

Date: 26 October 2020

Intervention Strategies, Procedures and Guidance Note

IMC continually monitors students' course progress throughout each term and has Intervention Strategies in place to assist students who are at risk of not meeting course progress requirements. Intervention Strategies are regularly updated based on recent experiences and changed circumstances. The Intervention Strategies below are current as of Term 2, 2020.

Currently, existing Intervention Strategies are designed to be effective at three stages of enrolment:

- a. Early intervention (pre-enrolment),
- b. Early intervention (post-enrolment), and
- c. Intervention at end-of-term for unsatisfactory course performance.

These three categories cover students from pre-enrolment through to the end of each term.

To help students to overcome obstacles they may face in their studies, IMC's Admissions Team, Academic Team and Student Services Team work collaboratively to contribute to each intervention strategy.

Early intervention

Pre-enrolment and post-enrolment strategies are to intervene with students at an early stage to help them achieve satisfactory outcomes throughout the whole term.

I. Early intervention - pre-enrolment

The Admissions Team identifies new students at risk on the stage of registration based on their previous performance. If an admitted student has above 50% fail rate in their previous course of study, the Admissions Team will organise an interview for the student to meet IMC's English Language and Academic Skills Coordinator. The Coordinator will assist the student to identify their study weaknesses and design a personalised study plan to facilitate and manage their study comprehensively throughout the term.

The study plan interview is focussed on a series of questions (refer to Attachment 1). Students are asked to share their previous study experience and comment on their learning strengths and weaknesses. The English Language and Academic Skills Coordinator will then discuss the details of the study plan (refer to Attachment 2) that needs to be completed by the student and emailed back within the following three weeks. All students receive a copy of their agreed study plan after the interview.

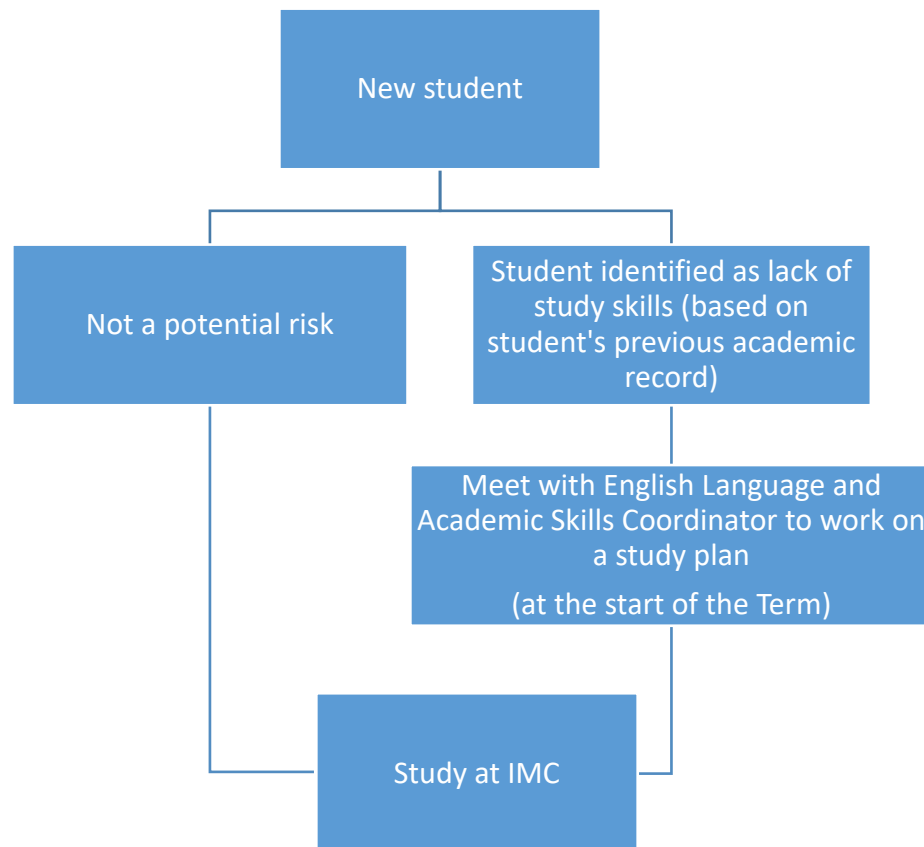


Figure 1 Pre-enrolment early intervention

II. Early interventions – post-enrolment

Student Services and the Academic Team monitor a student’s performance and identify students who are at risk based on their performance in the early weeks of the term. “At-risk” classification is divided into four levels (see Table 1 below). Different strategies are applied to each level, and all cases are followed-up promptly.

From Week 3, Student Services staff contact each lecturer to collect relevant information and conduct intervention strategies based on the appropriate level for each at-risk student. Lecturers are encouraged to report students who are not participating during classes, fail to complete in-class quizzes or weekly assignments (if prescribed), show poor language skills or generally demonstrate a lack of engagement with the subject content. Student Services follows up on these students to identify the specific factors contributing to their “at-risk” status. Student Services can then provide advice and support to help students with their problems, whether these are of an academic or personal nature.

