

Federation HE Academic intervention guide

2022



Federation

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Federation HE Academic intervention guide
Academic Progress and Intervention information and instructions

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

Status: Final | Date: May 2022

Introduction

Academic Progress and Intervention information and instructions

Federation staff are required to ensure that they also comply with internal and external legislation, regulation, policy, procedure and guidelines. Compliance commences at the recruitment of a student through to the student's completion of his/her program.

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 must use their *own* logins 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 2000, by university statutes and supporting policies and procedures. 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, the ESOS Act 2000, National Code of Practice 2018 and 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	 Partner Liaison-GPS / school
 Partner	 Other Federation department / area
 Partner and Partner Liaison-GPS	 Academic Services and Support / Partners
 Partner Liaison-GPS	 Academic Services and Support / Schools / Partners
 Partner / school	

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

Academics should develop an intervention strategy (known as a *Student Success Plan* in fdlGrades) for each student on a case-by-case basis. These 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 who 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 attempt to implement an intervention strategy has been made when a student does not respond,

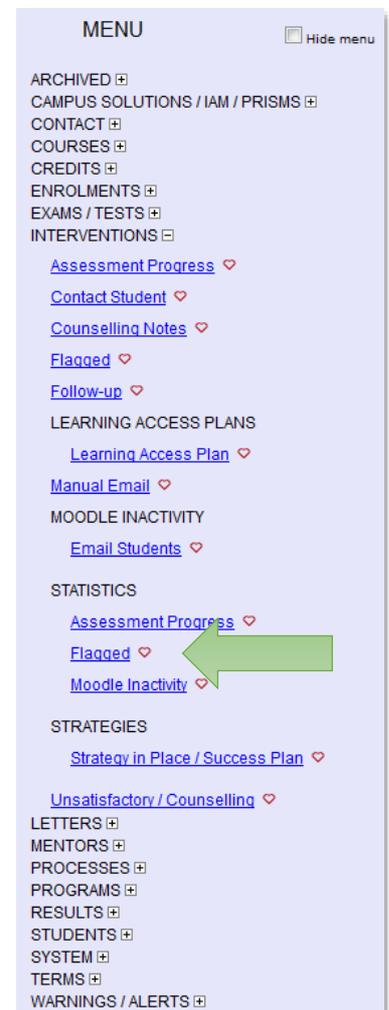
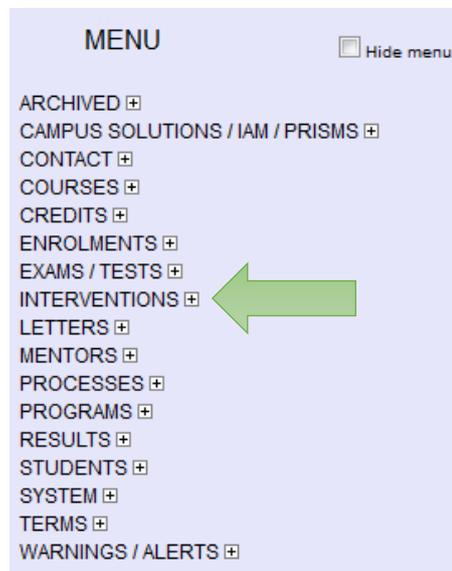
an international student who receives a **Show Cause** for exclusion or suspension will not be able to be reported for exclusion/suspension. The **Show Cause** will be overturned, and the student will be allowed to continue in their program.

Potential 'at risk' students / students requiring assistance

There are a number of functions in fdlGrades that attempt to identify potential 'at risk' students and help to deal with students who require special assistance.

