



INTERVENTION POLICY

PREAMBLE

AEG is committed to the delivery of high quality academic outcomes for students through the regular monitoring and assessment of student progress and through the provision of high quality support. Standard 8 of the National Code requires AEG to “systematically monitor students’ course progress” and be “proactive in notifying and counselling students who are at risk of failing to meet course progress requirements”. This Policy sets out the means by which AEG meets that commitment, and ensures that the legislative requirements are met.

DEFINITIONS AND ACRONYMS

“**AEG**” means Australian Pacific College Education Group and includes Australian Pacific College, English Unlimited and APC Design School.

“**CoE**” means the confirmation of enrolment.

“**ELICOS**” means English Language Intensive Courses for Overseas Students.

“**National Code**” means the National Code of Practice for Providers of Education Training to Overseas Students 2018.

“**Policy**” means this Intervention Policy.

“**PASS**” means Progression And Support System.

“**PRISMS**” means the Provider Registration and International Student Management System.

“**Student Visa**” means a Student Visa issued by the Australian Government.

“**Study Period**” means:

- a) ELICOS students - the lessor of 6 months or half the length of the CoE for the course; and
- b) VET students - 1 term, or where the course is 1 term in length or shorter, 2 consecutive subjects.

“**Underage Student**” means a student of AEG who is under the age of 18 years (calculated from the time of the student’s date of birth) at the date of enrolment with AEG.

“**VET**” means Vocational Education and Training.

1. MONITORING OF STUDENT PROGRESS

- 1.1 AEG will assess, record and monitor the course progress of each student during and at the end of each Study Period. AEG records the academic achievement of each student in the Student Management System. At the end of each Study Period a list



will be generated of students who are at risk of not making satisfactory academic progress.

- 1.2 An “at risk” student is a student who in any given Study Period:
 - a) does not achieve competency in 50% of their subjects (VET students); or
 - b) has not made satisfactory course progress (ELICOS students).
- 1.3 AEG has in place an intervention strategy for students who are “at risk”.
- 1.4 While all staff are responsible for supporting students in their academic success, relevant staff have the responsibility for implementing this policy and procedures for students in their courses. For the purposes of this policy, relevant staff refers to the teaching staff, members of the Student Care Team, Campus Managers and Academic Managers (refer to Appendix A).

2. “AT RISK” PROCEDURES AND INTERVENTION STRATEGY FOR VET STUDENTS

- 2.1 VET Students identified for the first time as “at risk” will be sent a message (either via email or SMS) outlining the consequences of poor academic achievement and will be coded in the student management system as at the “intervention stage”. VET Students holding a Student Visa will be advised that unsatisfactory course progress in two consecutive Study Periods could lead to the student being reported to the relevant Government authority and cancellation of their visa depending on the outcome of any appeals process.
- 2.2 The VET students “at risk” may request a support meeting with the designated AEG staff where an appropriate and personal intervention strategy will be planned. This may include:
 - identification and implementation of support strategies to enhance the student’s progress;
 - a recommendation that the student seek appropriate personal and/or academic support from within or outside of AEG;
 - regular feedback from academic staff that may include discussion, continuous (perhaps informal) assessment to track progress;
 - peer and self evaluation;
 - counselling to consider alternative programs at another provider;
 - other such support as deemed appropriate in light of the academic and/or personal difficulties facing the student; and/or
 - extending the student’s course duration (subject to the student’s Visa specifications).
- 2.3 AEG may instigate an intervention meeting for students who have been repeatedly identified as “at risk” during the course and/or with reasonable concerns for their welfare.



- 2.4 A record of all intervention meetings and the specific support decisions will be held on the student's file.

