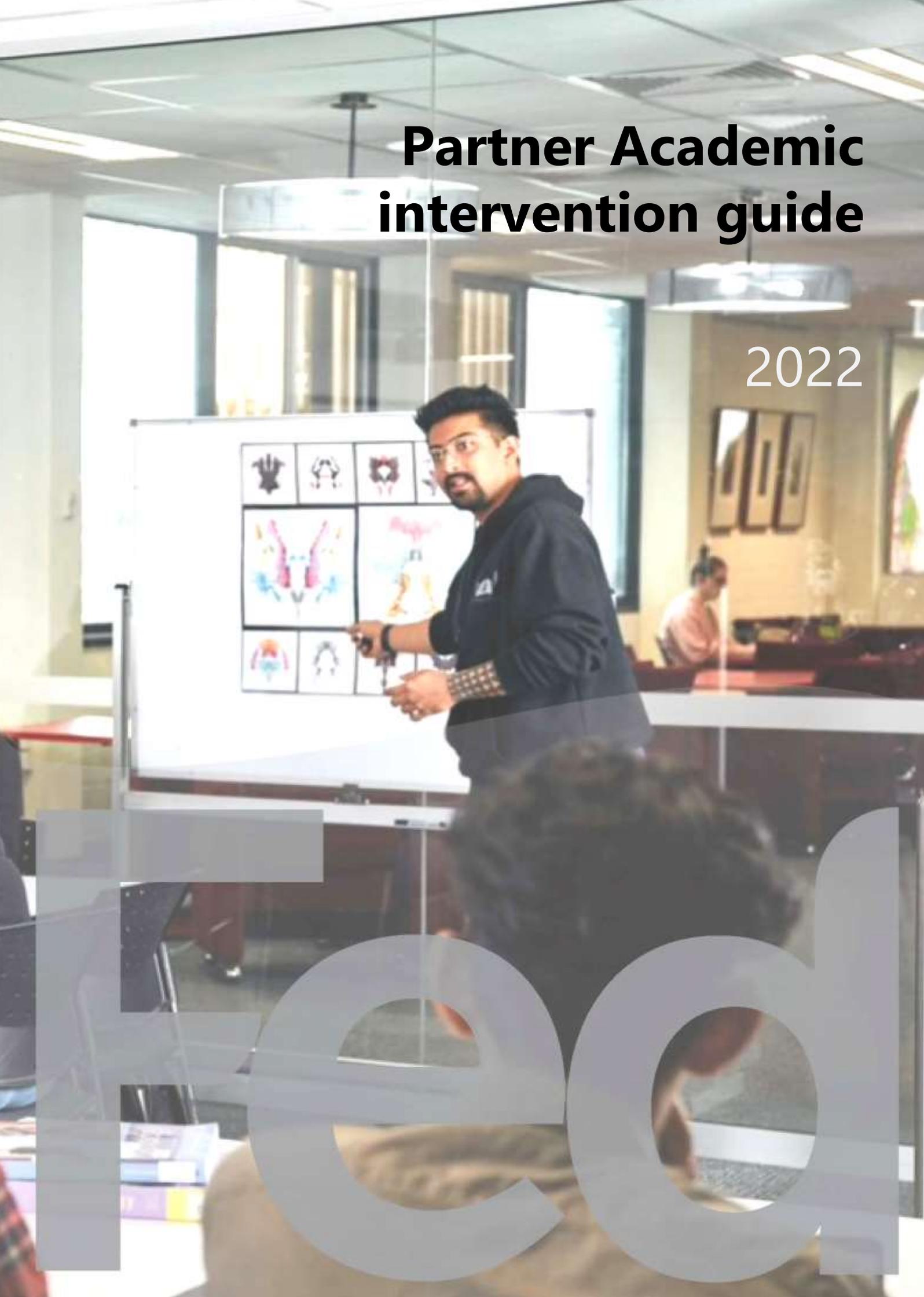


Partner Academic intervention guide

2022



FOOD

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Partner Academic intervention guide

Academic Progress and Intervention information and instructions for partners

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All Information is correct at the time of publication but may be subject to change

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Introduction

Academic Progress and Intervention information and instructions for Partners

Partners are required to ensure that they comply with internal and external legislation, regulations, policies, procedures and guidelines. It is the responsibility of partners, to ensure that all staff are aware of their compliance responsibilities in regard to their position at the partner. Compliance commences at the recruitment of a student through to the student's completion of his/her program.

Student records

Partners are required to administer student recruitments and the management of student records. All documents and decisions concerning students need to be well recorded in student management areas such as fdlGrades notes and on student files. Staff at partners must use their *own* login for access to programs such as fdlGrades and Campus Solutions.

The need for such evidence is underpinned by the Quality Frameworks of the Australian Education Regulatory Body (TEQSA), the ESOS Act, by University statutes and supporting policies and procedures that partner providers are required to uphold as part of contractual agreements. In particular, the Higher Education Standards Framework 1.3 Orientation and Progression: early feedback on student performance, detection and support for students at risk of unsatisfactory progress and monitoring of success rates at cohort level. Also, ESOS Act 2000, National Code of Practice 2018, Standard 8: Overseas student visa requirements.

As a minimum, notes need to state:

- The name and position of the officer who initiated the process
- The name and position of the University officer/committee granting approval; and
- The date the decision was made.

Notes in fdlGrades must be generic to ensure the confidentiality of a student is maintained. For example: "*student has a reduced load due to ongoing medical condition (medical certificates received).*"

Policies and Procedures

Federation University has the following policies and procedure in regard to monitoring student progress:

[Completion Within The Expected Duration of Study Procedure](#)

[International Student Attendance Requirements Procedure](#)

[Intervention Strategy - Monitoring Course Progression Guidelines](#)

[Monitoring Program/Qualifications Progression Procedure](#)

[HDR Candidature Management Procedure](#)

[VET Assessment Procedure](#)

Legislative Context

[National Code of Practice 2018, Standard 8: Overseas student visa requirements](#)

Key for colour coding - Responsibility in business process diagrams throughout this manual

 School	 Schools and Partners	 Other Federation department / area
 Partner	 Partner Liaison-GPS	

Academic Progress: satisfactory versus unsatisfactory

Students must be made aware of the Academic Progress rules for their program prior to enrolment.

This is usually done by sending a copy of the handbook or other program information once the admissions process has been finalised.

Satisfactory academic progress is demonstrated by the successful completion of all required assessments in each semester of the program as nominated in the curriculum document for that program. Students who progress through the program without interruption will complete in the prescribed timeframe. However, in some cases, students may have interrupted progress due to a number of reasons including personal circumstances and or poor academic performance. Unsatisfactory completion of any course in a program will normally result in an extension of the timeframe to complete the program.

Unsatisfactory academic progress is the term used when a student has demonstrated failure to satisfactorily complete a portion of their studies. This can fall into a number of categories including the following conditions. Further information needs to be sought from relevant program coordinator, as each program has its own specific program progress rules.

- a) failure in 50% or more of the required courses in any one semester of the program as designated in the curriculum document, or
- b) failure of a second attempt of previously failed course(s), or
- c) failure to meet the required conditions set at a previous Show Cause outcome.

The [Federation University Statute 2021 Part 6 Division 3.33](#) states:

1. The University may, in accordance with the Regulations, review whether a student has maintained satisfactory academic progress.
2. The University may, in accordance with the Regulations, suspend or exclude a student who has failed to maintain satisfactory academic progress.

Intervention strategies

Each partner should develop their intervention strategy (known as a *Student Success Plan* in fdlGrades) for each student on a case-by-case basis. These guidelines include suggested actions however, the suggested actions are not exhaustive.

The student retention and success plan

This plan focuses on student retention in study. It assumes that student attrition should be reduced as much as possible and student retention thereby increased. This includes for students who are undergraduate and postgraduate, in higher education and vocational education and training, who are school leavers and mature age, who study on campus and online, who study via a partner onshore or offshore, who are Indigenous, full-time or part-time, international, domestic, fee-paying or in Commonwealth supported places and no matter the discipline in which they are studying. It is a plan for all our students.

The plan, which sets the course for the university's focus on student retention and success, is the result of an initial six-month development process at the beginning of 2015.

Starting in 2018, the Learning, Teaching & Student Success Plan 2018–2020 incorporates Federation's strategic vision for student retention and success going forward. Priorities 1 (Enhancing Teaching Quality) and 2 (Enhancing Student Success and the Student Experience) of the Learning, Teaching & Student Success Plan (2018 – 2020) form

the basis of this Student Retention & Success Operational Plan. This Operational Plan provides actionable, measurable outcomes to achieve the strategic vision of the Learning, Teaching & Student Success Plan, which recognises that enhancing our student retention, success and completion is underpinned by four pillars:

1. Providing high learning quality – high quality programs and courses to engage students in learning.
2. Promoting student engagement – between students, lecturers and the university; curricular, co-curricular and extra-curricular.
3. Creating positive student experiences – in class, on campus, online, partners, anywhere.
4. Providing strong student support – intentional, proactive, timely access to life and learning support.

<http://federation.edu.au/staff/student-retention-and-success/the-plan>

Intervention strategy requirements for international students

As per the University's **Monitoring Program/Qualifications Progression Procedure**, students that have had an unsatisfactory term/semester of studies are required to have an intervention strategy implemented in the following semester.

If an international student has not had an intervention strategy implemented, the intervention strategy has not had sufficient time to run its course or there are no records that attempts to implement an intervention strategy have been made when a student does not respond; an international student that receives a 'Show Cause' for exclusion or suspension will not be able to reported for exclusion/suspension. The students' 'Show Cause' will be overturned and will be allowed to continue in their program.

Potentially 'at risk' students / students requiring assistance

There are a number of functions in fdlGrades which attempts to identify potential *At Risk* students or help deal with students who require special assistance.