The following pages give the business process with fdlGrades screengrabs on 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:

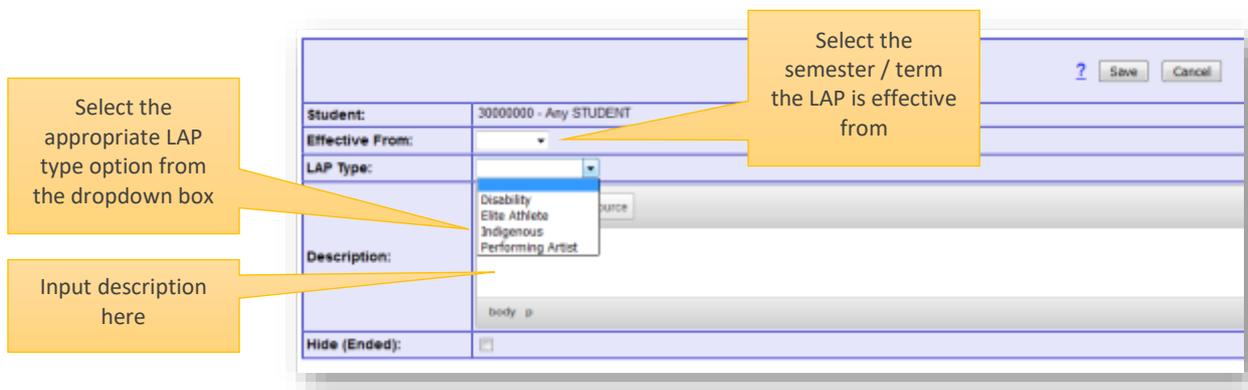
- How the medical condition, mental health condition, or disability impacts on a student's ability to participate in education
- The student's own strategies to address these impacts
- The adjustments required within the student's academic program
- In-class adjustments
- Examination adjustments
- Placement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

What and Why	Who	When
Create a <i>Learning Access Plan</i> (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.	Federation Disability Liaison Unit (DLU) for campuses / Partner Academic Coordinators	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.	Course Coordinators / Federation Lecturers / 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.	Program Coordinators / DLU for campuses / Partner Academic Coordinators	LAP exists.
MENU > INTERVENTIONS > Learning Access Plan or MENU > STUDENTS > PLANS > ACADEMIC > INTERVENTIONS > Learning Access Plan lists students that have a 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.	Program Coordinators for campuses / Partner Academic Coordinators	As required.



Student ID	Name	City	State	Study Plan	Enrolments / Results
2000000	Any STUDENT	ASHFIELD	NSW	BSC ACC - 2016/05 - ATMC2YD_Approved GIS - 2015/05 - ATMC2YD_Pending Add new	

? Save Cancel	
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



Select the appropriate LAP type option from the dropdown box

Select the semester / term the LAP is effective from

Input description here

? Save Cancel	
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"/>

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		<input type="checkbox"/>	-	
						0.0	0.0	0.0	XF	<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 program 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 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.

Intervention / Academic Progress:	Early intervention:	
	EBITADE: 2016/07 BUGH1530 2016-04-11 12:05 Moodle inactivity Email	<input type="checkbox"/> Followed-up <input type="checkbox"/> Intervened <input type="checkbox"/> Closed
	EBITADE: 2016/07 BUMKT3701 2016-04-11 12:05 Moodle inactivity	
	EBITADE: 2015/17 BUHRM2001 2015-06-13 10:11 Moodle inactivity Email	<input type="checkbox"/> Followed-up <input type="checkbox"/> Intervened <input type="checkbox"/> Closed
	EBITADE: 2016/17 BUMKT3702 2016-09-13 11:05 - task: 1 (2.0/15.0%) not satisfactory Email	<input type="checkbox"/> Followed-up <input type="checkbox"/> Intervened <input type="checkbox"/> Closed
	EBITADE: 2016/17 MARJAL ENMIL 2016-09-08 14:29 Email	
	EBITADE: 2015/17 BUHRM2001 2015-09-07 22:43 - task: 1 (5.0/20.0%) not satisfactory Email	<input type="checkbox"/> Followed-up <input type="checkbox"/> Intervened <input type="checkbox"/> Closed
	EBITADE: 2013/17 BUMKT2601 2015-09-14 12:09 - task: 1 (5.5/20.0%) not satisfactory Email	
	EBITADE: 2015/17 STAYS1900 2015-09-03 10:42 - task: 1 (3.6/10.0%) not satisfactory Email	
	EBITADE: 2014/17 BUENT1531 2015-01-11 20:13 - task: 1 (3.3/20.0%) not satisfactory Email	<input type="checkbox"/> Followed-up <input checked="" type="checkbox"/> Intervened <input checked="" type="checkbox"/> Closed
	EBITADE: 2014/17 BUHRM1501 2015-01-11 20:13 - task: 1 (8.5/20.0%) not satisfactory Email	
	EBITADE: 2014/17 BULAW1002 2015-01-11 20:13 - task: 1 (7.0/20.0%) not satisfactory Email	
	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 (msundarapperuna May 17, 2015)	
	Counselled on 09/09/14 due to poor performance - MS (msundarapperuna Oct 9, 2014)	

The Student Plan will also be used to record any Academic Performance Committee (APC) 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 is updated.



