refer the student to the Learning Support Team and/or Course Coordinator for academic counselling. 3. Unit Coordinators continue to monitor disengaged students using Dropout Detective’s ‘Risk Index’ and contact the students to offer support. 	<ul style="list-style-type: none"> • Unit Coordinators • Course Coordinators • Learning Support Team
Week 10	<ol style="list-style-type: none"> 1. The Dean (Academic) or delegate downloads the Dropout Detective report and extract the updated ‘Risk Index’ for students identified in week 4 and update the <i>Early Intervention and Re-Engagement Register</i>. 	<ul style="list-style-type: none"> • Dean (Academic) or delegate

4.2 Review of academic results at the end of each study period

At the end of each study period when final student grades have transferred to the Student Management System and prior to the meeting of the Board of Examiners, the Registrar prepares a

report for the Board of Examiners identifying students who are making Unsatisfactory Progress or At-Risk of doing so.

On approval of academic results by the Board of Examiners, notification of Unsatisfactory or At-Risk course progression status is sent to all identified students by the Registrar.

For all At-Risk students, notification will include a requirement for students to attend a formal advisory interview with the Head of Discipline/Course Coordinator/Director of Studies to discuss reasons for unsatisfactory academic performance and to devise an Intervention support strategy to improve academic standing in subsequent study periods. A record of the academic advisory interview will be signed by the advisor and the student and placed on the student's file.

International students with At-risk status are cautioned of consequences to their Visa status if they fail 50% or more of units in the subsequent study period resulting in unsatisfactory academic performance.

5. Intervention and support

During the academic advisory interview, the Course Coordinator and the student will determine what additional support will be provided to the student and an intervention strategy will be put in place. This may include, but is not limited to, the student:

- a) undertaking supplementary training to enhance their academic literacy and English language proficiency skills
- b) entering into a learning contract
- c) attending academic skills seminars
- d) receiving individual case management
- e) attending additional advisory sessions
- f) receiving assistance with personal issues which are influencing progress
- g) receiving mentoring
- h) a combination of the above.

Placement on an Intervention Plan may also be accompanied by conditions being imposed on a student's enrolment by the Dean (Academic) or delegate. Where a student has failed to meet minimum academic standards, on the advice of the Course Coordinator, the Dean (Academic) or delegate may consider a reduction in their study load as part of an intervention strategy. All considerations for a reduction in study load due to failure to meet academic standards will be at the sole discretion of the Dean (Academic).

At-Risk students must demonstrate engagement with and successful completion of the Intervention program, and with any other conditions imposed on their enrolment, as a condition of being permitted to renew their enrolment without conditions in subsequent study periods.

All intervention is fully documented and recorded in the Student Management System.

6. Continued Unsatisfactory progress

If a student continues to fail to meet minimum academic standards after an intervention strategy has been put in place, they are informed by the Registrar's Office that they have been deemed as making Unsatisfactory course progression.

6.1 Appeals

If the student has been notified that they have made Unsatisfactory course progression and that their enrolment will be cancelled, they can make an appeal to the Registrar's Office to show cause as to why the College should allow their enrolment to continue.

All appeals are considered in accordance with the [Grievances and Appeals Policy and Procedure](#). Appeals are made using the [Student Appeal Form](#). Appeals must be submitted within twenty (20) working days of the date of notification to the student of the decision.

Appeal submissions should contain as much relevant information as possible to help the College reach a decision, including:

- any compassionate or compelling reasons for the student's previous performance, supported by documentary evidence,
- any remedial action undertaken since the student was advised of the academic caution or of being *at-risk* of unsatisfactory course progression, and
- how the student intends to improve their academic performance if permitted to continue their studies.

A student who does not submit a written appeal by the due date shall have their enrolment cancelled.

The Registrar shall consider the appeal application and may:

- a. advise the Dean (Academic) that termination of the student's enrolment is appropriate; or
- b. advise the Dean (Academic) that the student should be permitted to continue with or without specific conditions.

After consultation with the Dean (Academic), the Registrar will determine the appropriate course of action and provide a written statement to the student within ten (10) working days outlining their decision and informing the student of their right to appeal the decision to the internal Appeals Committee.

6.2 Cancellation

A student whose appeal submission has been rejected, or who has been permitted to continue their enrolment in the course but with conditions imposed and who again fails to meet the minimum academic standards of Satisfactory progress, or who breaches the conditions imposed, may have their enrolment cancelled and be excluded from the institution.

Under special circumstances for such a student, the Dean (Academic) may approve a continuation of enrolment under specified conditions, including further support programs and performance indicators of satisfactory achievement of the conditions.

7. Related Documents

- Grievances and Appeals Policy and Procedure
- Student Progression Policy
- Student Appeal Form

8. Version Control

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