The following pages give the business process with fdlGrades screengrabs to show you how to do these. Directions to *Menu* function headings in fdlGrades are given as in the following example:

MENU > INTERVENTIONS > Flagged



Learning Access Plans

A *Learning Access Plan* (LAP) is a formal document that assists a student with a disability to communicate their negotiated reasonable adjustments and/or other supports with schools within the university.

The LAP outlines:

- How the medical condition, mental health condition, or disability impacts on a student's ability to participate in education
- The student's own strategies to address these impacts
- The adjustments required within the student's academic program
- In-class adjustments
- Examination adjustments
- Placement or off-campus activity adjustments
- Other services required

Please ensure you refer to the Partner Disability Resource Kit and the processes within it before creating a Learning Access Plan for a student.

What and Why	Who	When
Create a Learning Access Plan (LAP) notification. This can be done from MENU > STUDENTS > STUDENT > (Input student ID and then click Student ID link) . A LAP is effective from a nominated term and can be ended if no longer required. A student can have more than one LAP.	Partner academic coordinators in consultation with the Federation Disability Liaison Unit (DLU)	As required
If a LAP is active (not ended) every course that the student is enrolled in after the effective term will display a 'D' (for Disability) on the student's row in the column labelled <i>Note</i> on the main class list screen. <i>Disability</i> notes can be entered in a special section on the student notes screen which can be accessed by clicking on the 'D' on the student's row in the column labelled <i>Note</i> on the main class list screen. Details of the LAP are also displayed.	Partner lecturers, partner academic coordinators	LAP exists
The <i>Academic Progress / Assistance / Intervention</i> tab of the student's plan has a <i>Disability</i> section which includes the ability to enter notes at the plan level. Details of the LAP are also displayed as are course level notes.	Partner academic coordinators	LAP exists
MENU > INTERVENTIONS > Learning Access Plan or MENU > STUDENTS > PLANS > ACADEMIC > INTERVENTIONS > Learning Access Plan lists students that have an LAP. By default, <i>Ended</i> LAPs are not displayed but a toggle switch can be set to have them included. Clicking the <i>Student ID</i> link will display the student plan.	Partner academic coordinators	As required



Student ID	Name	City	State	Study Plan	Enrollments / Results
2008000	Any STUDENT	ASHFIELD	NSW	BCLAC - 201606 - ATAC070 Approval DTE - 201606 - ATAC070 Funding AOL/ny	-

Student ID:	30000000
UBSAS ID:	
Last Name:	Student
Other Names:	Any
Date of Birth: e.g. May 13, 1988	Oct 8, 1996
Photo (JPEG):	
Do not use: <input type="checkbox"/>	
Locked:	No
Debt:	No
No APC / Intervention:	Not Applicable
Learning Access Plan:	Add new
NESB Approved:	Not Applicable

Student:	30000000 - Any STUDENT
Effective From:	
LAP Type:	<ul style="list-style-type: none"> Disability Elite Athlete Indigenous Performing Artist
Description:	body p
Hide (Ended):	<input type="checkbox"/>

Select the appropriate LAP type option from the dropdown box

Select the semester / term the LAP is effective from

Input description here

Your progress so far (flagged students)

'At risk' students (Early Intervention) – course level intervention

Academics involved in the delivery of a course can flag a student where they see that they might be at risk. This is very important as it gives the student the opportunity to seek assistance early on. Students who have been flagged with "Academic", "Attendance / Engagement", "Language", or "Other" issues for listed courses are therefore potentially 'At Risk' students.

- **Academic:** Students struggling with elements of course study e.g. students having issues with things like referencing, essay writing, using programs such as Word etc.
- **Attendance / Engagement:** lack of attendance or engagement with a course (could include a lack of engagement online as well).
- **Language:** marked difficulties with language, either English in general or course specific terminology (e.g. student has basic English but is having problems with complex terminology in a program such as law or science).
- **Other:** Anything not covered by the other categories but could also include secondary occurrence of a previous flag.

An "At Risk" student is generally defined as a student who is likely to disengage, fail or drop out.

The Flagging function can be found by Lecturers in the Notes column on their course page in fdlGrades for each individual student:

1	2	3	4	5	6	50	0					
A-20	A-10	A-20	A-20	A-30	H	A-100	B-	Total	Grade	Lock	Note	LoC
	7.4					7.4	0.0	7.4	XF	<input type="checkbox"/>	-	<input type="checkbox"/>
						0.0	0.0	0.0		<input type="checkbox"/>	-	<input type="checkbox"/>

Tick the appropriate category that you are flagging the student for intervention for, and then put in a note to indicate as to why you are flagging them:

Intervention / Counselling: Specifically flagged for: Academic Participation Language Other **Intervention**

(The following notes will be available to counsellors and academic / program coordinators via the student plan)

Categories

Add note for reason the student is being flagged

At any meeting with a lecturer the causes of the non-submission or poor performance should be discussed. The lecturer should record the meeting details and all action agreed to, in fdlGrades at the course level (Student Notes Intervention / Counselling). If the problems extend beyond the scope of an individual lecturer then the matter should be referred to the Academic Coordinator.

? Save Notes Cancel

General comments:

Intervention / Counselling: Specifically flagged for: Academic Attendance / Participation Language Other **Intervention**

(The following notes will be available to counsellors and academic / program coordinators via the student plan)

←

When a student has been flagged for intervention, they can then be sent an email by the partner academic coordinator, such as the ones below.

The emails are now automated between weeks 2-7. The partner academic ticks the flag, and then the process automatically runs each Tuesday. After Week 7 the emails can still be manually generated if there are any there that should be sent.

Note: once interventions are flagged at a course level by a lecturer, they also appear on the student's Study Plan as well under the **Academic Progress / Assistance / Intervention** tab as per below.

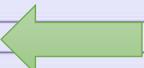
IBRTADE	BUCKET	DATE	TIME	MOODLE	STATUS	LINK	INTERVIEWED	INTERVIEWED	CLOSED
2016/07	BUGEN1500	2016-04-11	12:05	Moodle inactivity	Not Satisfactory	Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2016/07	BUCKET3701	2016-04-11	12:05	Moodle inactivity	Not Satisfactory	Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2015/17	BUCKET2501	2015-06-13	10:11	Moodle inactivity	Not Satisfactory	Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2016/17	BUCKET3702	2016-09-13	11:05	task: 1 (2.0/15.0%) not satisfactory	Not Satisfactory	Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2016/17	MANUAL EMAIL	2016-09-08	14:29		Not Satisfactory	Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2015/17	BUCKET2501	2015-09-07	22:43	task: 1 (5.0/20.0%) not satisfactory	Not Satisfactory	Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2015/17	BUCKET2501	2015-09-14	12:09	task: 1 (5.0/20.0%) not satisfactory	Not Satisfactory	Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2015/17	STAT91000	2015-09-03	10:42	task: 1 (3.0/10.0%) not satisfactory	Not Satisfactory	Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2014/17	BUCKET1501	2015-01-11	20:13	task: 1 (5.0/20.0%) not satisfactory	Not Satisfactory	Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2014/17	BUCKET1501	2015-01-11	20:13	task: 1 (8.3/20.0%) not satisfactory	Not Satisfactory	Email	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2014/17	BUCKET1502	2015-01-11	20:13	task: 1 (7.0/20.0%) not satisfactory	Not Satisfactory	Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Add new intervention note](#) [Update intervention note email](#)

Counselled on 09/09/15 due to poor performance and reduced workload given as a part of the intervention strategy (roundarappenna May 17, 2015)

Counselled on 09/09/14 due to poor performance - NS (roundarappenna Oct 9, 2014)

The Student Plan will also be used to record any Academic Performance Committee outcomes e.g., restricted course enrolment, attendance requirements, etc. Any notes should be dated and initialled each time action is taken and/or the documentation updated.

2 PDF Cancel	
<input type="radio"/> Standard <input type="radio"/> Credit <input checked="" type="radio"/> Academic Progress / Assistance / Intervention <input type="radio"/> Applications / CRAs / Misconduct <input type="radio"/> Industry Placement <input type="radio"/> International <input type="radio"/> Email	
Student:	3000000 - Any STUDENT Events / Results
Location:	ATMCBYD
Program:	Bachelor of Commerce (Accounting) - 2016/05 Guide
Plan Status:	Approved Set for: Pending
Study Load:	<input type="checkbox"/> Part-time
Specialisation:	
Learning Access Plan:	Plan level notes: Add new LAP note
General Notes:	Add new General note Add new CC note <input type="checkbox"/> Do not include notes in PDF <input type="checkbox"/> Display course level notes
Intervention / Academic Progress:	Add new intervention note 
Intervention Strategy / Success Plan:	Intervention in place: <input type="checkbox"/> Yes Add new Success Plan
Preparatory / Skills Assistance:	<input type="checkbox"/> Show details
Plan Term Sequence	Plan Course
1	BUACC1506 PRINCIPLES OF ACCOUNTING AND FINANCE
	BUACC1506
	2016/27
	AC

Reporting on and actioning flagged students

Timing: From Week 2 – Week 6.

The emails are now automated between weeks 2-7. The partner academic ticks the flag, and then the process automatically runs each Tuesday. After Week 7 the emails can still be manually generated if there are any there that should be sent.