<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:	3001160 - Any STUDENT Enrolments / Results			
Location:	ATMCSVB			
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 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	Study Course	Study Term	AC
1	BUACC1505 PRINCIPLES OF ACCOUNTING AND FINANCE	BUACC1500	2016/27	

Reporting on and actioning flagged students

Timing: From Week 2 – Week 6.

The emails are now automated between weeks 2-7. The 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.

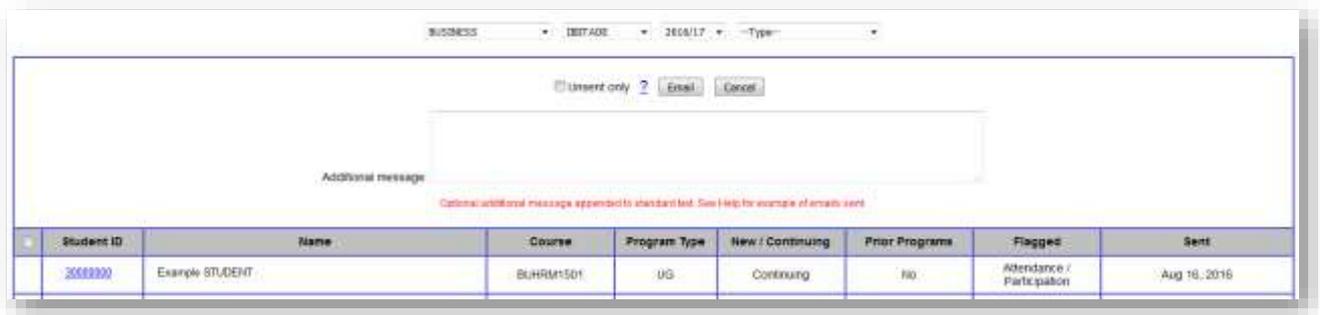
Note the following definitions / guidance of Flagged items:

- 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.	Director, Learning & Teaching for campuses / 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 <i>Student Notes</i> screen for each student under the section labelled <i>Intervention / Counselling</i> . The <i>Notes</i> screen can be accessed from the main class list screen by clicking on the underscore under the column headed <i>Note</i> 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 / Lecturers	Early weeks of each term. Potentially could be done weekly up to census date of term.
MENU > INTERVENTIONS > Flagged can be used to email students that have been manually flagged as <i>Potentially At Risk</i> . 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 (see screen grab below). The screen can be filtered on risk type (<i>Academic, Attendance, 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 <i>Academic Progress / Assistance / Intervention</i> tab of the student's plan.	Coordinator, Student Retention and Success / Partner Academic Coordinators	End of each week, potentially up to census date of term. Optional for weeks 5 & 6.
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 INTERVENTION heading.	Program Coordinators for campuses / 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.



Student ID	Name	Course	Program Type	New / Continuing	Prior Programs	Flagged	Sent
3000000	Example STUDENT	BUHRM1501	UG	Continuing	NO	Attendance / Participation	Aug 18, 2016

Example email:

From: noreply@federation.edu.au
To: hsimpson@gmail.com, homersimpson@federation.edu.au
Cc: elss@federation.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
 ITECH1006 Database Management Systems

Your lecturer or tutor believes you may need [academic support](#), and we want you to know that we are here to help.

It is common for students to experience difficult times at some point while they are studying, and especially in the current climate. You may be unsure about what the University expects, you may be stressed over your assessments, you may be struggling with online study, or you may just be finding it difficult to concentrate on your studies at the moment. If any of this sounds familiar, remember we have skilled staff and valuable resources here for you.