3. PROCEDURES FOR ELICOS STUDENTS EXPERIENCING PROGRESSION ISSUES OR ARE 'AT RISK'.

- 3.1 ELICOS Students who are identified by teachers as:
- a) progressing slowly through a level; or
 - b) not achieving good results in their weekly class tests; and/or
 - c) does not pass two (2) Course Progress Tests;
- will be reported to the LIU (ELICOS) team who will set up additional language support and formulate a study plan. The study plan may include additional homework or out of class language activities, attending additional catch up classes and one-on-one language support.
- 3.2 Where an ELICOS student continues to have difficulties and is identified as having not passed a further two (2) consecutive Course Progress Tests within a Study Period the student is referred to the Academic Coordinator to have an intervention strategy implemented. The student is considered 'at risk' and will be warned of the consequences of their poor academic achievement and for those holding a Student Visa that if they fail to pass a further two (2) Course Progress Tests it could lead them to being reported to the relevant Government authority and cancellation of their visa depending on the outcome of any appeals process.
- 3.3 Where an intervention strategy has been implemented the ELICOS student will continue to be monitored by academic management to help the student comply with the intervention strategy.
- 3.4 Where the ELICOS student fails to achieve satisfactory course progress after the intervention strategy, AEG may take steps to report the student to the relevant government authority in accordance with this Policy

4. SUPPORT STRATEGIES

- 4.1 In addition to the specific strategy planned in a support meeting and/or intervention stage (refer to clauses 2.2, 2.3 and 3.1 above), AEG also conducts at various times:
- subject specific consultation sessions and workshops outside of normal class contact hours for VET students;
 - PASS when appropriate for VET students;
 - one-on-one language support for ELICOS students; and
 - additional catch-up classes for ELICOS students.

5. INTENTION TO REPORT STUDENT VISA HOLDERS ONLY



- 5.1. A student will be deemed to be making unsatisfactory course progress and move to the "intention to report stage" when:
- a) VET student in "intervention stage" who fails to achieve competency in 50% of the subjects studied in the following Study Period; or
 - b) or an ELICOS Student who has not made satisfactory course progress in accordance with clause 3.2 above.
- 5.2. The student will be provided with a written notice of intention to report for unsatisfactory course progress to the relevant Government authority, reasons for the intention to report and inform them that they are able to access AEG's student complaints and appeals processes. The student will have 20 working days (from the date of the written notice) in which to access AEG's complaints and appeals process (refer to the Student Complaints and Appeals Policy).
- 5.3. Whilst this process is being conducted the student will be permitted to enrol and attend classes and will be placed on an "intention to report stage" condition for that Study Period (and any subsequent Study Period until the completion of the appeals process).
- 5.4. The student's enrolment will be terminated, and reported to PRISMS for unsatisfactory academic progress if/on:
- a) expiry of the period (as noted in clause 4.2 above) without the student accessing the process, or
 - b) completion of the appeals process (AEG's internal appeals process and any external appeals process) confirming unsatisfactory academic progress, or
 - c) the student has chosen not to access the external complaints and appeals process, or
 - d) the student withdraws from AEG's or the external appeals processes by notifying AEG in writing.

6. UNSATISFACTORY COURSE PROGRESS CONSEQUENCES FOR DOMESTIC STUDENTS

- 6.1 A Domestic Student will be suspended from continuing their studies where they have failed to meet course progress requirements in two consecutive Study Periods. It also means that unless the student appeals the suspension, they will not be able to study at AEG for a period of 12 months (1 year).
- 6.2 AEG will notify the student via email and SMS that they have been excluded from continuing their studies and are given details of how they can appeal this decision. To make an appeal the student should refer to AEG's Student Complaints and Appeals Policy.
- 6.3 All appeals will be conducted using AEG's Student Complaints and Appeals Policy.



6.4 These appeals will be heard by the Learning Design Director or delegate and can make the following decisions in its discretion:

- a) reinstate the student with conditions as it sees fit, including regular meetings with the Academic Coordinator to discuss course progress and access to appropriate academic and non academic support services;
- b) suspension of the student for a period of up to 12 months (the Deferment, Suspension and Cancellation Policy will apply);
- c) cancellation of enrolment of the student from study for one (1) year. The student may apply for readmission to AEG after this cancellation period (refer to the Deferment, Suspension and Cancellation Policy).

6.5 The Learning Design Director will report all appeals heard by it annually to the Academic Committee.

7. COMPLAINTS AND APPEALS

7.1 Where a student objects to a recommendation made under this Policy they may initiate an appeal under the Student Complaints and Appeals Policy.

8. IMPACT OF THE INTERVENTION PROCESS ON COMPLETING THE COURSE WITHIN ITS EXPECTED DURATION - STUDENT VISA HOLDERS ONLY

8.1 A student's CoE may be extended if AEG has implemented this Policy because the student is at risk of not meeting satisfactory course progress and it becomes clear that the student will not complete their course within the expected duration of the course (refer to AEG's Completion within Expected Duration Policy).

