Progress and Intervention Policy (CC)

Colleges of Business and Technology (WA) Pty Ltd
Trading as Curtin College, a member of Navitas Pty Limited
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Document

Document Name	Progress and Intervention Policy (CC)
Brief Description	This Policy document sets out how students enrolled at Curtin College will be considered to be making good progress through their courses of study and what intervention strategies will be implemented to assist students at risk.
Responsibility	College Director & Principal CC
Initial Issue Date	24/2/2021

Version Control

Date	Version No.	Summary of Changes	Reviewer Name and Department/Office
24/02/2021	5.5	Major review of document to align with changes in regulatory obligations	Academic Director Curtin College

Related Documents

Name	Location
Academic Integrity Policy	Policy HUB
Privacy Policy	Policy HUB
Complaints Policy	Curtin College website and Curtin College 'H' Drive
Complaints Procedure	Curtin College 'H' Drive
Access, Diversity, Equity and Inclusion Policy	Curtin College website and Curtin College 'H' Drive
Access, Diversity, Equity and Inclusion Procedure	Curtin College 'H' Drive

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1 Purpose and Scope

a) The Policy 'Progress and Intervention' ("**Policy**") has been designed to clarify for staff and students at Curtin College (the "**College**") how the College will meet its obligations under both the *Higher Education Standards Framework* (HESF) and the *National Code*.

1.1 Introduction

a) Curtin College ("**College**"), as a registered higher education provider, is obliged to meet the requirements for progression and intervention as set out in Section 8.8 of the *National Code of Practice for Providers of Education and Training to Overseas Students 2018 ("**National Code**")* (see: National Code of Practice for Providers of Education and Training to Overseas Students 2018 (legislation.gov.au)
b) *The Higher Education Standards Framework (Threshold Standards) 2015*, in Domain 1 (see: HESF Domain 1: Student participation and attainment | Tertiary Education Quality and Standards Agency (teqsa.gov.au) also stipulates that the College must monitor and manage student progression and ensure appropriate provision is made for students at risk.
c) The Policy endeavours to illustrate how these regulatory obligations will be managed.

1.2 Purpose

a) The purpose of this Policy is to confirm that the College is aware of its regulatory obligations with respect to student progression and appropriate intervention strategies to enable students to fulfil course requirements.
b) The Policy is designed to provide students and staff with clarity as to what is considered to be satisfactory course progress.
c) The Policy sets out the College's 'Intervention Strategy' for students at risk of not achieving satisfactory course progress.

1.3 Scope

a) This Policy has been prepared in accordance with relevant legislation as noted in 1.1 a) and b) above as well as the Education Services for Overseas Students Act 2000 (see link: Education Services for Overseas Students Act 2000 (legislation.gov.au).
b) The Policy therefore sets out how the Company complies with relevant legal standards and regulations regarding student progression and the use of intervention strategies to support students at risk.
c) The Policy and Intervention Strategy applies equally to international and domestic students.

2 Policy Statement

a) The College, as evidenced by this Policy, is focused on ensuring that all students are able to study in an environment that is supportive of their academic aspirations.
b) The College monitors students' academic performance in each trimester and employs a detailed intervention strategy to identify, notify and assist students at risk of not meeting course progress requirements in sufficient time for those students to achieve satisfactory course progress.

c) The Policy is intended to support the compliance with professional standards of practice as determined by the relevant regulatory authority/ies.

d) Students are expected to:

i. Be familiar and comply with relevant College policies, procedures, course award requirements and unit outlines;
ii. Be genuine in their efforts to achieve passing grades;
iii. Engage with academic support offered by the College especially if academic performance falls below satisfactory academic performance requirements; and,
iv. Meet all expectations as set out in the learning contract that supports the student at risk process.

e) The intervention strategy is attached to this Policy as Appendix 4: Curtin College Student at Risk Intervention Strategy.

2.1 Principles

a) The College is committed to the following principles:

i. All students, domestic and international, shall be treated fairly and openly;
ii. Academic progression decisions are based on academic criteria;
iii. The College will proactively identify, notify and support students at risk of not meeting course progression requirements;
iv. The monitoring of student progress will address particular cohorts of students such as:

- ✓ Students in learning participation modes that include online activity and independent study;
- ✓ Aboriginal and Torres Strait Islander peoples;
- ✓ Students with special learning needs; and,
- ✓ International students as required.

v. Early assessment and detection is essential to effective management of students at risk;
vi. Targeted support activities are important to ensure that support is relevant to the learning needs of the individual student at risk;
vii. All students are partners in the learning and teaching process and are therefore, responsible for their own course progress, including completing their course within the maximum allowable time;
viii. Appropriate learning and other support will be offered to students identified as at academic risk of not achieving satisfactory course progress;
ix. Student progress will be monitored and analysed on a trimester basis and results will be used to inform continuous improvement and included in quarterly reports to the Board of Directors and trimester reports to the Academic Board;
x. Appropriate information will be made available in a timely manner, to students identified as at academic risk of not achieving satisfactory course progress; and,
xi. The College will adhere to the principles of equity, consistency, transparency, procedural justice and procedural fairness, which will be observed in all matters relevant to student progress.