Where to Find Additional Help

- We have handy links for studying online in our coronavirus FAQ, under '[Students – classes, online learning and exams](#)'
- Discover the [academic support services](#) available to you – most of these support services have transitioned to the online environment.
- Develop the general skills you need at university via our [study skills website](#).
- Remember that if personal factors are impacting you, you can access a range of [support services](#).

If you have any questions or require assistance connecting with these services, please contact Student HQ on 1800 FED UNI (1800 333 864) or submit your enquiry online via your [Federation Request and Enquiry Dashboard \(FRED\)](#). We look forward to being able to help you succeed.

Student HQ
 Federation University Australia

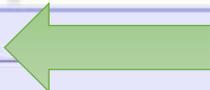
Note: Once interventions are flagged at a course level by a lecturer, they also appear on the student's study plan as well as under the "Academic Progress/ Assistance/ Intervention" tab as per below.

Early Intervention:	Followed-up	Intervened	Closed
EBTAD: 2016/07 BUGEN1530 2016-04-11 12:05 Moodle inactivity Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EBTAD: 2016/07 BUMKT3701 2016-04-11 12:05 Moodle inactivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EBTAD: 2015/17 BUHRM2601 2015-08-13 10:11 Moodle inactivity Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EBTAD: 2016/17 BUMKT3702 2016-09-13 11:05 - task: 1 (2.0/15.0%) not satisfactory Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EBTAD: 2016/17 MAHJAL, EMAL 2016-09-08 14:29 Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EBTAD: 2015/17 BUHRM2601 2015-09-07 22:43 - task: 1 (5.0/20.0%) not satisfactory Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EBTAD: 2015/17 BUMKT2601 2015-09-14 12:09 - task: 1 (5.5/20.0%) not satisfactory Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EBTAD: 2015/17 STATS1900 2015-09-03 10:42 - task: 1 (3.6/10.0%) not satisfactory Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EBTAD: 2014/17 BUENT1531 2015-01-11 20:13 - task: 1 (3.5/20.0%) not satisfactory Email	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
EBTAD: 2014/17 BUHRM1501 2015-01-11 20:13 - task: 1 (8.5/20.0%) not satisfactory Email	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
EBTAD: 2014/17 BULAW1002 2015-01-11 20:13 - task: 1 (7.0/20.0%) not satisfactory Email	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

[Add new Intervention note](#) [Update Intervention note error](#)
 Counseled on 19/03/15 due to poor performance and reduced workload given as a part of the intervention strategy (msundarapperuma May 17, 2015)
 Counseled on 09/09/14 due to poor performance - NS (msundarapperuma 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.

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

Student: [J001000 - Any STUDENT](#) [Examinations / Results](#)
 Location: ATMCSD
 Program: Bachelor of Commerce (Accounting) - 2016/06 [Guide](#)
 Plan Status: Approved **Set To:** Pending
 Study Load: Part-time
 Specialisation:
 Learning Access Plan: [Plan level notes: Add new LAP note](#) 
 General Notes:
[Add new General note](#)
[Add new CC note](#)
 Do not include notes in PDF
 Display course level notes
 Intervention / Academic Progress: [Add new Intervention note](#)
 Intervention Strategy / Success Plan: **Intervention in place:** Yes
[Add new Success Plan](#)
 Preparatory / Skills Assistance:
 Show details

Plan Term Sequence	Plan Course [!] = Pre-requisite, [!] = Co-requisite, == = Excludes	Study Course	Study Term	AC
1	BUACC1505 PRINCIPLES OF ACCOUNTING AND FINANCE	BUACC1505	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

