

INTERVENTION & EXTENDING COURSE DURATION POLICY AND PROCEDURE

1. Purpose

The purpose of the 'Intervention & Extending Course Duration Policy and Procedure' is to ensure that students complete their course within the expected duration of the course and SMART English only extends the duration under certain considerable compassionate and compelling circumstances demonstrated by the student with evidence. The Intervention strategy is implemented for students that have received the 1st warning Letter for either poor attendance or academic performances as outlined under Course monitoring and attendance Monitoring Policy and procedure

2. Scope

This policy is designed for current students who are enrolled in one of the ELICOS courses within the scope of SMART English. The Academic Manager is responsible for monitoring the procedures outlined in this policy and ensures compliance at all times. All teachers as well as Administration staff who are involved in delivering and administering ELICOS courses must also adhere to this policy.

3. Relevant standards, acts and legislations

The policy supports Standard 8 of The National Code of Practice for Providers of Education and Training to Overseas Students 2018 and Standard P3-Teaching ELICOS and Standard P4- Assessment of ELICOS students of the ELICOS standards 2018.

Definitions

Term	Definition
Satisfactory Course Progress	Students meet satisfactory course progress when they score at least 80% in each skill by the end of a General English course/each level and not less than 60% in each assessment by week 5
'At Risk'	Student not meeting minimum satisfactory course progress requirements
'Intervention'	It is a process for supporting students who, because of poor academic results, are identified as being at risk of failing to make satisfactory course progress
'Study period'	SMART English defines one study period as being 10 weeks for General English, EAP 1 and EAP2 and 12 weeks for IELTS Preparation courses
'Special Consideration'	This term is used when a student who is experiencing significant difficulties or anticipates that he/she will have, in meeting assessment requirements due to serious illness or psychological condition, loss or bereavement, hardship or trauma. It applies to having those factors considered in the determination of variation to assessment requirements or other special arrangements for learning and assessment.
Attendance	It is face to face contact with a teacher or equivalent attendance as approved by the Academic Manager.

4. Policy

The policy statement is outlined below:



SMART English ensures to:

- A. Monitor student's attendance and course progress at all times.
- B. Implement Intervention strategy upon issue of the 1st warning letter.

5. Procedure:

5.1 Monitoring Student's Progress

Teachers monitor all students' ability to complete their General English level/course within the expected duration in a number of ways:

1. Each individual teacher alerts the Academic Manager if a student achieves less than 60% in any assessment by week 5 or if the student appears to be struggling with the general coursework. The 'At Risk' student is then contacted by the co-ordinator either by email. If there is no response from the student within 5 working days, the Administration Officer will attempt to contact the student by phone.
2. Monitoring of course progress and attendance by the Administration Officer via the data recorded on the Institute SMS.
3. Ensuring complete timetable and schedule for the program is developed, implemented and reviewed where required.

5.2 Intervention strategy

Students are required to complete their studies within the timeframe indicated on their CoE and student visa. SMART English endeavours to ensure all students are given the opportunity to complete their studies within this timeframe.

Where a student is identified as being at risk of not completing the program within the expected duration through lack of course progress, attendance, or any other reasons, SMART English implements appropriate intervention strategies to ensure students are given a reasonable opportunity to complete their course within the nominated duration.

Intervention strategies that may be implemented include:

- Extra tuition and support
- Participating in electives offered by SMART English
- Personal strategies to improve the student's ability to complete the course requirements
- Arranging extra supervised learning sessions out of scheduled contact hours
- Arranging and record follow-up meetings with the Academic Manager
- Completing extra homework assigned by the teacher to improve the weakness
- Pairing with a classmate to implement mentoring and peer observation

Intervention is a free service to all students.

Intervention is compulsory for students that have received a 1st warning letter for either poor attendance or poor academic performance.

SMART English only extends the duration of the student's study where it is clear that the student will not complete the course within the expected duration, as specified on the student's CoE, as the result of:

1. Compassionate or compelling circumstances (for example illness where a medical certificate states that the student was unable to attend classes or where the registered provider was unable to offer a prerequisite unit);



2. SMART English implementing its intervention strategy for students who were at risk of not meeting satisfactory course progress; or
3. An approved deferment or suspension of study has been granted under the ESOS National Code standard 9.

Individual intervention strategies are developed and managed by the Academic Manager.

1. Intervention strategies are formed on a case by case basis and are initiated by a meeting with the student to identify the cause that is placing the student at risk.
2. Within this meeting, strategies to assist the student in completing the course within the expected duration are discussed and implemented as required.
3. The meeting and outcomes are to be agreed and documented by both the student and the staff using the 'Intervention Strategy' template (Appendix A) which is by the student and staff.