Note the following definitions / guidance of Flagged items:

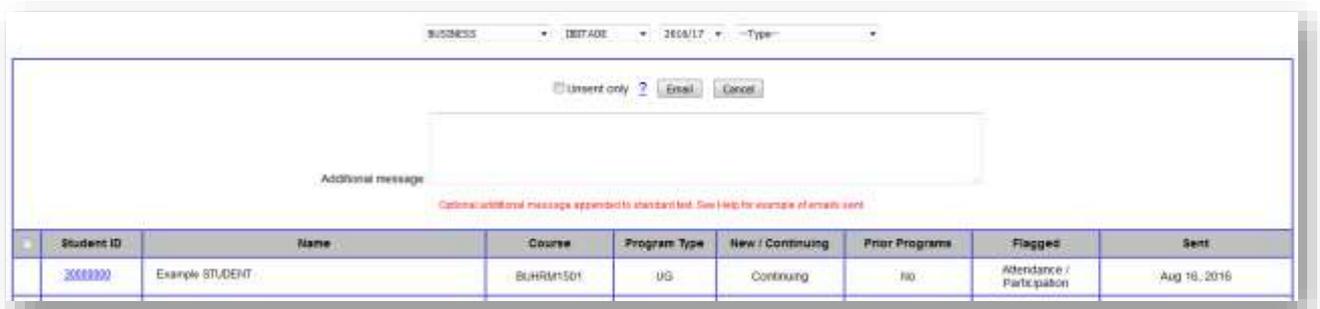
- Academic:** Students struggling with elements of course study, e.g. students having issues with things like referencing, essay writing, using programs such as word etc.
- Attendance/Engagement:** Lack of attendance or engagement with a course (could include a lack of engagement online as well).
- Language:** Marked difficulties with language, either English in general or course specific terminology (e.g. student has basic English but is having problems with complex terminology in a program such as law or science).

Other: Anything not covered by the other categories but could also include secondary occurrence of a previous flag.

What and Why	Who	When
Contact lecturers and remind them that in the early weeks of the term they should identify and <i>flag</i> students that they feel have <i>Academic, Attendance/ Engagement, Language, or Other</i> issues.	Partner academic coordinators	Just prior to the commencement of each term
Flag any student that has <i>Academic, Attendance/ Engagement, Language, or Other</i> issues. Check boxes labelled accordingly can be found in the “Student Notes” screen for each student under the section labelled. The <i>Notes</i> screen can be accessed from the main class list screen by clicking on the underscore under the column headed “Note” on the relevant student’s row. Just below the check boxes is a note field which can be used to enter extra information if necessary.	Partner lecturers	Early weeks of each term. Potentially could be done weekly up to census date of term
MENU > INTERVENTIONS > Flagged. Whilst these emails are now automated between weeks 2 -7. Partners can still manually email students that have been flagged as <i>Potentially At Risk</i> . A standard message is sent to all students who were included in the import file. You can add an extra message which will appear at the end of the standard text (see screen grab below). The screen can be filtered on risk type <i>Academic, Attendance/ Engagement, Language, or Other</i> and therefore different messages can be sent for the different types. Once a student is emailed for a given type, they will not be emailed again so the process can be performed multiple times. Details of emails sent for each course will appear in the “Academic Progress/ Assistance/ Intervention” tab of the student's plan.	Partner academic coordinators	After week 7 on an as needs basis
MENU > INTERVENTIONS > Follow-up can be used to identify students that have been flagged across multiple courses for the term. For further information refer below under the INTERVENTION heading.	Partner academic coordinators	After students have been emailed

MENU > INTERVENTIONS > Flagged:

Once a student has been flagged, use this window to send them a standard email message. You can add additional text to the message via the window seen below.



Example emails:

From: noreply@federation.edu.au
 To: hsimpson@gmail.com, homersimpson@federation.edu.au
 Cc: as-adelaide@iibit.edu.au

Subject: Federation University Australia - Your Progress So Far (Semester 1, 2017)

YOUR PROGRESS SO FAR: ACADEMIC

Dear Homer Jay Simpson (30123456)

Your School has noticed that you are encountering difficulties with your studies in:
 ITECH1000 Programming 1
 ITECH1008 Database Management Systems

We wanted to contact you to let you know we are here to help.

Many students have some difficult times while they are studying. You may not be clear on what the University expects, you may be stressed over your assignment or exam deadlines or there might be something happening in your personal life that makes it tough to concentrate on your studies. If any of this sounds familiar, remember we are always here to help you.

We have skilled staff who have access to many resources available to assist you, and we will make every effort to help you succeed.

You are receiving this email because your lecturer or tutor noticed that you may need academic support.

Please contact your Academic Coordinator, Mr Nadil Sundarapperuma on 0882039005 or at as-adelaide@iibit.edu.au

We are waiting to hear from you, and look forward to being able to help you succeed.

Where to Find Additional Help
 You can find more information on our website at <http://studyskills.federation.edu.au>

Please contact your Student Services Office for information on the student support services available at your teaching location to help you with academic support or to seek support for other personal factors impacting your studies.

Centre for University Partnerships
 Federation University Australia

Note: Once interventions are flagged at a course level by a lecturer, they also appear on the student's study plan as well as under the "Academic Progress/ Assistance/ Intervention" tab as per below.

IBSTADE	Course	Date	Time	Status	Action
2016/07	BUGEN1500	2016-04-11	12:05	Moodle inactivity	<input type="checkbox"/> Followed-up <input type="checkbox"/> Intervened <input type="checkbox"/> Closed
2016/07	BUMKT3701	2016-04-11	12:05	Moodle inactivity	<input type="checkbox"/> Followed-up <input type="checkbox"/> Intervened <input type="checkbox"/> Closed
2015/17	BUHRM2601	2015-08-13	10:11	Moodle inactivity	<input type="checkbox"/> Followed-up <input type="checkbox"/> Intervened <input type="checkbox"/> Closed
2016/17	BUMKT3702	2016-09-13	11:05	task: 1 (2.0/15.0%) not satisfactory	<input type="checkbox"/> Followed-up <input type="checkbox"/> Intervened <input type="checkbox"/> Closed
2016/17	MANUAL EMAIL	2016-09-08	14:29		<input type="checkbox"/> Followed-up <input type="checkbox"/> Intervened <input type="checkbox"/> Closed
2015/17	BUHRM2601	2015-09-07	22:43	task: 1 (5.0/20.0%) not satisfactory	<input type="checkbox"/> Followed-up <input type="checkbox"/> Intervened <input type="checkbox"/> Closed
2015/17	BUMKT2601	2015-09-14	12:09	task: 1 (5.0/20.0%) not satisfactory	<input type="checkbox"/> Followed-up <input type="checkbox"/> Intervened <input type="checkbox"/> Closed
2015/17	STATS1000	2015-09-03	10:42	task: 1 (3.0/10.0%) not satisfactory	<input type="checkbox"/> Followed-up <input type="checkbox"/> Intervened <input type="checkbox"/> Closed
2014/17	BUEN1501	2015-01-11	20:13	task: 1 (5.0/20.0%) not satisfactory	<input type="checkbox"/> Followed-up <input checked="" type="checkbox"/> Intervened <input checked="" type="checkbox"/> Closed
2014/17	BUHRM1001	2015-01-11	20:13	task: 1 (8.0/20.0%) not satisfactory	<input type="checkbox"/> Followed-up <input checked="" type="checkbox"/> Intervened <input checked="" type="checkbox"/> Closed
2014/17	BULAW1502	2015-01-11	20:13	task: 1 (7.0/20.0%) not satisfactory	<input type="checkbox"/> Followed-up <input checked="" type="checkbox"/> Intervened <input checked="" type="checkbox"/> Closed

[Add new intervention note](#) [Update intervention note error](#)

Counselled on 19/03/15 due to poor performance and reduced workload given as a part of the intervention strategy (nsundarapperuma May 17, 2015)

Intervention / Academic Progress: Counselled on 09/09/14 due to poor performance - NS (nsundarapperuma Oct 9, 2014)

The student plan will also be used to record any Academic Performance Committee outcomes e.g., restricted course enrolment, attendance requirements, etc. Any notes should be dated and initialled each time action is taken and/ or the documentation updated.

2 PDF Cancel

Standard
 Credit
 Academic Progress / Assistance / Intervention
 Applications / CRAs / Misconduct
 Industry Placement
 International
 Email

Student:	30011000 - Any STUDENT Enrolments / Results
Location:	ATMCEND
Program:	Bachelor of Commerce (Accounting) - 2016/06 Guide
Plan Status:	Approved Set To: Pending
Study Load:	<input type="checkbox"/> Part-time
Specialisation:	
Learning Access Plan:	Plan level notes: Add new LAP note
General Notes:	Add new General note Add new CC note <input type="checkbox"/> Do not include notes of PDF <input type="checkbox"/> Display course level notes
Intervention / Academic Progress:	Add new Intervention note 
Intervention Strategy / Success Plan:	Intervention in place: <input type="checkbox"/> Yes Add new Success Plan
Preparatory / Skills Assistance:	<input type="checkbox"/> Show details

Plan Term Sequence	Plan Course	Study Course	Study Term	AC
1	BUACC1506 PRINCIPLES OF ACCOUNTING AND FINANCE	BUACC1506	2016/27	

Moodle inactivity

Identifies students as not having accessed Moodle for listed courses and therefore potential 'at risk' students.