9. ACCESS TO THIS POLICY

9.1 This Policy and details of the Progression and Academic Support System (PASS) will be made available to staff and students at induction/orientation and via publication on AEG's websites www.apc.edu.au and www.eu.edu.au.

10. UNDERAGE STUDENTS

10.1 Once an Underage Student is identified as 'at risk' by AEG in accordance with this Policy, the Study Progress team will inform the Underage Student's AM and Campus Manager. The Study Progress team will manage and counsel the Underage Student through the intervention process and keep the Campus Manager informed.

10.2 All written communication to the Underage Student about the intervention process must be copied to their parent/carers and stored in the Student Management System. All verbal communication with the Underage Student must also include the student's parent/carers and Campus Manager.



POLICY REVIEW

This policy will be reviewed as part of the three year policy review cycle.

RELEVANT LEGISLATION

This document references the following legislation, regulations, codes and standards:

Relevant Legislation/codes/standards	
Commonwealth	National Code of Practice for Providers of Education Training to Overseas Students 2018. Education Services for Overseas Students Act 2000 (Cth). Higher Education Standards Framework (Threshold Standards) 2021

RELATED POLICIES AND PROCEDURES

This document references the following AEG policies and/or procedures:

Related Policies and Procedures	
Policies	Student Complaints and Appeals Policy VET Course Progress Policy ELICOS Course Progress Policy Completion within Expected Duration Policy Deferment, Suspension and Cancellation Policy

KEYWORDS

Keywords	Monitoring, assessment, 'at risk', intervention strategy, unsatisfactory course progress
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POLICY OWNER

Policy Owner	People Experience and Administration Unit
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POLICY/PROCEDURE HISTORY

Policy History			
Current version	Current version release date	Author	Description of changes
Intervention Policy v1.9R	18 May 2015	Sharon Luhr	Original Document
Intervention Policy v2.0R	29 June 2017	Sara Gaudry	Full update in accordance with the Policy and Procedure Template and Guidelines for Drafting Policies and Procedures
Intervention Policy v2.1R	7 August 2017	Sara Gaudry	Approved and released by Executive Committee



Intervention Policy v2.2R(APC/EU)	December 2020	Sara Gaudry	Update in accordance with the National Code, removal of APTT and general review
Intervention Policy v2.3R(APC/EU)	May 2021	Youngeun Song	Updated to incorporate new PASS program
Intervention Policy v2.4R(APC/EU/APCDS)	June 2022	Sara Gaudry Marta Setkowitz	Under 18 year old students review and addition of clause 9
Intervention Policy v2.5R(APC/EU/APCDS)	October 2023	Maria Cofre Youngeun Song	Review to align with updated support systems. Changes made to clauses 2.2 and 4.1 and a new clause 2.3 added. Change of Policy owner to People, Experience and Administration Unit.
Intervention Policy v2.6(for AC approval)(APC/EU/APCDS)	Not yet released	Sara Gaudry	Removal of LRSA SSC, and change to Learning Design Director, change of Assistant Academic Manager to Academic Coordinator, addition of clause 1.4 setting out responsibilities to assist students in difficulty and clarifying which students may be reported to govt when in intervention



APPENDIX A: KEY FUNCTIONS OF RELEVANT PERSONNEL

RELEVANT PERSONNEL	FUNCTION
Teaching staff	Regularly monitor students' progress and provide learning support where necessary. Ensure assessment results are entered in a timely manner to ensure progress monitoring is accurate Provide feedback to students in relation to their study progress. Refer students to the relevant Academic Manager for counselling if required.
Academic Managers	Consult with teaching staff to determine a study plan to address study progress issues. Monitor intervention reporting in order to identify trends related to specific subjects and courses that may require further learning materials. Meet with at-risk students to discuss and establish a study progress plan to prevent them from reaching the intervention stage Monitor at-risk students' study progress. Advise students in writing of their status in the intervention process and the steps they are required to take
PD HE	Determine whether a student's enrolment should be cancelled for unsatisfactory course progress Ensure that staff consistently apply the Intervention Policy in conjunction with the Academic Manager and teaching staff Make decisions regarding appeals related to Intervention.
Student Care Officers	Respond to students' questions related to the intervention process, ensuring responses are in line with the Policy