The intervention steps include meeting with the student to identify the cause that is placing the student at risk. Within this meeting, strategies to assist the student in completing the course within the expected duration are discussed and implemented as required.

Variations to the CoE are retained within the student file by the Administration Officer.

- Implementing Intervention Strategy:

Intervention strategies are implemented to provide assistance to students, depending on their individual needs. Intervention strategies may include, but are not limited to:

- Requesting the student to re-submit assessments
- Providing one-to-one assistance and counselling to help the student satisfactorily complete their course or discussing with management and/or other relevant staff member issues relating to time management skills, motivation and other issues which may be impacting on the student's ability to complete their course.
- Granting an extension of their CoE for submitting assessments.
- Allowing the student to defer the course on reasonable and justifiable grounds.
- During the intervention meeting with the student, the Academic Manager and the teacher discuss the reasons for having unsatisfactory course progress. Based on this discussion, the Academic Manager prepares an intervention plan that allows the student to re-do all the assessments which scored below 70%. The student may be given a CoE extension based on the agreement to achieve satisfactory progress. There could be additional fees involved.
- The teacher allocated to the student will be responsible for ensuring that the intervention strategy and plan is followed. The teacher may provide feedback or report to the Academic Manager for any reasonable adjustments, required by the student to achieve satisfactory progress in the agreed timeframe.
- Where a student is identified as being at risk of not completing their course in the expected duration due to lack of course progression, the student's enrolment load may be adjusted to ensure the student has the opportunity to complete the course successfully. Where this is the case the student's study period may be extended.
- All meetings must be documented and any strategies arranged must also be documented.
- All changes to a student's course duration is to be reported to the appropriate government agency via the PRISMS reporting system and records / documents of reasons and the decision process to be kept in student files.

- Where appropriate, a new CoE is to be issued, when the student can only account for the variation/s by extending his or her expected duration of study. This CoE must be maintained on the student file.

The Administration Officer monitors the 'Individual Intervention Strategy Summary' and arranges subsequent meetings with the student to discuss progress and to make further adjustments where necessary to assist getting the student back on track. Any required adjustments are to be clearly documented and signed by both the student and the Administration Officer.

Where the intervention strategy does not allow the student to complete the course within the expected duration, the Administration Officer will recommend to the Academic Manager that SMART English amend the student's enrolment to extend the student's course duration.

All changes to a student's course duration is to be reported to the appropriate government agencies via the PRISMS reporting system and records / documents of reasons and the decision process to be kept in student files.

Where appropriate, a new CoE is to be issued, when the student can only account for the variation/s by extending his or her expected duration of study. This CoE must be maintained in the student file.

6. Relevant Policies and Procedures

- Enrolment and Written Agreement Policy and Procedures
- Privacy Policy and Procedure
- Student Attendance Progress Monitoring Policy and Procedure
- Course Monitoring Policy and Procedure

7. Forms and documents

- Appendix A: Intervention Strategy



Appendix A

Intervention Strategy

Student name :	Student ID:
Course/Class:	Teacher:
COE Start Date:	COE End Date:

Identify the reason of this intervention strategy	<ul style="list-style-type: none"> • Student is not showing the required academic progress • Student is not meeting the attendance requirements • Student cannot complete course within expected duration • Other <i>Please specify:</i> <p>Briefly describe the reason for the intervention strategy and how this was identified:</p> <hr/> <hr/> <hr/> <hr/> <hr/>
Identify the actions to be taken as part of this interventions strategy	<ul style="list-style-type: none"> • Extra tuition and support • Participate in short courses • Follow-up meeting with the Academic Manager • Complete extra homework <ul style="list-style-type: none"> • Reading • Writing • Speaking • Grammar • Listening • Extra HW • Mentoring and peer observation • Other
Explain how this intervention strategy will be monitored	<p>Describe the monitoring process:</p> <hr/> <hr/> <hr/>
When will this intervention strategy be reviewed?	<p>Indicate at what point this intervention strategy will be reviewed:</p> <hr/> <hr/> <hr/>
Does this intervention strategy	<ul style="list-style-type: none"> • Yes • No



affect the student's completion date as indicated on their COE?	If "Yes" indicate the new end date: _____
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SMART English

Academic Manager: _____

In the presence of:

Witness name: _____

Date: ____/____/____

Student

Student ticks for acceptance

Date: ____/____/____