2.2 Course Progress Requirements

a) Detailed schedules setting out 'Academic Status Categories' are available in Appendix 2.
b) Students must maintain an attendance threshold of at least 80% in all units of study; demonstrate use of learning resources in the Learning Management System (LMS Moodle) and complete assessment tasks satisfactorily and in a timely manner.
c) Students must demonstrate active participation in learning activities as determined by the expectations for each unit of study as set out in the unit outline.
d) Students must pass 50% or more of their enrolled units in a study period (e.g., trimester).
e) Students must not be found guilty of academic misconduct.
f) Students must complete, submit and pass all required assessment activities for each unit of study.
g) Students must not fail a 'core; unit for a second time.
h) A student who receives notifications of conditions, suspension, exclusion or withdrawal from their course has the right to appeal in accordance with the Appeals Policy (see Policy by clicking the link: Policies & Procedures - Curtin College)

3 Compliance

3.1 General

a) Students are made aware of this Policy during Orientation and details of its location are included in the 'Student Handbook'.
b) Staff are made aware of this Policy as part of their induction process and in Policy update sessions during General Staff meetings.
c) The Policy is available in the published library of the Policy HUB and both staff and students are able to access it at any time.

3.2 Breaches

a) Breaches of policy compliance may result in disciplinary action being taken against the offender.

3.3 Relevant Legislation

a) The College, as part of Navitas Pty Limited is charged with the responsibility to maintain compliance with the laws within Australia.
b) The College will monitor academic progress of students studying at the College on a student visa, as defined under the ESOS Act (2000), in accordance with the National Code. (See links below)
c) All staff at the College are responsible for aiding the College in identifying relevant legislation and for complying with all relevant legislation.
d) Priority legislation for the purposes of this policy include:

   i. The National Code: National Code of Practice for Providers of Education and Training to Overseas Students 2018 (legislation.gov.au)
   ii. ESOS Act: Education Services for Overseas Students Act 2000 (legislation.gov.au)

iii. Immigration Act: https://immi.homeaffairs.gov.au/visas/getting-a-visa/visa-listing/student-500
iv. HESF: Higher Education Standards Framework (Threshold Standards) 2015 (legislation.gov.au)
v. Legislative Framework for ESOS Act and National Code: https://internationaleducation.gov.au/Regulatory-Information/Education-Services-for-Overseas-Students-ESOS-Legislative-Framework/ESOS-Regulations/Documents/FP_Standards_pdf.pdf
vi. Privacy Act Australia: Privacy Act 1988 (legislation.gov.au)

3.4 Regulatory Obligations

a) The College is obligated to comply with the following:

i. Establishing clear and unambiguous requirements for achieving satisfactory course progress;
ii. Ensuring students and staff have easy access to current supporting policies and procedures including but not limited to:

- ✓ Academic Integrity;
- ✓ Academic Misconduct;
- ✓ Complaints and Grievances;

iii. Establishing and making available processes for recording and assessing course progress requirements;
iv. Monitoring student progress and reporting on occurrence of students, domestic and international, who have not met progression requirements;
v. Providing regular reports and analysis outcomes to both the Board of Directors and the Academic Board for consideration and advice;
vi. Implementing processes to identify students, domestic and international, who are at risk of unsatisfactory course progress;
vii. Publishing and maintaining details of the intervention strategy to assist domestic and international students, who are at risk of not meeting course progress requirements, in sufficient time to achieve satisfactory course progress; and,
viii. Implementing processes for determining the point at which the student (international and/or domestic) has failed to meet satisfactory course progress.

b) Curtin College is conscious of the need to manage the re-issuance of CoEs very carefully as part of fulfilling its regulatory obligations.
c) Renewal and/or extension action is taken only under specific circumstances such as:

i. The student can, by providing acceptable evidence (e.g., medical certificate or similar), demonstrate that there are compassionate or compelling circumstances, as assessed by the Academic Director in conjunction with the Counsellor and the Manager of Student and Academic Services; or
ii. The College is in the process of implementing, an intervention strategy for the student because the student is at risk of not meeting course progress requirements; or,
iii. The College is in the process of deferring, suspending or cancelling the student's enrolment (see Standard 9 "Deferring, suspending or cancelling the overseas student's enrolment" HERE).

d) The College also ensures that the student is made aware of their right of appeal for actions such as suspension or cancellation;
e) The College provides students with appropriate advice during the deferral, suspension or cancellation process of the potential for this action to impact their student visa or require the issuance of a new students visa.
f) The College provides contact details for immigration to enable the student to make direct contact with the Immigration Authorities should they wish to do so.
g) The College has determined that the greatest number of extensions of COEs that a student can be awarded is three (3) and then only in the most compelling of circumstances. The norm would be two (2) extensions pending outcomes of the appeal process.

4 Review

a) This Policy is tested and reviewed annually by the Manager Quality, Risk and Compliance at Curtin College in line with the IT Security readiness schedule and any changes to the regulatory compliance requirements, legislation, regulation and guidelines.
b) This review process aims to ensure alignment to appropriate strategic direction and continued relevance to Curtin College's current and planned operations.

5 Records Management

a) All records in relation to this document will be managed as follows:

Record type	Owner	Location	Retention	Disposal
2Policy	Academic Director	Policy HUB	Perpetual but subject to annual review. Major change will see this version archived into the archive library and the revised version published in the Policy HUB	Archived into the archive library

6 Appendix 1: Responsibilities

a) Each of the positions involved in implementing and achieving policy objectives and carrying out procedures are clearly described in the RASCI chart below.

