

## Intervention Strategies and Procedures Guidelines

Policy Category	Guidelines		
Review	Three years from the date of approval		
Policy Code	GU005		
Contacts	policy@imc.edu.au		
Version	Approval Authority	Approval Date	Commencement Date
2024.3	Deputy President (Management)	7 March 2024	7 March 2024

IMC monitors the course progress of each student throughout each term and has intervention strategies to assist students at risk of not meeting course progress requirements. Intervention strategies are regularly updated based on recent experiences and changed circumstances.

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 to the end of each term.

To help students 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 used to intervene with students early to help them achieve satisfactory outcomes throughout the term.

#### I. Early intervention - pre-enrolment

The Admissions Team identifies new at-risk students based on their previous performance at the registration stage. If an admitted student has a fail rate above 50% in their previous course of study, the Admissions Team will organise an interview for the student to meet IMC’s Learning Facilitator and/or English Language Support Officer. The Learning Facilitator 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 interviewer will then discuss the study plan details (refer to Attachment 2) that need 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.

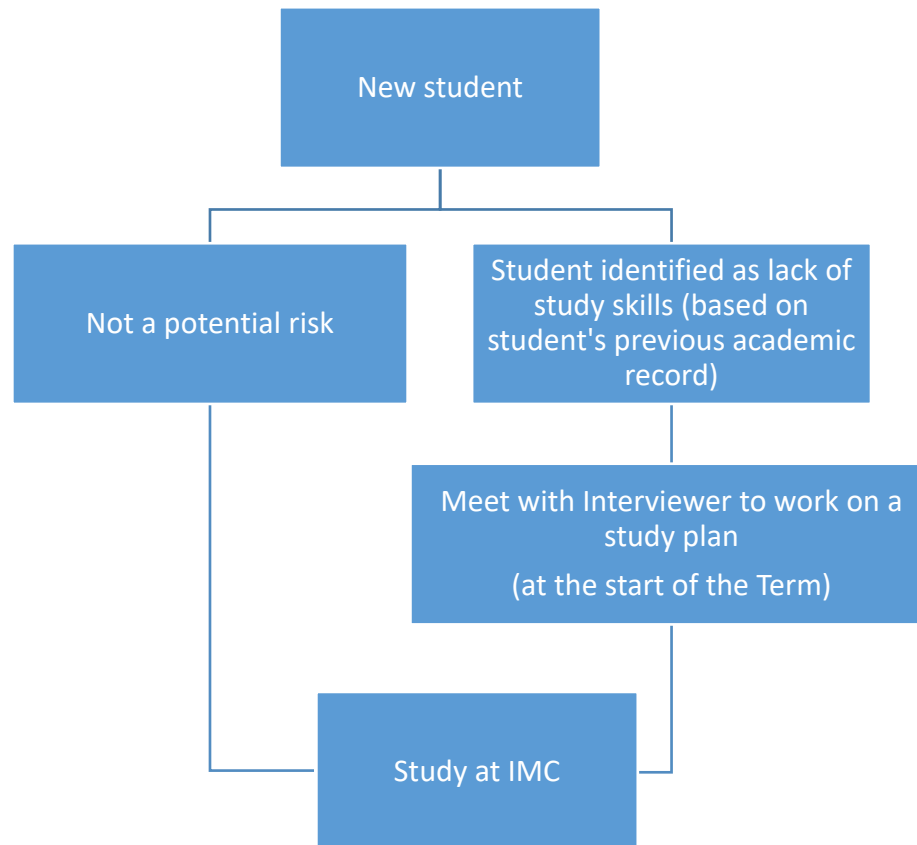


Figure 1 Pre-enrolment early intervention

## 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 factors contributing to their “at-risk” status.

Student Services and Academic Support Staff 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 the student by 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 the student and their lecturer to discuss the student's 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 Early Intervention and Intervention Strategies for Current Students](#) (process coloured in blue).