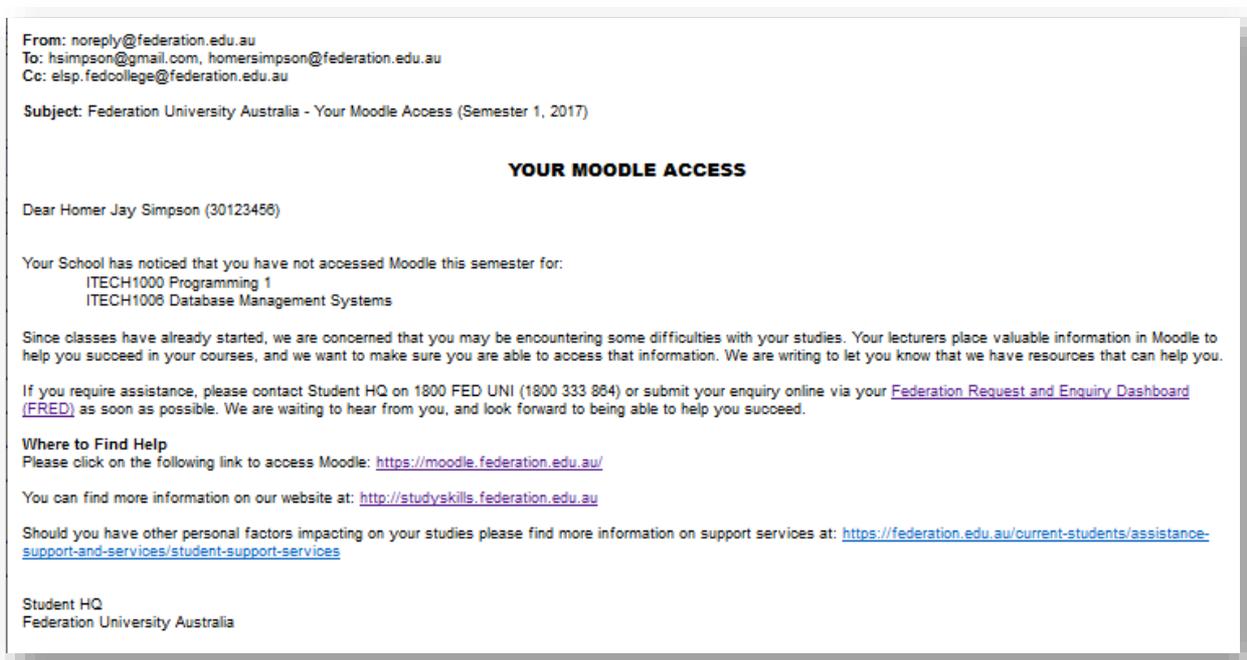
What and Why	Who	When
Request a Moodle Inactivity report from ICT. This report covers all schools. There are specific instructions on how it is to be requested from ICT and they have been included on the import screen (MENU > INTERVENTIONS > MOODLE INACTIVITY > Import).	SEAS	Beginning of each term

What and Why	Who	When
<p>Check if Moodle Inactivity 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.</p> <p><i>Moodle Inactivity can be turned off at various levels.</i></p> <ol style="list-style-type: none"> 1. Course level. MENU > COURSES > Course / Requisites. No student in this course at any location in any term will be considered for Moodle Inactivity. 2. Location / Term / Course instance. Navigate to course on main class list screen. MENU > COURSES > LOCATIONS > Location. No student in this course at this location in this term will be processed for Moodle Inactivity. 3. Student course instance. Navigate to course on the main class list screen. 4. Click on underscore link on the student's row under the Note column (right hand side of screen). Place a note in the section labelled <i>Exempt early intervention</i>: Student will not be considered for Moodle Inactivity in this course at this location in this term. 5. Student level. MENU > STUDENTS > STUDENT > (Click Student ID link and select STOP Correspondence - Other). This action stops the student being included in any Academic Progress / Intervention Correspondence. Student will not be considered for Moodle Inactivity in any course at any location in any term. Student will also not be considered for Academic Progress processing. <i>There needs to be a valid reason for using this function – for example, student is on a Learning Access Plan and has other interventions in place. Do not set without discussion with other areas and full understanding of the implications.</i> <p><i>Note: Associate Deans, Teaching & Quality will be checking courses that have interventions turned off at the start of each semester, and there must be viable reasons for these functions to have been turned off.</i></p>	Director, Learning & Teaching / Coordinator Programs	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 ICT.
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.	Associate Dean Student Retention and Success for campuses / 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.	Program Coordinators for campuses / 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	ITECH7402, ITECH7405	Continuing	Yes	Apr 8, 2016 11:55
			30000003	ITECH7402, 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.	Coordinator, Programs for campuses / Partner Liaison Team	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.	Coordinator, Programs for campuses / Partner Liaison Team	Just prior to the commencement of term.