Responsibility	CDP	MQRC	Academic Director	Admission Manager	Prog. Mgr	Teachers	SAS Mgr	Students	Academic Board	All	Board of Directors	Board of Examiners
Develop and Maintain Policy	I	R	A	S	C		S		I		I	
Develop and Maintain Student at Risk Register	I	C	A and R	S	S		S		I		I	
Develop and Implement Intervention Plan	I	C	A and R	S	S		S		I		I	
Prepare Report for Board of Directors	A	C	R	S	S		S		I		I	
Report to Academic Board				S								
Develop Continuous Improvement Process				S								
Management of Student Records	I	C	A	S	S	S	R					
Ratification of final grades for each unit attempted by each student	C	C	A	I	S	S	S		I			R
Determine academic status of each student enrolled in a program of study	C	S	A	R	C	S	S		I			R
Approving recommendations for exceptions to this Policy	I	C	A	S	S	S	S		C			R
Recommendations for termination of enrolment	C	S	A	S	S	S	I					R
Monitoring students in the students at risk process	I	C	A	S	R	R	S		I			
Identifying students who could be at risk	I	C	A	S	R	R	S					
Informing students of academic status	I	C	A	S	S	S	R					
Managing Student Appeals	I	C	R	S	S	S	A					
Extending/renewing COEs as a result of failing to progress	I	C	A	R	I	I	R					
Managing attendance records	I	C	A	S	S	S	R					
Maintaining 80% attendance in all units being studied				S	S	S		A and R				
Managing assessment results	I	S	A	S	A	R	S					C
Ensuring compliance with visa requirements in the case of international students	I	C	A	S	S	S	R	A and R				
Ensuring compliance with this Policy		A								A and R		
Recording Attendance	I		A		S	R						
Keeping staff and students informed of changes to this Policy	I	R	A	C	S	S	C					
R = Responsible, A = Accountable, S = Supporting, C = Consulting, I = Informed.												

7 Appendix 2: Definitions

Unless the contrary intention is expressed in this Policy, the following words and acronyms (when used in this policy) have the meaning set out below:

Term	Meaning
Academic Progress	The measure of advancement within a Program towards its completion
Academic Status	An Academic status is assigned by the Board of Examiners to each student at the end of each study period in which the student is enrolled. Academic status shall be one of the following three categories: Good Standing; Conditional; and, Terminated to be determined as per Schedule 1.
Academic Status Levels 1, 2 and 3	Means a status assigned to a student at the end of each study period according to the level of academic progress achieved by the student in the study period.
Approved Absence	Where Curtin College deems the student to have been absent due to compassionate or compelling circumstances, normally substantiated by supporting evidence, e.g. illness where a medical certificate states that the student was unable to attend classes.
Articulation Rule	Is a rule referring to specific condition, pre-requisite subjects and/or minimum average mark that must be achieved in order to articulate into Curtin University.
At Risk	Students deemed to be at 'At Risk' for academic, attendance or wellbeing reasons. The 'At Risk' level is identified as follows: At Risk – Academic: does not meet the Program and Unit learning outcomes and academic progress requirements; At Risk – Attendance: does not maintain at least 80% attendance in all units of study, or does not engage in activities as determined by the academic expectations of the unit, or has missed all classes in a two-week timeframe; and, At Risk – Wellbeing: does not meet Program and Unit learning outcomes and academic progress requirements for reasons related to wellbeing.
Board of Examiners (BOE)	A review panel that determines the academic progression and Academic Status of students.
Business Unit Manager	Means the College Director and Principal of Curtin College.
Company	Means Navitas Pty Limited ACN 109 613 309 having its registered office at Level 8, Brookfield Place, Perth, 6000.
Confirmation of Enrolment (COE)	A document registered with the Government Department to confirm a student's acceptance into a particular Program for a specified duration.
Course Weighted Average (CWA)	Weighted average percentage mark for all grade and mark units in which the student is enrolled in a program. Calculation of this average includes units that are failed, or any unit with a result of 'not complete' or 'annulled'
Deferral	A delay to commencement or continuation of course studies normally to the start of the next study period.
Diploma	A Higher Education accredited award comprising of two stages
Domestic Student	For the purpose of this policy, a domestic student is anyone who is a permanent resident of Australia, citizen of Australia or New Zealand or the holder of a permanent humanitarian visa who will be resident in Australia for the duration of a Program of study
ESOS Act 2000	The Education Services of Overseas Students Act 2000 (ESOS Act 2000): This Act regulates the delivery of education services to international students.
Full time Study Load	A study period consisting of 3 or more units of study equating to 75 or more credit points.
Good Standing	The student is achieving satisfactory academic progress and is permitted to continue in the Program.
Graduate Certificate	A Higher Education accredited award comprising of 100 credit points to be completed in one study period.
Group	Means the Company (Navitas Pty Limited) and all of its subsidiaries.