Table 1 Categories and intervention strategies

Risk Level	Category	Intervention Strategies
Level 4 (Highest risk)	Absence in midterm/assignment/presentation without explanation	-Contact student via phone and email. Determine the reason for their absence and help the student find a solution. -Contact the Agent through the Marketing Team if the student cannot be reached.
Level 3	Absence in midterm/assignment/presentation with reasonable explanation	-Follow-up with the student to arrange an extension or make-up assessment. -Work with the lecturer(s) and ensure the student can get timely and appropriate support to complete the assessment by the extension date to avoid FI (Fail Incomplete) as their final grade.
Level 2	Complete Fail in midterm/assignment/presentation	-Email to student learning and skills support information. -Ask the student to participate in academic skills workshops and one-on- one consultation. -Set up a meeting between student and lecturers to discuss their performance if necessary.
Level 1	Marginal results in midterm/assignment/presentation	- Email to student learning and skill support information. - Encourage the student to communicate with lecturers and join academic skills workshops.

For details on the early intervention process, please see [Figure 2 Intervention Strategies for current students](#) (process coloured in blue).

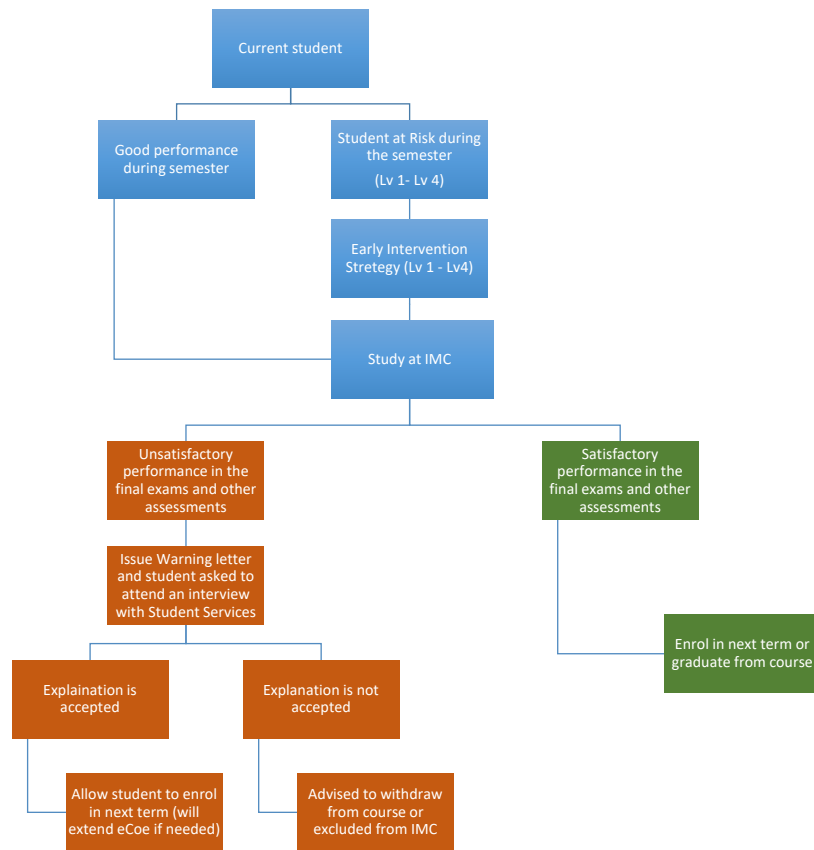


Figure 2 Early Intervention and Intervention Strategies for current students

III. Intervention at end-of-term for unsatisfactory course performance

Students who fail 50% or more of their enrolled units will receive a warning letter. These students are requested to respond concerning their final performance and meet with Student Services to explain the reason for their unsatisfactory results.

Student Services will help students to identify their problems and plan how they can make improvements. Student Services will also advise and encourage students to seek professional help, e.g. on medical issues or mental health issues, as required by the circumstances. If the student’s explanation is not acceptable, the student will be advised to withdraw from the course or be excluded from the course according to IMC’s Student Progression Exclusion and Graduation Policy. Please refer to Figure 2 Early Intervention and Intervention Strategies for current students (process coloured in orange).

Student Name: _____

Student Number: _____

POST-ADMISSION STUDY PLAN INTERVIEW

Part A: Past Studies

1. Please state the reason[s] for failed/incomplete units from your previous course of study.

2. What was your attendance record?
Poor (less than 50% of classes)
Satisfactory (between 70 – 80% of classes)
Excellent (more than 80% of classes)
3. How many hours of non-class study do you usually complete each week?

4. How would you rate your time management skills?
 Unsatisfactory Satisfactory Good Excellent

Part B: Future Studies

1. Please state the reasons you have chosen to study at IMC.
 - a.
 - b.
2. Please list your strengths and weaknesses in learning.
 - a.
 - b.
3. How do you expect to overcome your learning difficulties?
 - a.
 - b.

Part C: Study Commitment

1. In which of the following areas would you require support?

<input type="checkbox"/> Academic writing	<input type="checkbox"/> Referencing
<input type="checkbox"/> Presentation skills	<input type="checkbox"/> Exam strategies

2. If you have a part-time job, how many hours and what kind of work?

3. Commitment to attend Academic English workshops and complete online modules

Yes No

4. Commitment to sign an attendance record in lectures

Yes No

Student's Signature _____ Date _____

English Language and Academic Skills Coordinator

Signature _____ Date _____