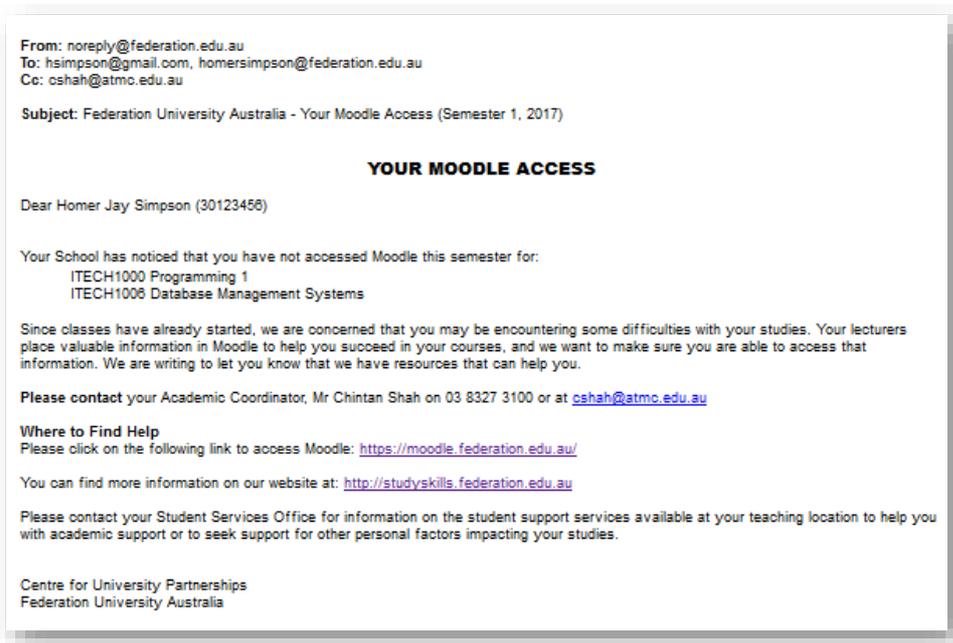
Timing: Week 2 – Week 3

What and Why	Who	When
Request a <i>Moodle Inactivity</i> report from ITS. This report covers all schools.	Coordinator, Student Retention and Success	Beginning of each term
Check if <i>Moodle Inactivity</i> needs to be turned off at the course level. It is important to be aware that students in these courses will not receive any correspondence regarding non submission or unsatisfactory performance for their early intervention assessment task(s). The course coordinator must be informed that they will be responsible for ensuring that such students are supported both on campus and at partners .	Director, Learning & Teaching	Prior to emailing students
Go to MENU > INTERVENTIONS > MOODLE INACTIVITY > Import to import the file. On completion of the import school fdlGrades coordinators and partner academic coordinators are emailed that the data has been loaded.	Coordinator, Student Retention and Success	Upon receipt of Moodle Inactivity file from ITS
Go to MENU > INTERVENTIONS > MOODLE INACTIVITY > Email Student to email each student. A standard message is sent to all students that were included in the import file. You can add an extra message which will appear at the end of the standard text. Details of emails sent for each course will appear in the <i>Academic Progress/ Assistance / Intervention</i> tab of the student's plan.	Partner academic coordinator	Once the Moodle Inactivity data has been loaded for the term
MENU > INTERVENTIONS > Follow-up can be used to identify students that have been Moodle inactive across multiple courses for the term. For further information refer below under INTERVENTION heading.	Partner academic coordinators	After students have been emailed

MENU > INTERVENTIONS > Follow-up:

Location	Program	Type	Student ID	Course	New / Continuing	Prior Programs	Emailed
ATMCSYD	BCS.ACC	UG	30000000	BULAW1502, ITECH1005	Continuing	No	Apr 8, 2016 11:55
			30000001	BUACC1500, BUECO1500, ITECH1005	Continuing	No	Apr 8, 2016 11:55
	CGR.E5	PG	30000002	ITECH7452, ITECH7405	Continuing	Yes	Apr 8, 2016 11:55
			30000003	ITECH7452, ITECH7405	Continuing	Yes	Apr 8, 2016 11:55

Example email correspondence re Moodle inactivity:



Early Assessment Progress

Identifies students that may require early intervention due to non-submission or poor performance of early assessment tasks and therefore potential 'at risk' students (assessments due before week 6).

Timing: Week 7

What and Why	Who	When
MENU > WARNINGS / ALERTS > ADMINISTRATIVE > MISSING > Tasks / coordinators to identify courses that require assessment tasks to be defined or that are missing a course coordinator or a partner lecturer.	Partner Liaison	Just prior to the commencement of term.
MENU > COURSES > STAFF > Term List lists all courses for a term and the staff allocated to them. Ensure emails are complete.	Partner Liaison	Just prior to the commencement of term.
Contact partner academic coordinators to remind their lecturers when they need to have processed their early assessment results by	Partner Liaison	1 or 2 weeks prior to the commencement of week 7

What and Why	Who	When
<p>MENU > WARNINGS / ALERTS > ADMINISTRATIVE > No early intervention courses to identify courses that have <i>Early Intervention</i> turned off at the course level. It is important to be aware that students in these courses will not receive any correspondence regarding non submission or unsatisfactory performance for their early intervention assessment task(s).</p> <p>The course coordinator must be informed that they will be responsible for ensuring that such students are supported both on campus and at partners.</p>	Director, Learning & Teaching	Prior to emailing students (typically done at the beginning of week 7).
<p>MENU > INTERVENTIONS > Assessment Progress > (Incomplete checkbox ticked) to check for courses that have not loaded their <i>Early</i> assessment marks. This is particularly important as soon we will be emailing students and we do not want to contact a student for non-submission when in fact they had submitted, and it was the lecturer who had not loaded the student's mark. If a lecturer cannot load their marks in time, then we should consider turning off <i>Early Intervention</i> for the Location/Term/Course instance. However, the lecturer should be reminded that they will need to <i>intervene</i> for any student who does not meet the school's criteria, and, if there are any students who would have received emails across more courses than this course, a high-level intervention may be necessary for them.</p> <p>This list should be empty before proceeding to the next step.</p> <p>DO NOT tick the <i>Email student</i> checkbox during this step.</p>	Partner Academic Coordinator	Beginning of week 7.
<p>MENU > INTERVENTIONS > Assessment Progress > Progress (Criteria set but Email student checkbox not ticked). Criteria defaults are: <i>Tasks due between weeks 1 - 5 and allow 1 week for marking Include:</i> ✓ <i>Not received</i> ✓ <i>Not satisfactory (50%)</i> ✓ <i>Subtasks</i>. List the students who will be emailed when the email check box is eventually ticked. Peruse the list to check if there are any courses where there are a large number of students appearing. This may be an indication that the course coordinator has only partially loaded their marks. Students should not be emailed until all marks are loaded for the course.</p> <p>DO NOT tick the <i>Email student</i> checkbox during this step.</p>	Partner Academic Coordinators	Beginning of week 7 and after Incomplete check.
<p>MENU > INTERVENTIONS > Assessment Progress > Progress (Criteria set, extra Message added if required, and Email student checkbox ticked) to email students. Details of emails sent for each course will appear in the <i>Academic Progress / Assistance / Intervention</i> tab of the student's plan. In addition, the student's <i>Note</i> cell is highlighted in a light pink colour on the main class list screen for the course. For further information refer below under INTERVENTION heading.</p>	Partner Academic Coordinators	Beginning of week 7 and after incomplete check and after partial marks loaded check.
<p>MENU > INTERVENTIONS > Follow-up can be used to identify students that have had early assessment progress issues across multiple courses for the term. For further information refer below under INTERVENTION heading.</p>	Partner Academic Coordinators	After students have been emailed.

MENU > INTERVENTIONS > Assessment Progress > Progress:

Program	Type	Student ID	Course	Task	Message	New / Continuing	Prior Programs	Enrolled	Previous APC Unsatisfactory
BBS	UG	2000680	BULAN1502	1	failed	Continuing	No	Sep 2, 2016 19:17	
		2000681	BULAN1502	1	failed	None	No	Sep 2, 2016 19:17	
		2000682	BULAN1502	1	failed (not received)	None	No		
		2000683	BULAN1502	1	failed	Continuing	No	Sep 2, 2016 19:17	Yes
BOS.ACC	UG	2000684	BUACC2606	1	failed	Continuing	No	Aug 29, 2016 12:24	
		2000685	BUACC2606	1	failed (not received)	Continuing	No		

Examples of email correspondence:

From: noreply@federation.edu.au
 To: hsimpson@gmail.com, homersimpson@federation.edu.au
 Cc: s.spence@aapoly.edu.au

Subject: Federation University Australia - Failed Assessment (Semester 1, 2017)

NOTICE OF FAILED ASSESSMENT

Dear Homer Jay Simpson (30123456)

Your School regularly reviews the academic performance of all of our students during the semester. We are writing to let you know that you did not pass or did not submit assessment in:

BUACC1507 ACCOUNTING FUNDAMENTALS (Assessment Task: 1 - failed)
 BUACC2603 CORPORATE ACCOUNTING (Assessment Task: 1 - failed)

We are also writing to you to let you know that we are here to support you. We have skilled staff who have access to many resources that are available to help you succeed. We understand that there may be a number of reasons why you may be having difficulty. Remember, we are here to help you.

You are required to contact your Associate Academic Dean, Dr Stephen Spence on 0388104177 or at s.spence@aapoly.edu.au

Where to Find Help
 You can find more information on our website at: <http://studyskills.federation.edu.au>

Please contact your Student Services Office for information on the student support services available at your teaching location to help you with academic support or to seek support for other personal factors impacting your studies.

Centre for University Partnerships
 Federation University Australia

From: noreply@federation.edu.au
 To: hsimpson@gmail.com, homersimpson@federation.edu.au
 Cc: s.spence@aapoly.edu.au

Subject: Federation University Australia - Failed Assessment (Semester 1, 2017)

NOTICE OF CONTINUING UNSATISFACTORY PERFORMANCE

Dear Homer Jay Simpson (30123456)

Your School regularly reviews the academic performance of all of our students during the semester and compares it to your past performances. We are writing to let you know that that we have noticed that you did not pass or did not submit assessment in:

BUACC1507 ACCOUNTING FUNDAMENTALS (Assessment Task: 1 - failed)
 BUACC2603 CORPORATE ACCOUNTING (Assessment Task 1 Subtask 1 - failed (no received))

and that your previous enrolled semester was deemed as **unsatisfactory**. The School cares strongly about your continuing academic performance and **you must now take a proactive step to successfully complete this semester and avoid the possibility of further formal academic progress actions resulting at the end of the semester.**

You are required to contact your Associate Academic Dean, Dr Stephen Spence on 0388104177 or at s.spence@aapoly.edu.au to develop a plan tailored to help you get back on track and succeed in your studies.

Where to Find Help
 You can find more information on our website at: <http://studyskills.federation.edu.au>

Please contact your Student Services Office for information on the student support services available at your teaching location to help you with academic support or to seek support for other personal factors impacting your studies.

Centre for University Partnerships
 Federation University Australia

General interventions

A list of general intervention and students at risk tools in fdlGrades.