Term	Meaning
Intent to Report	Communication advising an International student of the College's intent to report them to the Government Department due to non-compliance which outlines the appeals process and related action.
Intent to Report	Communication advising an International student of the College's intent to report them to the Government Department due to non-compliance which outlines the appeals process and related action.
International Student	For the purpose of this policy, an International student is defined as one who is not an Australian or New Zealand citizen or the holder of a permanent residency or humanitarian visa. For the purposes of this policy, students who are in Australia, as a result of their parents/legal guardians being on a temporary business visa (e.g. visa subclass 457), are regarded as International Students
Intervention Communications and Strategies	Means the tactics implemented at Curtin College to support students who are at risk of not meeting progression requirements. Some of these include: Support provided on-line via Moodle; Academic Language support, Drop-in Sessions; Academic Peer support; Student Mentors; Support workshops; and appointments with a staff member such as lecturer/s, Unit Coordinators, Student and Academic Services, Student Counsellor, Program Teams.
Navitas	Means Navitas Pty Limited the parent company of Curtin College
NLT	Means the Navitas Leadership Team of the Company
Non-compliance	For an international student it means: The failure or refusal to abide by the conditions of a 'Student Visa'. For a domestic student it means: The failure or refusal to abide by the conditions of enrolment as set out in letter of offer of a place at Curtin College For the College it means: a failure to meet its regulatory obligations as set out in key legislation e.g. ESOS Act 2000 or the National Code
Partner Provider	Means an institution that provides a Program which is CRICOS registered as being offered by Curtin College, who, for the purposes of this document oversees all matters relating to the delivery of those Programs.
Postgraduate Preparation Program (PPP)	Means a program that prepares international students for the Curtin College Graduate Certificate programs.
Progression Rule	Is a condition referring to specific pre-requisite units and/or minimum course weighted average mark that must be achieved in order to progress to the next stage or Program of Study.
Provider Registration and International Student Management System (PRISMS)	The international student database system used by the Department of Education, Skills and Employment for the purpose of receiving and storing information about international students with respect to the ESOS Act 2000.
Student Default	Where an international student does not start a Program, withdraws from a Program, fails to pay tuition fees, breaches a condition of their student visa and/or breaches the College's Code of Conduct Policy.
Study Period	Means a discrete period of study within a Program in which a student undertakes and completes units of study e.g., a Trimester.
Terminated Status	Means a status given to a student who has had their enrolment with the College cancelled for reasons such as unsatisfactory academic progress, a serious breach of College Code of Conduct (misbehaviour/misconduct) or due to a student default.
Under-Represented student groups	Means person who fit into any one of the following recognised categories: Aboriginal and Torres Strait Islander Peoples People from low socio-economic backgrounds People with disability People from remote or isolated areas People who are first in their family to attend university or other higher educational institution People from non-English speaking backgrounds. Women in areas of study where they have been under-represented, such as engineering (or even STEM) LGBTQI++

Term	Meaning
Unit (of study)	Means an academic module which forms part of a course of **study**, e.g., Introduction to Business, which represents a credit point value that contributes towards the final award e.g., Diploma of Business.
Unsatisfactory Progress	Means passing less than 50% of the units studied in a given study period, failing a unit more than once, or not meeting the program requirements.
Wellbeing	For the purpose of this policy, 'wellbeing' refers to the physical and mental health of the students.

8 Appendix 3A: Academic Status Categories

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Schedule 1 – Academic Status Categories

Academic Status Categories – Diploma Students

Current Academic Status	Criteria - If any of the following occur	Academic Status for the following Study Period
Good Standing	Student passes 50% or more of their enrolled units in a study period	Good Standing
Good Standing	Student passes fewer than 50% of their enrolled units in a study period	Conditional Status 1
Conditional Status 1	Student passes fewer than 50% of their enrolled units in a study period	Conditional Status 2
Conditional Status 2	Student passes fewer than 50% of their enrolled units in a study period	Conditional Status 3
Conditional Status 3	Student passes fewer than 50% of their enrolled units in a study period	Terminated
Conditional Status 1, 2 or 3	Student passes more than 50% of their enrolled units in a study period	Returns to an Academic Status which is one level lower or good standing if on Conditional Status 1
Good Standing, Conditional Status 1 or 2	Student fails a unit for the second time	Conditional Status 3
Good Standing, Conditional Status 1, 2 or 3	Student fails a unit for the third time	Terminated
All Academic Status	Student changes Program	Returns to an Academic Status which is one level lower or good standing if on Conditional Status 1
Returning Students (after withdrawal)	Returning to the same program	Remain on the previous Academic Standing
	Returning to a different program with no shared units	Good Standing

PPP and Graduate Certificate Academic status shall be one of the following three categories: Good Standing, Conditional and Terminated to be determined as follows:

Academic Status Categories – PPP and Graduate Certificate Students

Current Academic Status	Criteria - If any of the following occur	Academic Status for the following Study Period
Good Standing	Student passes 50% or more of their enrolled units in a study period	Good Standing
Good Standing	Student passes fewer than 50% of their enrolled units in a study period	Conditional Status 1
Conditional Status 1	Student passes fewer than 50% of their enrolled units in a study period	Terminated
Condition 1	Student passes more than 50% of their enrolled units in a study period	Returns to Good Standing
Good Standing or Conditional Status 1	Student fails a unit twice	Terminated

9 Appendix 3B: Curtin College Grading System

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Schedule 2 - Curtin College Grading System

Curtin College's grading system is based on the Curtin University grading system as provided in their Assessment and Student Progression Manual (July 2018) available on the Curtin University website: http://policies.curtin.edu.au/

Grade/Mark Units – Final Grades

Grade	Mark (Range)	Description	Application
10	100	High Distinction	Student has passed a unit classified as a grade/mark unit and achieved a percentage mark in the range specified without Supplementary Assessment or without a pass having been conceded.
9	90 -99	High Distinction	As above
8	80 – 89	High Distinction	As above
7	70 – 79	Distinction	As above
6	60 – 69	Credit	As above
5	50 – 59	Pass	As above
PA	0-100	Pass	As above
F	0 – 99	Fail	Student has failed a unit classified as a grade/mark unit
PX	0-100	Pass After Supplementary Assessment	Student has passed the unit following a Supplementary Assessment. PX shall replace the previously recorded X and the mark will remain the same as that originally recorded.
FX	0-100	Fail After Supplementary Assessment	Student has failed the unit following a Supplementary Assessment. FX shall replace the previously recorded X and the percentage mark will remain the same as that originally recorded.
NC	0 – 99	Fail Incomplete	Student has failed a unit classified as a grade/mark unit and did not meet pass hurdles
ANN	0	Result Annulled Due to Academic Misconduct	Student has been found guilty of academic misconduct and a penalty of an ANN grade has been imposed.
W		Withdrawn from unit	Student has withdrawn from the unit after census date and before week 9.
EX		Exemption	Credit granted towards particular or specific unit(s) within a Program.

