

Students At-risk Early Intervention Policy

1. Overview

UC International College's Early Intervention Policy outlines the acceptable levels of performance, early intervention strategies for students who are identified as being at risk, attendance, and progress conditions for all UCIC students.

2. Scope

This policy applies to all UCIC students in face-to-face study as well as online and blended learning environments and relates closely to the Satisfactory Programme Progress Policy.

3. Definition

Term or Acronym	Definition
Academic Progress	Meeting all the assessment requirements of a course and overall performance within the study period in which the student is currently enrolled
Programme Progress:	Students' overall progress in successfully completing all the courses in the program of study.
Student at Risk:	A student that exhibits single or multiple risk factors which could inhibit academic success.
Intervention Strategy:	A class in which a student is currently enrolled.
Attendance	A class in which a student is currently enrolled.

4. Application

This policy applies to all UCIC students and is supported by the Intervention Strategy Framework.

4.1 Policy Statement

UCIC considers that both academic performance and attendance are critical to successful achievement of progression requirements at the College. On this basis, both factors are monitored throughout each teaching period to identify students at risk and implement early intervention strategies to strengthen success.

Student progression is considered to be satisfactory while:

- passing grades have been achieved in at least 50% of courses in which a student is enrolled in any teaching session;
- attendance levels remain satisfactory and in accordance with the Attendance Policy;
- a student is achieving a minimum GPA of 'Pass'.

4.2 Early Intervention Strategies

UCIC offers a range of strategies to maximise each student's chance of success. In addition to support workshops to develop academic, numeracy and study skills, early intervention strategies that identify and support at-risk students include:

- 4.2.1 **Non-Attendance:** contacting those students who, at the end of **week three**, are not attending classes or completing pre-class activities, to determine the reason and promote meetings with student support and / or attendance at support workshops.
- 4.2.2 **Non-submission of minor assessments:** early assessment tasks to provide students and staff with an opportunity to assess learning to date and, where required, provide early intervention to promote student success. Students identified as having performed poorly in the early assessment task are contacted and advised of strategies for improvement.
- 4.2.3 **Attendance Reminders:** automated notification via the portal to students who are at risk of not attending 90% of their classes, thus potentially compromising their ability to succeed; and
- 4.2.4 **Group Support Workshops:** for those students who appear to be (or have been identified as) struggling or those simply seeking additional academic support.

5. Progress Monitoring

5.1 Early Monitoring by Teachers

Academic intervention may be implemented at any point during a teaching period and will be developed, on a case-by-case basis, in consultation with the student, the Student Support Coordinator, and the Programme Convenor if the student is identified early as being at risk of not making satisfactory progress.

During each teaching period, teachers monitor the participation, engagement and progress of the students in their class, implementing early intervention if necessary to enable students to achieve academic success.

5.2 Identifying risk factors early during the teaching period

Students are identified based on an accumulation rating of a) the following teacher generated risk factors:

- RF1: Participation-inattentive or disruptive
- RF2: Attendance (flagged after missing 2 classes)
- RF3: Moodle Engagement (not logging in for 2 weeks)
- RF4: Moodle Submission (not submitting low-risk assessment tasks (flagged after missing 2)
- RF5: English Language (lack of understanding, not able to articulate themselves in English)

Plus b) evidence of ongoing risk factors:

- Low attendance across courses
- Currently on a UCIC Personal Plan
- Missed major assessment/s
- Welfare concerns

5.3 Range of Steps to be taken

Student Support Coordinator will contact identified at-risk students to arrange an appointment for a personalised intervention strategy meeting, to discuss the situation with each student, and to counsel them to either:

- attend academic skills workshops;
- attend Mathematics/Numeracy workshops
- attend English language support sessions
- attend help sessions, workshops, or other additional forms of study
- accept the free offer of a peer tutor in a specific subject area
- accept assistance in accessing the Learning Management System
- attend counselling or obtain referral to other support services
- seek extra mentoring or tutoring
- review accommodation and other support services; or
- a combination of the above.

An appropriate intervention strategy for each individual student will be determined and documented for ongoing management and review.

5.4 End of Trimester Monitoring and Formal review

At the end of each teaching period after grades are finalised by the Board of Examiners, academic standing is determined for each student in accordance with the Satisfactory Academic Progress Policy.

Students' participation in the Early Intervention Personalised Plan Strategy will also be taken into consideration by the Academic Progress & Discipline Committee when determining student's enrolment in the next study period. This could include:

- further intervention strategies
- conditional enrolment
- review of enrolment

5.5 Ongoing review and assessment of programme progression

It is important the student understands and agrees to the intervention strategy via a learning agreement, which outlines the enrolment conditions a student is expected to meet.

The *learning agreement* records the devised intervention strategy and must be dated and signed by the student to acknowledge their acceptance. A copy of all documentation, decisions and outcomes are to be kept on the student file.

Ongoing review and assessment will continue throughout the teaching period and follow-up support meetings will be made with the student to review and monitor their progress.

If the intervention strategy is not being followed and/or course progress or attendance continues to be unsatisfactory, notices will be issued to notify the student of the implications of the situation on their course enrolment, and for international students, their visa conditions.

To be effective, the intervention strategy will remain in place until the student demonstrates they no longer need the assistance of the intervention. The intervention strategy may be adjusted over time as the student progresses through their programme.

Policy Title	[Title]	
Policy Owners	College Director and Principal	
Key Stakeholders	UCIC Students, UCIC Staff	
Approval Authority	UCIC Executive Committee	Meeting date approved xxxx
Relevant Legislation	Education (Pastoral Care of International Students) Code of Practice 2021 the Private Training Establishment Registration Rules 2022 (and amendments) under section 253 of the Education and Training Act 2020, Privacy Act 2020, Human Rights Act 1993.	
Related Policies	Satisfactory Academic Progress Policy	
Related Guidelines	UCIC Complaints Process	
File information	File number N/A	Version number V1.0
Date Effective	03 May 2023	Next Review Date May 2024