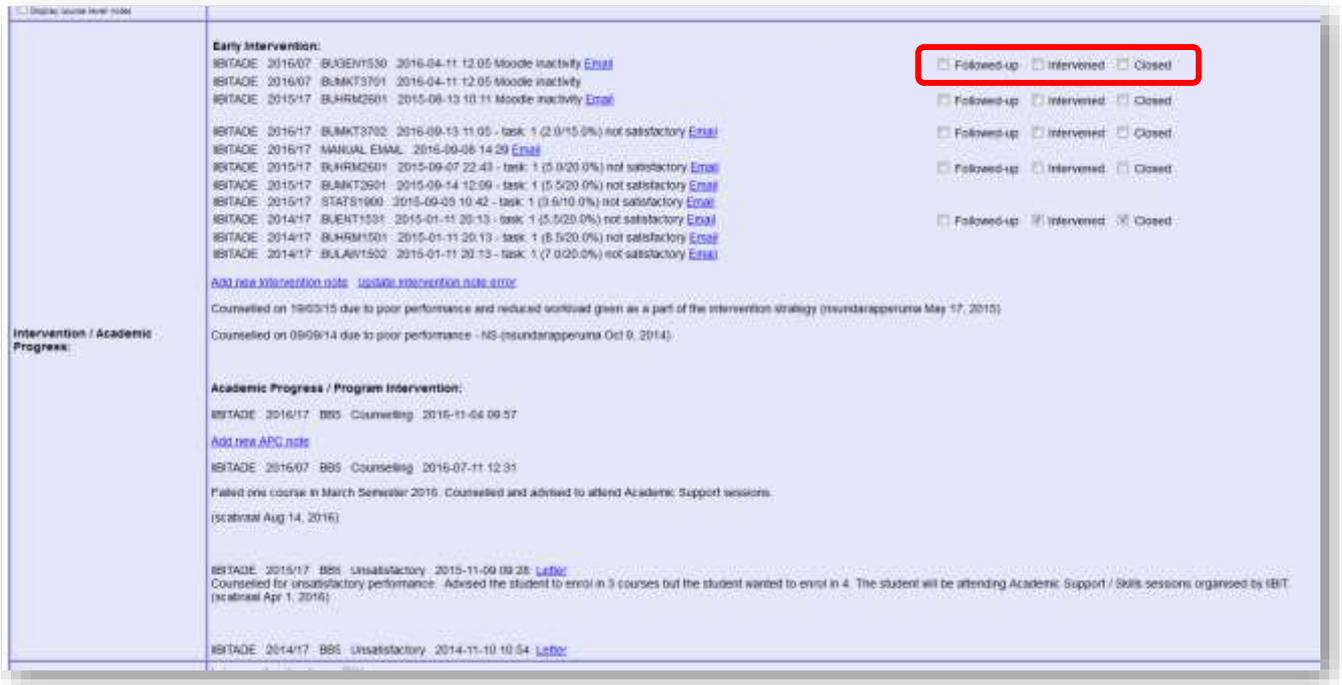
What and Why	Who	When
MENU > STUDENTS > PLANS > ACADEMIC > INTERVENTIONS > Early lists students that have been identified as <i>Potentially At Risk</i> and displays the courses involved and the action taken thus far.	Partner Administration	As required.
MENU > STUDENTS > PLANS > ACADEMIC > INTERVENTIONS > Strategy in Place or MENU > INTERVENTIONS > Strategy in Place / Reduced / Restricted lists students whose student plan has their <i>Intervention Strategy</i> flag set or are on a <i>Reduced</i> or <i>Restricted</i> load. It displays the <i>Last Reviewed</i> date and the number of courses restricted to, if entered.	Partner Administration	Periodically.
MENU > STUDENTS > PLANS > ADMINISTRATIVE > Special Consideration / FCSA lists students that have applied for special consideration or are eligible for Final Course Supplementary Assessment (FCSA). It can be used to manage the deferred assessment process.	Partner Administration	Periodically and especially around final examination time.
MENU > STUDENTS > PLANS > ACADEMIC > Plagiarism / Misconduct lists students involved in plagiarism or academic misconduct. It displays all of the courses (and assessment tasks) involved and the status of the charge (PENDING, REPORTED, CLEARED).	Partner Administration	As required.
MENU > WARNINGS / ALERTS > ACADEMIC > AD / TD / ZN and Fail lists students that have at least one AD (but not for Plagiarism / Misconduct), TD, or ZN grade and at least one fail (MF, F, XF, or UN) grade. Sometimes a special consideration decision has not been processed correctly for all of the student's enrolled courses, or the course was missed on the application. Alternatively, the student thinks they had withdrawn from the course, but they are still enrolled.	School administration for campuses and partner locations.	End of term results processing.

Intervention

What and Why	Who	When
MENU > INTERVENTIONS > Follow-up can be used to identify students that have been flagged, been Moodle inactive, or have had early assessment progress issues across multiple courses for the term. Once a student is either <i>intervened</i> or has been <i>followed-up</i> a sufficient number of times, the <i>Followed up / Intervened / Closed</i> flags should be set accordingly on the student's plan so they no longer appear on this screen. The flags can be found under the <i>Academic Progress / Assistance / Intervention</i> tab of the student plan.	Partner Academic Coordinators	After students have been emailed from each of the intervention functions.
Main class list screen (Location / Term / Course) If an LAP is active for a student a 'D' (for Disability) will display on the student's row in the column labelled <i>Note</i> . If a student's application for special consideration is approved a note will be created in the student's note area and an 'S' (for Special Consideration) will display on the student's row in the column labelled <i>Note</i> . If a student has other general type notes an asterisk (*) will also display on the student's row in the column labelled <i>Note</i> . Clicking on the 'D', 'S', '*', or the underscore where no letters exist takes you to the student's note area. If a student receives an email for an early assessment non submission or unsatisfactory result the student's <i>Note</i> cell is highlighted in a light pink colour on the main class list screen for the course. If a student receives an email for an early assessment non submission or unsatisfactory result across multiple courses in the term the highlight is a little darker. In	Partner Lecturers	As required.

What and Why	Who	When
<p>addition, hovering the cursor over such a highlighted cell will display the following text. <i>INTERVENTION Email only for this course this term or INTERVENTION Emails across multiple courses this term.</i></p>		
<p>Course Level Intervention</p> <p>If a course experiences a significant number of early assessment issues it may be an indication that there was some problem with the assessment or that the cohort did not acquire the necessary knowledge and skills to be able to complete the assessment adequately. In that event it may be prudent to discuss the assessment in lectures, laboratories and/or tutorials covering common mistakes and how the students could improve their performance for similar assessments in the future.</p> <p>It may also be useful to make a note at the assessment level (accessed by clicking on the assessment description link towards the top of the main class list screen) for future coordinator's reference.</p> <p>If class attendance has dropped off perhaps students should be emailed that the assessment will be revised in the next session or that a special session has been organised to do so. In these sessions or communications, it may also be advisable to remind students that they can, and perhaps should, make a time with their tutor, lecturer, academic coordinator, or student counsellor to discuss the difficulties they are experiencing. Also provide information of the student's right for <i>Special Consideration</i> for any that may have been eligible but did not know to apply, as well as the considerable support services (including Counselling, Disability, Financial, Health, and International) that exist on campuses and at partner locations.</p>	Partner Lecturers	After early assessment progress emails sent (light pink highlights appear on main class list screen).
<p>Intervention Notes</p> <p>Students that have received early assessment intervention emails across multiple courses in a term will be advised to contact their Program Coordinator (for campuses) and Partner Academic Coordinators (for partner locations). They will also appear on the <i>Follow-up</i> screen found at MENU > INTERVENTIONS > Follow-up. Intervention notes and the status of the intervention (Followed-up, Intervened, and Closed) can be recorded in the <i>Academic Progress / Assistance / Intervention</i> tab of each student's plan. For these students (who can be identified by a darker <i>Intervention</i> highlight around the student's <i>Notes</i> cell on the main class list screen) partner lecturers need not meet with students individually as they will be looked after by the partner academic coordinators who will record their intervention actions at the student plan level.</p> <p>For those students who received only one early assessment intervention email across all of their enrolled courses for the term it is important that partner lecturers make appropriate notes of any intervention action. This can be done in the <i>Intervention / Counselling</i> field on the student's note screen accessed from the main class list screen.</p> <p>Please note that it is essential to enter these brief notes against each student (particularly international students) of all intervention action taken, even if it was at a course level and not at the individual student level. This has proved beneficial for the university during external authority audits like those conducted by ESOS.</p>	Partner Lecturers	After early assessment progress emails sent (light pink highlights appear on main class list screen).

Below is an example of a student's study plan with the notes from Moodle Inactivity and Early Assessment intervention alongside Academic Progress notes:



Followed-up: If a student hasn't responded and therefore the student is being followed-up with.

Intervened: meeting/conference with the student to work out a plan.

Closed: intervention closed due to unsuccessful attempts to contact the student.

Academic Progress reports in fdlGrades

This list may be useful for identifying 'at risk' students who are not attending classes or have failed to withdraw correctly or require special consideration or assistance due to poor performance. Subtasks can also be included. An email can be sent to the student advising them to contact their lecturer, tutor, or student counsellor and a note is shown in the student note area under the discipline 'Intervention / Counselling' to that effect.

Also refer to the discipline **Frequently asked questions > How do I deal with? > 'At risk' students** in the fdlGrades help section access via the "?" button.