Grade/Mark Units – Interim Grades

Grade	Mark (Range)	Description	Application
DA		Deferred Assessment	Where an assessment task within a unit of study is approved to be done at a later date. A DA grade must be converted to a final result by no later than the end of the next study period that the student would normally enrol in. Any extension must be approved by the Program Manager or nominee.
X		Outstanding Supplementary Assessment	Where a student, who otherwise would be awarded a grade of F or FAIL, is granted a Supplementary Assessment by a Board of Examiners. Once the supplementary assessment is completed, the student shall be awarded a grade of either PX (Pass After Supplementary Assessment) or FX (Fail After Supplementary Assessment). In both cases, for grade/mark units the original mark shall be retained. If the student opted not to complete the Supplementary Assessment, they will receive an F grade for the unit. An X grade must be converted to a final result by no later than the end of the next study period that the student would normally enrol in.
GNS		Grade not Submitted	May be used as an alternative to Fail at the discretion of the Board of Examiners where a student has not completed or submitted all required assessable work for the unit.

10 Appendix 4: Curtin College Student at Risk Register and Intervention Strategy

10.1 Introduction

a) Curtin College hosts a diverse range of students with an equally diverse set of backgrounds and recognises therefore that inherent in its diversity is a wide range of causes for students to exhibit signs of being at risk of not meeting academic progression rates.

b) The causes of poor academic performance are many but it is possible to draw sufficient common themes to suggest that factors such as those noted in the following list (note this is not an exhaustive list) may contribute to a student's 'at risk' potential:

i. Is the student an international student exhibiting language difficulties?
ii. Is the student a 'first-generation' higher education student?
iii. Is the student of Aboriginal and Torres Strait Islander heritage?
iv. Does the student have a declared learning disability?
v. Does the student have a declared physical disability?
vi. Is the student from a minority group such a LGBTQI++?
vii. Does the student have financial challenges?
viii. Is the student from a remote or isolated area and away from familial support structures?

c) Clearly students from the College's population of subgroups as noted above, will not all always exhibit characteristics of a student at risk; however, the College recognises the need to consider a range of contributing factors into any intervention and support strategies for students at risk.

d) In addition to factors noted in 9.1 b) above, the College has also noted that the following may be 'at-risk identifiers' or alerts:

i. Specific skill deficiency/ies e.g. not everyone is equally IT literate despite the pervasiveness of technology into every aspect of life as we know it;
ii. Low entry grades';
iii. Erratic academic background;
iv. High level of credit for recognised learning;
v. Poor reading, writing and numeracy skills;
vi. Poor time management skills;
vii. Inadequate problem-solving skills;
viii. Sleeping in class;
ix. Unsatisfactory attendance;
x. Mature age student returning to study after a considerable break;
xi. Failure to complete assessment on time;
xii. Record of breaching academic integrity rules and requirements;
xiii. Reluctance to engage in group activities; and,
xiv. Consistently poor assessment outcomes.

10.2 The Curtin College 'STaR' Intervention Plan – Guiding Concepts

a) Curtin College has developed a student at risk process that is inclusive of academic and professional staff as well as student mentors, buddies and guides.

b) The STaR is focused on the benefits of early intervention and analysis to ensure students at risk are identified early in each trimester, this in order to avoid delays in applying intervention strategies.

c) The STaR programme incorporates student-focused strategies and college-wide activities.

d) The management of 'students at risk' (STaR) is a collaborative and integrated effort across the College involving the Academic Director, the Manager of Academic and Student Services, the Counsellor, Program Managers, classroom Teachers and the Manager of Quality, Risk and Compliance.

e) The collaborative approach is intended to ensure the College maximises every opportunity to provide support and encouragement to students who may be at risk of failing to meet the academic requirements for progression or who may opt to attrit to avoid ending up with a failed academic record.

f) The STaR IP will use information collected during the application and enrolment process to identify students who may need early support as they adjust to study at the College.

g) The Manager of Academic and Student Services will, with support from the Manager of Quality, Risk and Compliance, compile an initial register of students who may need support to adjust.

h) The *Student at Risk Register* (SaRR) will be stored securely in a restricted access file in SharePoint and staff who need access will be informed by the Academic Director in a meeting convened specifically to advise key stakeholders of students who have been identified as potentially needing additional support and monitoring.

