



ACADEMIC PATHWAYS PROGRAM INTERVENTION POLICY

SECTION 1 - PURPOSE AND SCOPE

- (1) The Intervention Policy will provide guidance to staff and international and domestic students in regard to The College's policy and procedures in relation to students at risk in accordance with Standard 10 of the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students and in accordance with Western Sydney University policy.
- (2) The Academic Pathways Program of The College undertakes to ensure that its policies are fair and transparent and consistent with Commonwealth legislation, Western Sydney University policies and other policies of The College.
- (3) Students are expected to engage with the learning activities in units.
- (4) All teachers in the Academic Pathways Program have a role in assisting students to be academically successful. Teachers are expected to be actively engaged in working with students to improve and to take action in accordance with this policy if students are at risk.

SECTION 2 - DEFINITIONS

- (5) For the purposes of this policy, the following definitions apply:
 - a. "Domestic Student" - means a student studying at The College who is not a student visa holder.
 - b. "International Student" - a student studying at The College on a student visa.
 - c. "The College" - Western Sydney University The College a division of Western Sydney University Enterprises Pty Ltd.
 - d. "The University" - Western Sydney University.

SECTION 3 - POLICY STATEMENT

- (6) The College is committed to enhancing the learning experience of all students and to this end will implement, within sustainable margins and in line with financial and operational constraints, intervention strategies to provide support to all students.
- (7) It is the policy of the Academic Pathways Program that students, at risk of failing to meet course progress requirements, will be identified as early as possible in their studies. To that end the following procedures will be used.

SECTION 4 - PROCEDURES

- (8) Where possible, and educationally sound, a formal assessment task will be held in week three (3) or four (4) in each unit. It is hoped that this will identify early in the teaching session those students who may be at risk. Feedback should be provided to students before census date so that at risk students are given the opportunity to withdraw from their course and perhaps return at a later date or reduce their study load.
- (9) Students who fail to attempt or submit the first formal assessment task will be placed on an Intervention strategy. At a minimum, this strategy will require the student to complete the missed task. The completed task will attract no marks, but will allow the student to gain feedback on their progress.
- (10) By the end of week seven (7) of each unit, teachers and relevant Coordinators will complete student reports in which they are asked to comment on students' academic progress, in an effort to identify students at risk of not meeting course progress requirements. The reports also suggest strategies to address perceived student difficulties.
- (11) Students who are identified as being at risk of failing to meet course progress requirements are required to attend an interview with a view to implementing an intervention strategy and to provide suggestions as to how the student may improve their achievement of course progress requirements. The student report activates the first formal stage of the intervention strategy.
- (12) It may also be at this stage that students are referred to student support services if there is evidence that personal or health issues may be in existence. Parents /guardians of students under 18 will also receive a copy of the progress report.
- (13) At the end of every teaching period, after that teaching session's results are finalised, students who are failing to meet, or are in danger of failing to meet, course progress requirements will be requested to attend an interview with the relevant Coordinator. This interview will determine steps to be taken by the student and by The College. Such steps may include but are not limited to: attendance at academic support classes, reporting to the coordinator on a regular basis, undertaking a reduced study load, conditional enrolment, repeating specific units, repeating units.
- (14) An intervention strategy will be activated, at a minimum, for all students who have failed, or are deemed not yet competent in 50% or more of units attempted in the study session.
- (15) Intervention letters and copies of all documents in relation to the intervention strategies will be TRIMMED to the student's file.
- (16) Ongoing progress will be monitored by the relevant Coordinator.
- (17) Where it is obvious that intervention strategies are not succeeding or have not succeeded, the University and The College policies on course progression will be activated for domestic and international students.

SECTION 5 - GUIDELINES AND REFERENCES

Related Legislation/Policies/Procedures

- a. Education Services for Overseas Students (ESOS) Act 2000
- b. National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007
- c. The College [Academic Pathways Program Foundation Studies Progression and Unsatisfactory Academic Progress Policy](#)
- d. The University [Progression and Unsatisfactory Academic Progress Policy](#)
- e. The University [Student Misconduct Rule](#)

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STATUS AND DETAILS

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Unit Responsible:	Academic Pathways Program		
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Available On:	SharePoint	<input type="checkbox"/>	Website <input checked="" type="checkbox"/>

Summary of Changes from Previous Version

Updated definition of The College

Removed Clause (18)