What and Why	Who	When
<p>Every program has different but extensive academic progress rules which are considered at the end of each term and govern whether a student may be <i>Suspended</i> or <i>Excluded</i> from the program, considered to have had an <i>Unsatisfactory</i> term, should receive a <i>Counselling</i> email for failing a course, should receive a course or term <i>Commendation</i> letter, or is eligible for a <i>Completion</i> letter, and several more.</p> <p>MENU > RESULTS > STUDENTS > Results / Academic Progress produces a detailed report, listing all students by school, by program, enrolled courses and grades, and comments relating to the rules described above.</p>	Partner Liaison	Leading up to results ratification / ongoing as student grades are changed

What and Why	Who	When
<p>This report is usually scrutinised during ratification meetings. In addition to the report, the function creates the skeletal letters that form the correspondence that will eventually be sent to students for each of the rule types described above.</p> <p>Every time a student's grade is changed, e.g., an AD, TD, or ZN grade resolved, this may trigger one of the events described in the rules above therefore this report needs to be run frequently, even after results have been published.</p> <p>MENU > LETTERS > Letter is where the letters generated can be found which are sent after results are published. The letters menu displays the number of unsent letters since the last <i>Results</i> run. If any new letters appear, they must be sent as soon as possible as it may impact seriously on the student's following term or future. Letters marked as '<i>Do Not Send</i>' (DNS) will not be included in the email run.</p>		
<p>MENU > STUDENTS > PLANS > ACADEMIC > Unsatisfactory/ Counselling lists students that have received Academic Progress <i>Unsatisfactory</i> letters or <i>Counselling</i> emails, as well as those up for Exclusion. The right-hand column of this report also lists if a Success Plan has been put in place after the Counselling and or Unsatisfactory notification. This is an essential report for checking that we are compliant with our Monitoring Program Progression procedures.</p>	Partner administration	As required but essential to check at the commencement of each semester, to ensure that students who received Unsatisfactory letters have been followed up with a Success Plan.
<p>MENU > LETTERS > Show Cause Timeline can be used to track the progress of <i>Show Cause</i> letters from creation to <i>Appeal to Ombudsman</i>.</p>	International Compliance for international students. School for domestic students.	As required but throughout term and beyond

Academic Progress after results publication

All students who receive an unsatisfactory letter from the Academic Progress Committee (APC) must be interviewed and have a ***Student Success Plan*** implemented:

- Where a student has not responded to the APC warning letter within two weeks, a follow up email must be sent by the partner,
- If after these attempts the student does not attend an interview, the chair of the school APC should be notified,
- The Chair of the school APC will send a further reminder email.

Minimum Intervention resources

- Study Skills programs
- Study Skills – Plagiarism specific
- Course specific additional tutorials or study groups
- Mentoring
- Personal counselling
- Individual program for the student's needs

Reduced load

Following the APC process, a student load may be reduced by a partner academic coordinator in a following semester if:

- a) The student has failed two courses and/or,
- b) Has failed the same course twice and:
 - The student has signed a *Student Success Plan*,
 - One or more additional strategies are used to assist the student.

Note: Reduction in course load alone is not a sufficient intervention.

1. The partner academic coordinator must send a list of students with a load reduction to the partner liaison officer for their campus by week 4 of the semester,
2. Students with a reduced load should be encouraged to study in Summer semester to ensure they complete their program within the specified timeframe.

Note: There may be visa implications for international students who do not complete their program within the expected duration.

Reduced or restricted study loads must be recorded on the student Study Plan in the Study Load section:

Study Load:	<input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Restricted to a maximum of / permission to enrol in <input type="text" value="2"/> until <input type="text" value="2021/27"/> Study Load Notes: Add new Study Load note
--------------------	---

Please ensure that you put in a note about the reason for the reduced load and the approval process. For example: *"Student is approved to do 1 course under reduced medical load. Approval given by Inter. Compliance."*

You can check student loads via the following report: **STUDENTS> PLANS>ADMINISTRATIVE >Load**

This report includes information about load restrictions and highlights those students who are on a restricted load but have a different number of enrolled courses. You also have an option to include the Notes left of the Load section of the Study Plan, so you can audit student enrolments and compliance to load requirements.



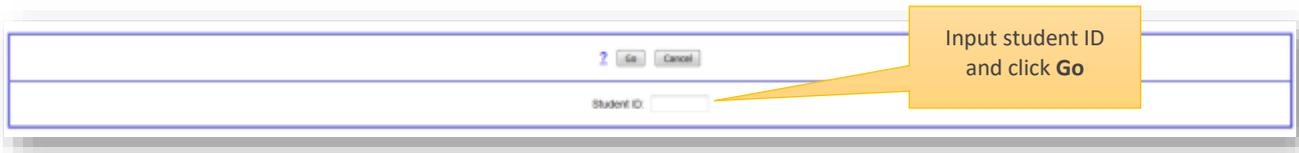
Business process for Academic Progress at the end of a semester

Steps	Responsibility	Notes
If a student fails one subject, a <i>Counselling</i> email is sent via the partner liaison officer.	Partner Liaison	
Subsequent failures: the student will be sent an <i>Unsatisfactory</i> letter, generated by the partner liaison officer, which advises the student to talk to the partner academic coordinator. Copy put on the student's file and sent to partner.	Partner Liaison	
Academic coordinator meets with student and works out a Student Success Plan and may advise a student to lessen their study load to achieve study success. Notes put into fdlGrades Student Success Plan and details confirmed with the student. Plan emailed to student.	Partner	
Use report in fdlGrades: INTERVENTIONS > Unsatisfactory / Counselling to identify students who have received Unsatisfactory notifications but are missing Success Plans.	Schools/Partners	
If a student fails a course more than once - the standard <i>Show Cause Exclusion</i> letter is generated and sent to student with a copy for the partner and the electronic student file. Student can then appeal to the school.	Partner Liaison	
Responses to letters forwarded to school, who will organise an APC meeting, for consideration by the executive dean/ or delegate and issue response letters using fdlGrades. Any resultant changes are made and noted in fdlGrades, using the automatic Course Result Amendment form generation function.	School	
School staff to produce reports for Programs Committee.	School	
To ensure consistency, APC and dean of school letters will be sent using the fdlGrades template which have been approved as compliant.	School	
University Appeals Committee to notify International Compliance via email to the International Compliance account.	Appeals Committee	
International Compliance staff will adjust fdlGrades to reflect outcome of decisions.	International Compliance	
International Compliance / school to send Student HQ a memorandum in regard to student exclusion, to ensure changes can be made to Campus Solutions.	International Compliance / School	International Compliance responsible for all international students. Schools for all domestic and offshore students.
Once all deferred results are received, Partner Liaison will produce the <i>Show Cause</i> and <i>Unsatisfactory</i> letters from fdlGrades again and the process will be repeated.	Partner Liaison	

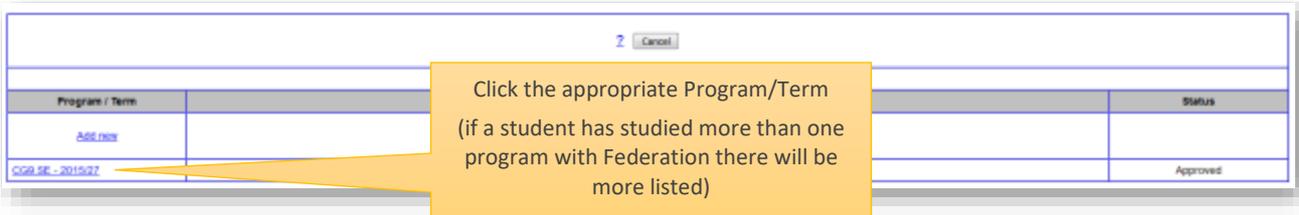
Student Success Plan

Formally known as the 'Intervention Strategy Form', a new document has been created in fdlGrades and is now available for use university-wide to assist students to plan for success. Student Success plans, which are designed to help students overcome academic and personal obstacles that may prevent them achieving their study goals, have been implemented as part of the *Intervention* section of the *Student Plan*.

Student success plans can be created and updated from the **Academic Progress/ Intervention** tab of the *Student Plan*. **MENU > STUDENTS > Student Plan:**