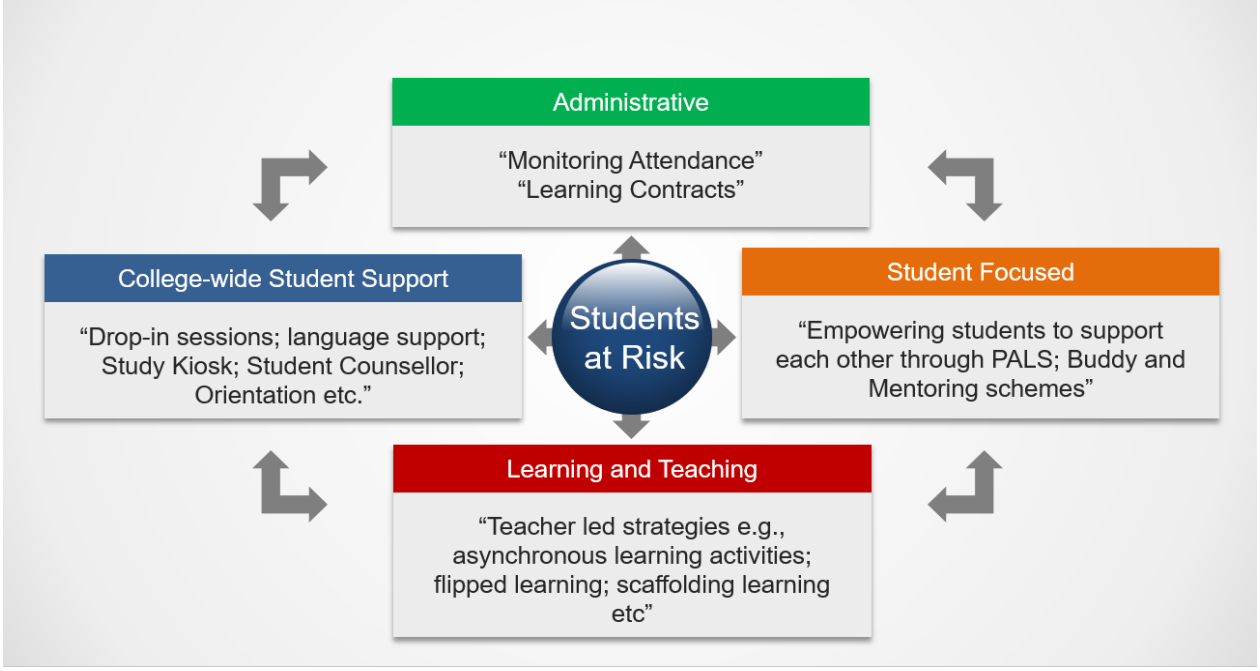
i) Students identified early, receive a simple welcome letter from the College Director and Principal (CDP), thanking them for enroling and reinforcing assistance and support options should they need to access these during the first three weeks of trimester. The letter will not address any notion of "at risk" status because it is likely that a good number of potential at risk students never actually become at risk.

j) Information about assistance and support will be shared with **all** students at Orientation and will of course remain listed in the Portal.

k) Academic staff will be provided with information (9.1 d) above) as to what 'flags' they need to be aware of as part of identifying students at risk as soon as possible.

l) The conceptual framework is illustrated in Figure 1 below:

Figure 1: Whole-of-College Framework for STaR Programme



10.3 STaR Strategies and Activities

10.3.1 Monitoring Attendance

a) Class attendance for Curtin College taught units is recorded for all students enrolled in Programs offered at Curtin College for monitoring purposes.
b) As per the College Code of Conduct, Students are expected maintain an attendance rate of at least 80% in all units of study and engage in activities as determined by the academic expectations of the unit.
c) Attendance is recorded once in each class.
d) All students can check their attendance via the Student Portal.
e) If a student would like to discuss their attendance, they can make an appointment to see the relevant Program Manager or Student Counsellor.
f) Domestic students on Centrelink benefits or using FEE-HELP, are informed during orientation that Curtin College is required by legislation to provide attendance data on request.
g) If a student:

i. misses three consecutive classes; or,
ii. is consistently late for classes; or,
iii. exits halfway through the class;

the teacher is required to raise this inconsistent behaviour with the relevant Program Manager and the Manager of Academic and Student Services (MASS).

h) The Manager of Academic and Student Services will:

i. log the information on the student's file;
ii. send the student a personalised letter:

- ✓ reminding them of the College's expectations for attendance;
- ✓ confirming an appointment time to meet with the Student Counsellor to discuss the attendance record; and
- ✓ confirming that they have been placed on the Student at Risk Register;

iii. add the student to the STAR Register; and,
iv. inform all relevant staff that the student is officially a 'student at risk' and therefore heightened monitoring is required until further notice.

10.3.2 Learning Contract

a) Students who have been identified as being 'at risk' will be placed on a learning contract.
b) The learning contract will set out what is expected of the student and the conditions they must meet to ensure that they remain in 'good standing' and are able to make academic progress.
c) Conditions and requirements in the Learning Contract may include:

i. An agreed reduction in study load inclusive of strict conditions specific to attendance; assessment submission and engagement in class activities;
ii. A requirement to attend additional support sessions either with a group of other students or individually at no additional cost to the student; and,

iii. Daily check in with Student Counsellor or other specified staff member to demonstrate progress on assessments and time management.

d) In the event the at-risk status is medical in origin, the College will secure the student's informed consent, to consult and liaise with appropriate medical persons and/or organisations such as the student's doctor or medical specialists. **Such action is only ever undertaken taken under strict conditions or confidentiality and after gaining the student's informed consent.**

10.3.3 Teachers' Approach

a) No single strategy will work for all students at risk so a combination of teacher-lead strategies inclusive of:

i. Provision of asynchronous learning activities in the Learning Management System (LMS) as part of flexible learning model;
ii. Recording key sessions for future review and revision;
iii. Establishing peer-assisted schemes in each class;
iv. Support for structured study groups;
v. Recognising and rewarding positive behaviour;
vi. Implement scaffolding for complex tasks;
vii. Promote self-efficacy – assure students they can be successful;
viii. Enable students to relate new information to prior knowledge;
ix. Flip the learning and teaching process – engage students in applying knowledge and help them move to higher order thinking;
x. Promote pleasure, engagement and enjoyment for all students in the learning environment;
xi. Create an orderly and predictable environment for students' help students to set goals as part of self-regulatory their behaviour and learning;
xii. Use group work activities effectively and create an environment in which all students feel safe i.e., no bullying, everyone is included, no put downs – humour not sarcasm is the order of the day;
xiii. Give instructions orally and visually;
xiv. Establish systems for reinforcement;
xv. Use diagnostic assessment data to establish where individual students need assistance and support;
xvi. Allow **students** many opportunities for practice and learning;
xvii. Implement authentic activities; and,
xviii. Assignments must require prior knowledge (see flipped learning).