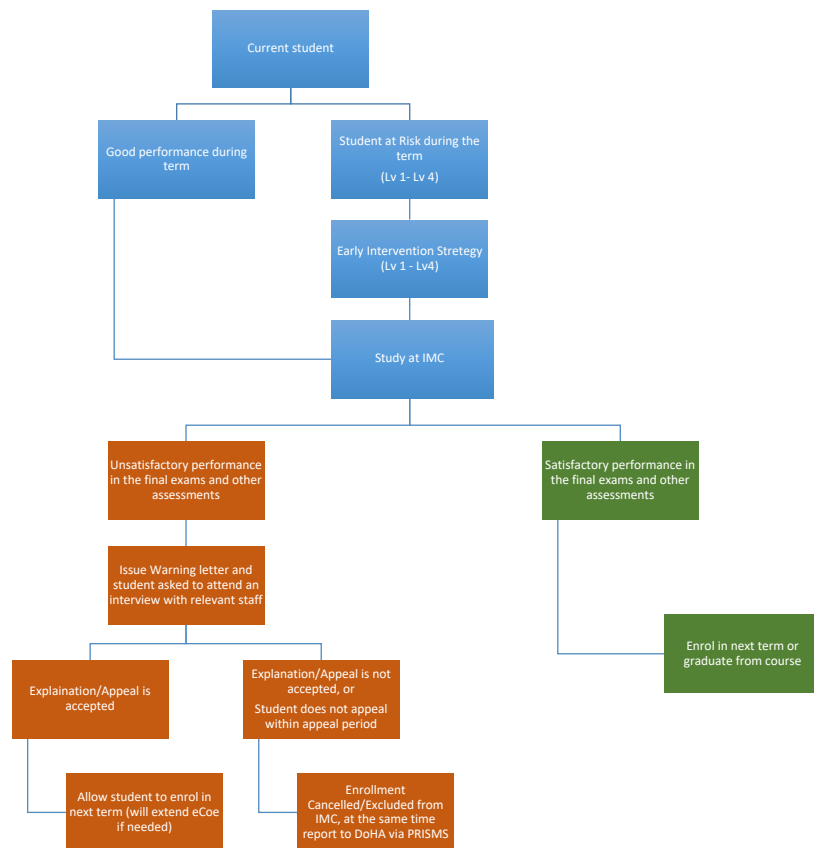


Figure 2 Early Intervention and Intervention Strategies for Current Students

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

Interventions at the end of each term will be classified based on the student's academic performance. Students falling under categories 1 and 2 will receive email reminders and support from their Course Advisor, while category 1 students who occasionally fail one unit will not be regarded as at-risk students. They will be encouraged to schedule an appointment for a consultation to discuss their study plan and address any concerns. A warning letter will be issued for students falling under categories 3 and 4 who have failed 50% or more of their enrolled units. These students will be required to respond regarding their final performance and will be requested to participate in an interview with the Student Success Officer and Learning Facilitator. The interview aims to provide an opportunity for the students to explain the reasons behind their unsatisfactory results and explore potential solutions for improvement.

## STUDENT INTERVENTION MATRIX

Demonstration of the category color	NUMBER OF UNITS ENROLLED	FAIL WITH ALL FA/FI/NPE	NUMBER OF UNITS FAILED			
Category 1 <span style="display: inline-block; width: 15px; height: 10px; background-color: #99b3e3; border: 1px solid black; margin-left: 5px;"></span>	4	4	4	3	2	1
Category 2 <span style="display: inline-block; width: 15px; height: 10px; background-color: #99e1f3; border: 1px solid black; margin-left: 5px;"></span>	3	3	3	2	1	
Category 3 <span style="display: inline-block; width: 15px; height: 10px; background-color: #f4a460; border: 1px solid black; margin-left: 5px;"></span>	2	2	2	1		
Category 4 <span style="display: inline-block; width: 15px; height: 10px; background-color: #f49120; border: 1px solid black; margin-left: 5px;"></span>	1	1	1			

The responsible staff will help students identify their difficulties and plan strategies for improvement. They may also arrange one-on-one consultations with the duty tutor or lecturers if the circumstances demand it. Additionally, students will be advised and encouraged to seek professional help, e.g., on medical or mental health issues. However, if the student's explanation for their poor academic performance is not acceptable, the student will be advised to withdraw from the course or be excluded in accordance with 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).

### Version Control

Historical Version	Approved by	Approval Date
2020.10	Provost	20 October 2020
2022.11	Provost	01 November 2022

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 \_\_\_\_\_

Interviewer

Signature \_\_\_\_\_

Date \_\_\_\_\_

STUDY PLAN  
Term X, YEAR



WEEK	ASSIGNMENT <i>List subject, assignment type &amp; due date</i>	EXAM DATES <i>List subject, exam type (quiz, mid-term, final) &amp; date</i>	SOCIAL ACTIVITIES <i>List activity &amp; time allocated</i>	SELF STUDY <i>List subject, study type &amp; time allocated</i>	SELF STUDY <i>List subject, study type &amp; time allocated</i>	SELF STUDY <i>List subject, study type &amp; time allocated</i>
1						
2						
3						
4						
5						
6						



STUDY PLAN  
Term X, YEAR



WEEK	ASSIGNMENT <i>List subject, assignment type &amp; due date</i>	EXAM DATES <i>List subject, exam type (quiz, mid-term, final) &amp; date</i>	SOCIAL ACTIVITIES <i>List activity &amp; time allocated</i>	SELF STUDY <i>List subject, study type &amp; time allocated</i>	SELF STUDY <i>List subject, study type &amp; time allocated</i>	SELF STUDY <i>List subject, study type &amp; time allocated</i>
7						
8						
9						
10						
11						
12						