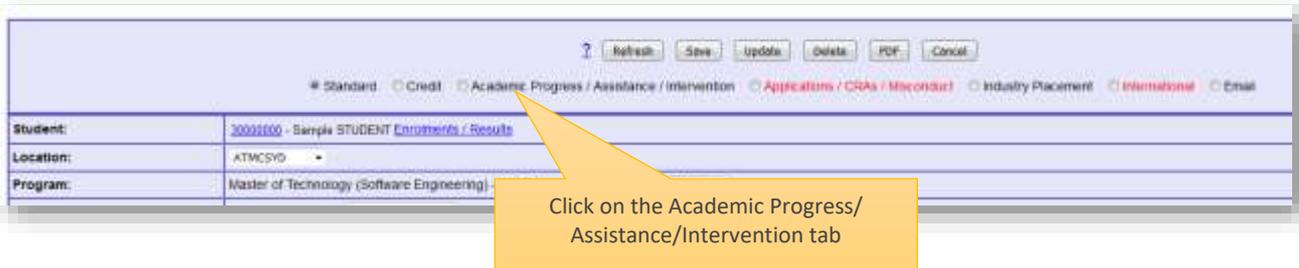


Input student ID and click Go

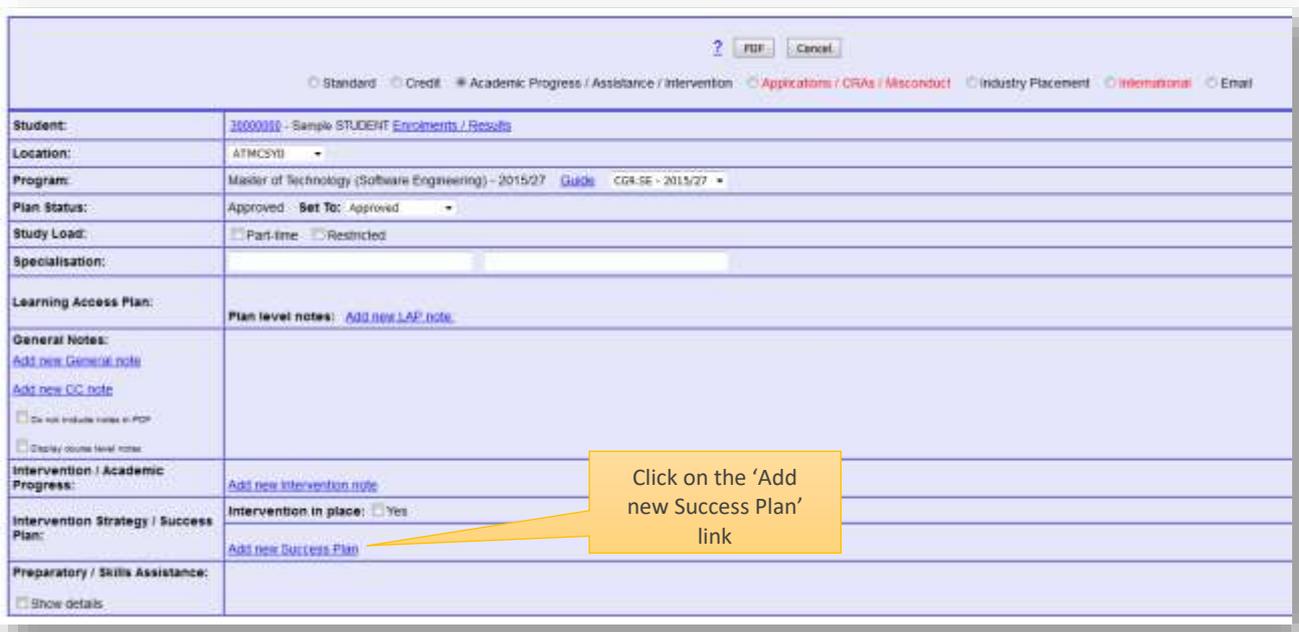


Program / Term	Status
Add new	
CGR-SE - 2015/27	Approved

Click the appropriate Program/Term (if a student has studied more than one program with Federation there will be more listed)



Click on the Academic Progress/ Assistance/ Intervention tab

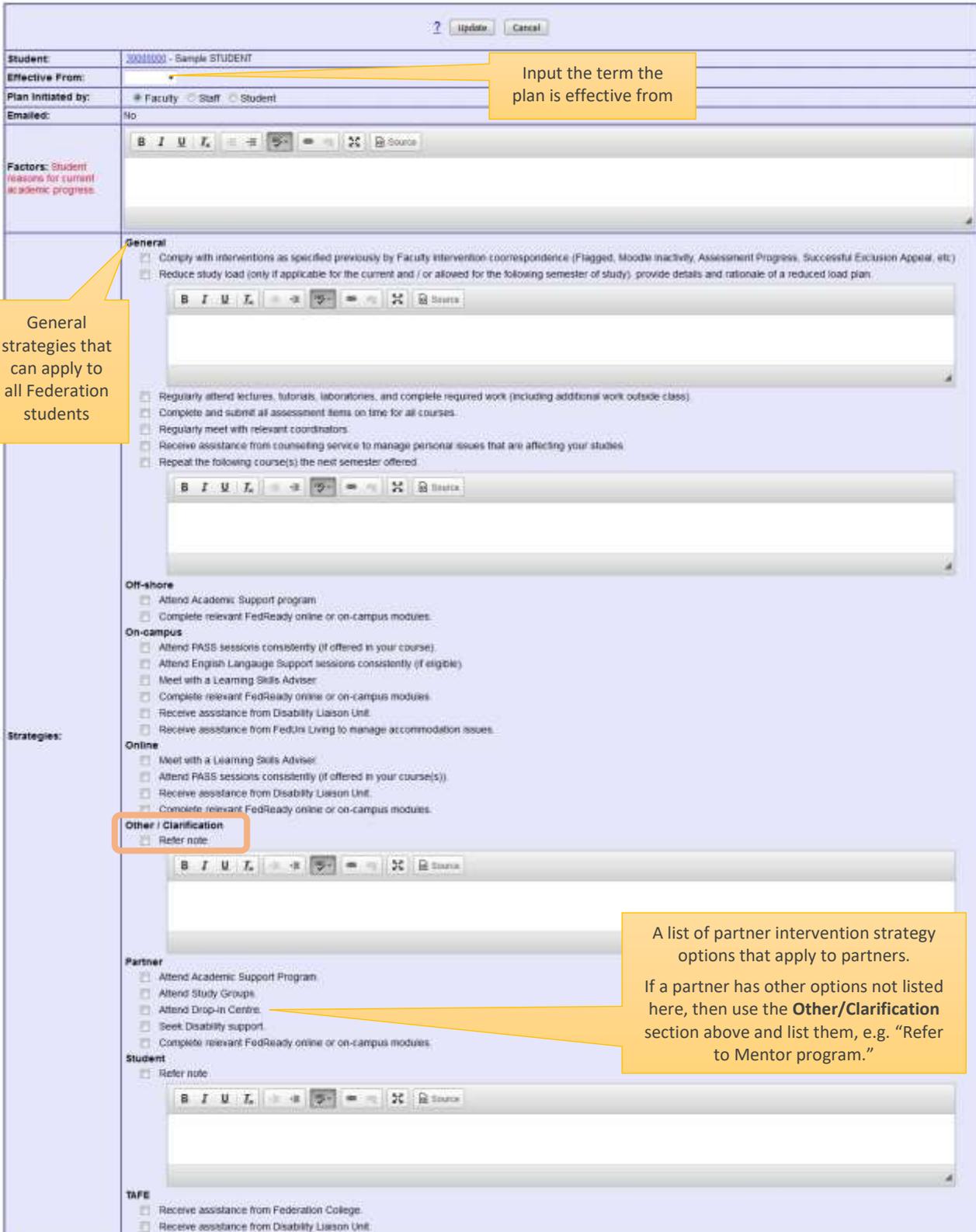


Click on the 'Add new Success Plan' link

Student Success Plans

The *Student Success Plan* commences from an effective term and can be open ended or terminated. All strategies appear while editing but only those selected appear on the pdf version. Until the plan is emailed to the student, an *Update* button appears. Pressing this button saves data but does not exit the screen. Once the plan is emailed, a *Save* (and exit) button appears.

The *Success Plan* also has a section indicating that the creator of the plan has conveyed the information and student responsibilities to the student.



The screenshot shows a web-based form for creating a Student Success Plan. At the top, there are 'Update' and 'Cancel' buttons. The form fields include:

- Student:** 200010000 - Sample STUDENT
- Effective From:** A date selection field with a callout: "Input the term the plan is effective from".
- Plan Initiated by:** Faculty (selected), Staff, Student
- Emailed:** No
- Factors:** Student reasons for current academic progress.
- General:** A section with checkboxes for various strategies, such as "Comply with interventions as specified previously by Faculty intervention correspondence", "Reduce study load", "Regularly attend lectures, tutorials, laboratories, and complete required work", "Complete and submit all assessment items on time", "Regularly meet with relevant coordinators", "Receive assistance from counselling service", and "Repeat the following course(s) the next semester offered". A callout points to this section: "General strategies that can apply to all Federation students".
- Off-shore:** Checkboxes for "Attend Academic Support program" and "Complete relevant FedReady online or on-campus modules".
- On-campus:** Checkboxes for "Attend PASS sessions consistently", "Attend English Language Support sessions", "Meet with a Learning Skills Adviser", "Complete relevant FedReady online or on-campus modules", "Receive assistance from Disability Liaison Unit", and "Receive assistance from FedU Living to manage accommodation issues".
- Online:** Checkboxes for "Meet with a Learning Skills Adviser", "Attend PASS sessions consistently", "Receive assistance from Disability Liaison Unit", and "Complete relevant FedReady online or on-campus modules".
- Other / Clarification:** A checkbox for "Refer note" is highlighted with a callout: "Other / Clarification".
- Partner:** Checkboxes for "Attend Academic Support Program", "Attend Study Groups", "Attend Drop-in Centre", "Seek Disability support", and "Complete relevant FedReady online or on-campus modules". A callout points to this section: "A list of partner intervention strategy options that apply to partners. If a partner has other options not listed here, then use the **Other/Clarification** section above and list them, e.g. 'Refer to Mentor program.'"
- Student:** A checkbox for "Refer note".
- TAFE:** Checkboxes for "Receive assistance from Federation College" and "Receive assistance from Disability Liaison Unit".

Communicated to Student:	<input checked="" type="checkbox"/> Yes: The student understands that I have ensured that they: <ul style="list-style-type: none"> Understand that the intervention strategies that have been put in place are to assist them in meeting the satisfactory program / course progress requirements and that they must comply with all recommendations crossed above. Have been informed that continuing unsatisfactory progress may result in suspension of their enrolment. Understand that a copy of this agreement will be kept on file and may be used in future determinations. Understand that they are required by the University to check their Federation University Australia. That they also understand that they must provide their name, student number(s), and personal email address where they have their FedUni emails forwarded to, must be notified to the University within 7 days of that change. Failure to do so may result in not receiving important correspondence sent to them by FedUni and cannot be used as a reason or excuse for not receiving this information.
	<input type="checkbox"/> No (Note: a Success Plan is only completed/ended at the end of the term that it is being implemented or when the student is progressing satisfactorily)
Completed / Ended:	<input type="checkbox"/> Yes
Created:	Aug 10, 2016 10:54 by John Staffmember

Once the **Communicated to Student** tick box is selected, the option to email it to the student and save the plan appears at the top of the window

Ended means, if the Success Plan is active or not. These should not be ended until the term/s they have been put in place for is ended and / or the student is progressing satisfactorily.

Option to email the student appears once the **Communicated to Student** tick box is selected

<input type="button" value="Save"/> <input type="button" value="PDF"/> <input type="button" value="Email"/> <input type="button" value="Cancel"/>	
Student:	Seneca STUDENT
Effective From:	2016/27
Plan Initiated by:	Faculty Staff Student
Emailed:	Nov 22, 2016 16:55

Note: The **Update** option will save the work in progress plan to a student file as working document with a date stamp and the name of the person who created it. Once the plan is emailed, a **Save** (and **Exit**) button appears.