10.3.4 Student Focused Interventions

10.3.4.1 The College has developed a conceptual model to assist students at risk inclusive of the following peer focused interventions:

a) **Peer Assisted Learning Strategies** (PALS) are structured study and learning groups established to create partnerships within each unit of study to enable students to assist each other with course content and collaborative project activities. At the College this is organised to ensure that this reciprocal or two-way learning support process remains mutually beneficial for all students involved. Peer learning groups assist all students in the group to:

i. work collaboratively in a group setting;
ii. learn and contribute to the learning of other members of the group;
iii. develop skills in organising and planning learning activities;
iv. give and receive feedback in a positive and constructive manner; and,
v. evaluate their own learning.

b) **'Buddy' system** is similar to the PALS as noted above but involves pairs of students working together to build skills and confidence and involves students in need of help in certain skills or areas of knowledge being paired with a student from the same class who is going to be able to assist the student by putting their own knowledge into practice. The 'Buddy' system is of course dependent on effective pairing to avoid two weak students being paired, so the College takes great care when determining the pairing of buddies. The 'Buddy' system enables:

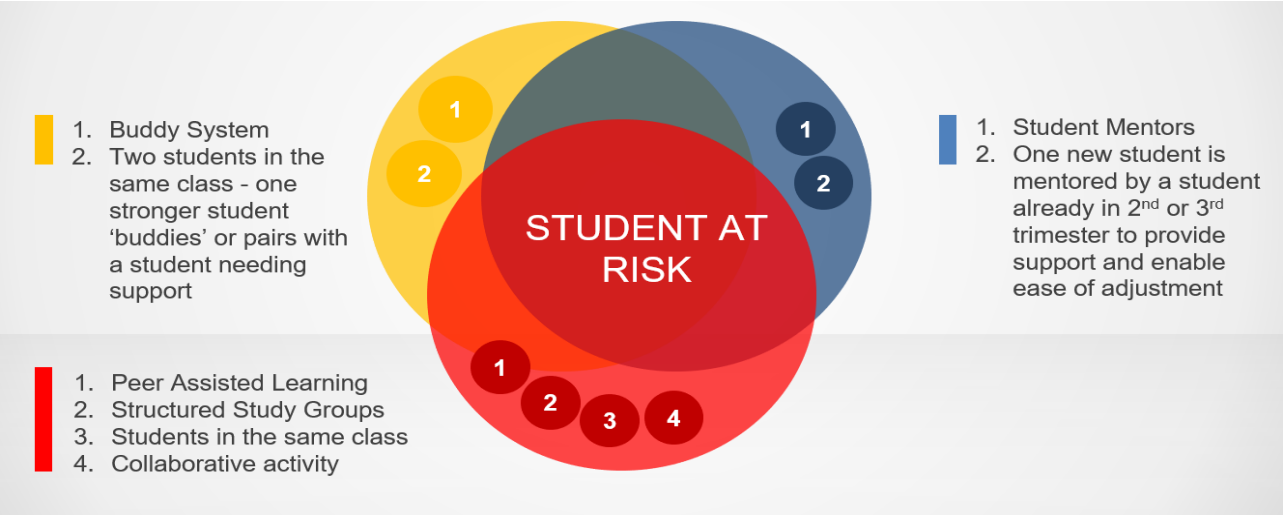
i. immediate feedback in a way that can lower a student's anxiety;
ii. promotes and supports independent learning; and,
iii. builds self-confidence

c) **Student Mentors** may be used when a student from the same program of study who is in their second or third trimester may be partnered with a student in their first trimester of study. The student mentor provides social as well as academic support for new students and will normally:

i. Contact the student either prior to or during the orientation process to enable the student to acclimatise quickly and effectively to 'life as a student at Curtin College;
ii. Assist the student mentee to identify with the campus and the services available for support;
iii. Discuss difficulties with or concerns about study and assignments; and,
iv. Help with non-study related issues and difficulties e.g., with culture or language.

d) The conceptual model involves considerable overlap in each of the key peer focused intervention strategies to enable students to receive support from peers in a non-threatening or power-driven manner and experience success and achievement. The model is illustrated below in Figure 1:

Figure 1: Peer Supported Interventions



10.3.4.2 College-wide Interventions

a) Academic ‘drop-in’ sessions are scheduled every week each trimester. The workshops commence in week three of each trimester and are two hours in duration. Students do not need an appointment and during these one-to-one sessions, students will receive individual assistance with:

   i. Assignment preparation and presentation;
   ii. Referencing advice and upskilling;
   iii. Language support; and
   iv. General study skills.

b) Language support is made available through the *Academic Language Enrichment Program* (ALEP), which is a nine-week program offered to all Diploma students who are in the final trimesters of their study program.
c) Program Coordinators in each discipline are available to provide students with advice in study plans and study techniques to assist students achieve academic progress.
d) Study Kiosk is available to provide students with learning support and wellbeing resources.
e) Student Counsellor is available to students via appointment and on as-needs basis. The Student Counsellor provides confidential help and support on an individual basis. Students can receive career counselling as well as personal and study advice and support.
f) Pre-arrival Guide enables students to be better prepared for their arrival in Perth and at Curtin College inclusive of a link to the Curtin College Student Blog.
g) Orientation event each trimester to ensure students get the opportunity prior to commencing classes to interact with fellow students, student mentors, academic staff and student support and advice staff.
h) Student Surveys and feedback mechanisms to inform continuous improvement activity.