Once a student success plan is set-up on the student's study plan, the person that has put this in place will then need to go back to the **Academic Progress / Assistance / Intervention** tab on the study plan and indicate that there is a success plan in place.

Then if they meet with the student and decide to keep the plan in place, they should then update the last reviewed.

When satisfied with student progress they should end the plan and also untick the intervention in place.

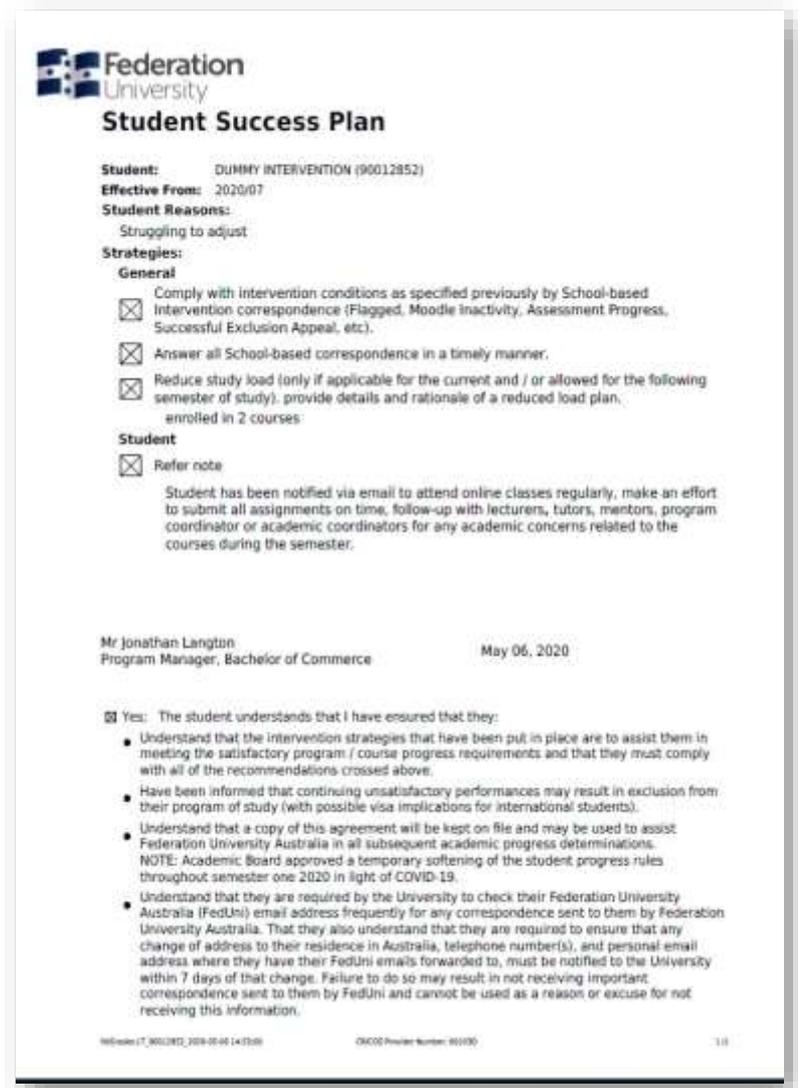
A plan may be in place for part of a term, a full term and maybe two terms at the longest duration.

Intervention in Place tick box

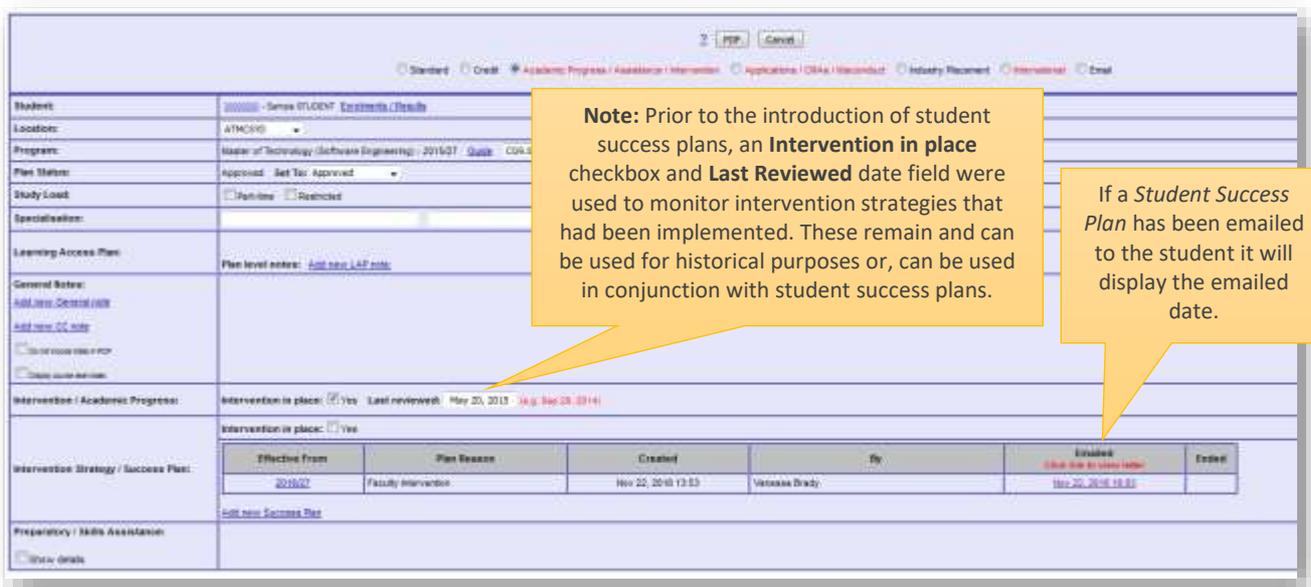
Intervention Strategy / Success Plan:	ONLINE 2018/20 C15 Log - Term 2018-12-10 16:27 ONLINE 2018/05 C15 Log - Term 2018-07-11 14:48					
	Intervention in place: <input checked="" type="checkbox"/> Yes Last reviewed: <input type="text" value=""/> (e.g. Sep 26, 2014)					
	<table border="1"> <thead> <tr> <th>Effective From</th> <th>Plan Reason</th> <th></th> </tr> </thead> <tbody> <tr> <td>2021/20</td> <td>School Intervention</td> <td>Sep</td> </tr> </tbody> </table>	Effective From	Plan Reason		2021/20	School Intervention
Effective From	Plan Reason					
2021/20	School Intervention	Sep				

Last time staff met with the student and reviewed the success plan

Example of a *Student Success Plan* emailed to student:



Once a *Student Success Plan* is in place, it appears on the student's Study Plan under **Academic Progress / Assistance / Intervention** tab.



Student Plan Intervention

The student plan intervention screen has been modified to include students where a student success plan exists and, whether or not it has been emailed to the student, it can be found at

MENU>INTERVENTIONS>STRATEGIES> Strategy in Place/Success Plan

OR

MENU>STUDENTS>PLANS>ACADEMIC>INTERVENTIONS>Strategy in Place.

Where an intervention strategy was implemented for the student under the historical approach, the **Success Plan/ Emailed** column will show 'No' and will include a **Last Reviewed date** where one exists.

Part-time students and students on a restricted program can also be displayed. The number of courses they are restricted to is also displayed where available.

Student ID	Name	Program	Success Plan / Emailed	Strategy Last Reviewed	Part-time	Restricted
1000000	Example STUDENT	COA.SE	Yes / Yes			
1000001	Example STUDENT	CTS.BS	Yes / Yes			
1000002	Clear STUDENT	CTS	Yes / No			
1000003	Student REPRESENTATIVE	CTS	No	May 22, 2015		

To check students that have received either a Counselling email or Unsatisfactory letter and if they have had a Success Plan put in place you can use the following report in fdlGrades:

MENU>INTERVENTIONS>Unsatisfactory / Counselling

Using the tabs for Counselling email, Unsatisfactory letter and Exclusion letter you can get a clear picture of the students for a School, Location and term that have been sent these communications and the success plans that have been put in place.

Student ID	Name	Program	Plan Status	Residency	Type	Unsatisfactory	Success Plans > 2021/07 Effective Term - Status
30012222	Selma BOUVER	BC5.ACC	Approved	DOM	UG	2021/07 2017/17 2015/17	2021/17 - Active
30000033	Kent BROCKMAN	BC5.ACC	Approved	INT	UG	2021/07	2021/17 - Active
30020888	Todd FLANDERS	BX9	Approved	INT	PG	2021/07 2019/17	2021/17 - Active
31112222	Agnes SKINNER	BX9	Approved	INT	PG	2021/07 2019/07	2021/17 - Active



Federation University Academic Intervention semester timeline

Prior	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Post
APC follow up Program Coordinator to meet with students who have received an Unsatisfactory Letter from the previous semester and discuss intervention strategies. Fill out student Success Plan in fdlGrades and email to student.													
		Moodle Inactivity Moodle inactivity identifies students who have not logged on to individual course shells. fdlGrades then generates email to students to give them contacts for success.											
		Flagged students This is about flagging students as potentially 'at risk.' These are students who are likely to disengage, fail or drop out. Students can be flagged by the lecturer with Academic, Attendance/Engagement, Language, or 'Other' issues for listed courses.											
				Early intervention Early Intervention or Early Assessment Progress identifies students who may be 'at risk' due to non-submission or poor performance in early assessment tasks.									
Intervention follow up (Student Success Plans) Follow up on any previous interventions that have been put in place for the student, enter notes into fdlGrades to track progress. These should be recorded on the Academic Progress / Assistance / Intervention tab of a student's study plan.													
													APC Process Academic Progress Committee (APC) issues Counselling emails (for poor performance) and Unsatisfactory letters to students with unsatisfactory academic progress.