10.3.4.3 Identified Student Cohorts

a) Curtin College common with its Partner University (Curtin University) attracts students from a wide spectrum of the population inclusive of students of Aboriginal and Torres Strait Islander (ATSI) heritage. Students have access to all of the College’s support systems and structures in and out of class, and where special arrangements need to be made, the College endeavours to make all reasonable adjustments to facilitate effective learning and positive academic progression.
b) The College’s Partner University sponsors a Centre for Aboriginal Studies (CAS) and the College continues negotiations with the CAS to enable ATSI students at the College, in addition to the focused support available at the College itself, to access support, socialise, attend events and make use of the computer lab and common room housed within the CAS.
c) Students with physical and/or psychosocial disabilities are also able to access all student support services at the College inclusive of mentoring, peer and buddy schemes. In common with all identified student cohorts, the College endeavours to make all reasonable adjustment to facilitate effective learning and positive academic progress.

11 Appendix 5: Articulation Rules for all Programs

11.1 Diploma students Progressing from Diploma (Stage 1) to Diploma (Stage 2)

a) Students must successfully have completed a minimum of 150 credit points, the required program pre-requisites and program specific requirements, to progress to Diploma (Stage 2).

11.2 Diploma students progressing to a Curtin Bachelor Degree

a) Students must successfully complete all of the prescribed units in the Diploma and achieve the CWA if required, to progress to the Second Year of the Degree program at Curtin University with advance standing for up to 200 credit points.

11.3 Graduate Certificate students progressing to a corresponding Curtin's Master Degree

a) Students must successfully complete all of the prescribed units in the Graduate Certificate to progress to the Master's Degree program at Curtin University with advance standing for up to 100 credit points.

Table 1 – Program Articulation

Program	Articulation Requirements	Progression to
Arts and Creative Industries		
Diploma (Stage 1)	Completed 150 credit points and the required pre-requisite units in Diploma (Stage 1)	Diploma (Stage 2)
Diploma (Stage 2)	Completed Diploma requirements	Curtin University Bachelor Degree
Built Environment		
Diploma (Stage 1)	Completed 150 credit points and the required pre-requisite units in Diploma (Stage 1)	Diploma (Stage 2)
Diploma (Stage 2)	Completed Diploma requirements	Curtin University Bachelor Degree
Commerce		
Diploma (Stage 1)	Completed 150 credit points and the required pre-requisite units in Diploma (Stage 1)	Diploma (Stage 2)
Diploma (Stage 2)	Completed Diploma requirements	Curtin University Bachelor Degree
Engineering		
Diploma (Stage 1)	Completed 150 credit points and the required pre-requisite units in Diploma (Stage 1)	Diploma (Stage 2)
Diploma (Stage 2)	Completed Diploma requirements	Curtin University Bachelor Degree

Program	Articulation Requirements	Progression to
Health Sciences		
Diploma (Stage 1)	Completed 200 credit points, the required pre-requisite units and relevant stream requirements as detailed below in Diploma (Stage 1): • Pharmacy and Physiotherapy to achieve a minimum 65% CWA • Pharmacy students to achieve a minimum of 65% in Chemistry • Laboratory Medicine to achieve a minimum 60% CWA	Diploma (Stage 2)
Diploma (Stage 2)	Completed Diploma requirements • Pharmacy require a 70% CWA, Physiotherapy require a 65% CWA and Laboratory Medicine require a 60% CWA in order to progress to the Bachelor Degree	Curtin University Bachelor Degree
Information Technology		
Diploma (Stage 1)	Completed 150 credit points and the required pre-requisite units in Diploma (Stage 1)	Diploma (Stage 2)
Diploma (Stage 2)	Completed Diploma requirements	Curtin University Bachelor Degree
Postgraduate Programs		
Postgraduate Preparation Program	Completed program requirements	Graduate Certificate in Business Administration Graduate Certificate in Commerce
Graduate Certificate in Business Administration	Completed program requirements	Curtin University Master of Business Administration (Global)
Graduate Certificate in Commerce	Completed program requirements	Curtin University Master of Commerce (Major in Professional Accounting or Applied Finance)

**Notes:*

1. *Quotas will apply to the streams of Exercise, Sport and Rehabilitation Science, Nursing, Occupational Therapy, Pharmacy and Physiotherapy for entry into Diploma and progression to the second year of the degree.*
2. *In the event that a stream quota is exceeded, students with the highest Course Weighted Average will proceed to the university.*
3. *Restrictions on student numbers progressing from the Diploma to the second year of the Curtin degree may apply from time to time according to the availability of clinical placements at Curtin.*

11.4 Failure to meet a specific Program Articulation Rule

a) Students failing to meet the specific program and/or stream progress rules will be required to meet with the relevant Program Manager to discuss their study options.

11.5 Not for Degree/Extension Studies

a) Students in their final study period of the Diploma with a maximum of two units to complete may be permitted to enrol concurrently in Curtin University second year Not for Degree/Extension units. In order to be eligible, students must be on 'good standing' and must obtain a permission letter from the college to support their application. Curtin University does not offer extension units for all degrees, so this option may not be available for some students.
b) International students on a 'student visa' can only do extension units if their Confirmation of Enrolment with the College covers the duration of the extension units.

11.6 Internal 'Gap' in Studies

a) Students in Health Sciences may have a gap in studies between progressing from:

    i. Stage 1 of the Diploma to Stage 2 of the Diploma because they have not met full progression requirements;

b) Students may also experience a gap in their articulation from the College to Curtin University as a result of not meeting their academic progress requirements and/or failing to meet the articulation rules.
c) The Academic Director may approve exceptions to the above.