What and Why	Who	When
<p>Contact partner academic coordinators or course coordinators to remind their lecturers when they need to have processed their early assessment results by.</p>	<p>Director, Learning & Teaching / Partner Liaison Team</p>	<p>1 or 2 weeks prior to the commencement of week 7.</p>
<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> <p><i>Note: Early Intervention can be turned off at various levels.</i></p> <ol style="list-style-type: none"> 1. Course level. MENU > COURSES > Course / Requisites. No student in this course at any location in any term will be considered for Early Assessment Progress. 2. Location / Term / Course instance. Navigate to course on main class list screen. MENU > COURSES > LOCATIONS > Location. No student in this course at this location in this term will be processed for Early Assessment Progress. 3. Student course instance. Navigate to course on the main class list screen. Click on underscore link on the student's row under the Note column (right hand side of screen). Place a note in the section labelled <i>Exempt early intervention: Student will not be considered for Early Assessment Progress in this course at this location in this term.</i> 4. Student level. MENU > STUDENTS > STUDENT > (Click Student ID link and tick No APC / Intervention checkbox). Student will not be considered for Early Assessment Progress in any course at any location in any term. Student will also not be considered for Academic Progress processing. <p>Note: Associate Deans, Student Retention and Success will be checking courses that have interventions turned off at the start of each semester and there must be viable reasons for these functions to have been turned off.</p>	<p>Teaching & Quality / Coordinator Programs</p>	<p>Prior to emailing students (typically done at the beginning of week 7).</p>
<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 email a student for non-submission when in fact they had, and it was the lecturer that 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 that does not meet the school's criteria and if there are any students that would have received emails across more 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 Email student checkbox during this step.</p>	<p>Coordinator, Programs for campuses / Partner Academic Coordinator</p>	<p>Beginning of week 7.</p>
<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></p> <p>✓ <i>Not received</i> ✓ <i>Not satisfactory (50%)</i> ✓ <i>Subtasks.</i> List the students that will be emailed when the email check box is eventually ticked. Peruse the list to check if there are any courses where there</p>	<p>Coordinator, Programs for campuses / Partner Academic Coordinators</p>	<p>Beginning of week 7 and after Incomplete check.</p>

What and Why	Who	When
are a large number of students appearing. This may be an indication that the course coordinator has only partially loaded their marks and again we do not want to email students until all marks are loaded for the course. DO NOT tick the <i>Email student</i> checkbox during this step.		
MENU > INTERVENTIONS > Assessment Progress > Progress (Criteria set, extra <i>Message</i> 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.	Coordinator, Programs for campuses / Partner Academic Coordinators	Beginning of week 7 and after Incomplete check and after partial marks loaded check.
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.	Program Coordinators for campuses / Partner Academic Coordinators	After students have been emailed.

MENU > INTERVENTIONS > Assessment Progress > Progress:



Program	Type	Student ID	Course	Task	Message	New / Continuing	Prior Programs	Emailed	Previous APC Unsatisfactory
BBS	UG	28209203	BUARW1502	1	Failed	Continuing	No	Sep 2, 2016 10:17	
		30000921	BUARW1502	1	Failed	New	No	Sep 2, 2016 10:17	
		30000642	BUARW1502	1	Failed (not received)	New	No		
		30000663	BUARW1502	1	Failed	Continuing	No	Sep 2, 2016 10:17	Yes
BCS ADC	UG	30000084	BUACC2596	1	Failed	Continuing	No	Aug 29, 2016 12:24	
		30000085	BUACC2596	1	Failed (not received)	Continuing	No		

Examples of email correspondence:

From: noreply@federation.edu.au
 To: hsimpson@gmail.com, homersimpson@federation.edu.au
 Cc: elsp.fedcollege@federation.edu.au
 Cc: j.langton@federation.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:

BUACC1508 PRINCIPLES OF ACCOUNTING AND FINANCE (Assessment Task 1 Subtask 1 - failed (no received))
 BULAW1502 FUNDAMENTALS OF LAW(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 Program Coordinator, Dr Seymour Skinner on +61 3 3456 7890 or at s.skinner@federation.edu.au as soon as possible

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

Should you have other personal factors impacting on your studies please find more information on support services at: <https://federation.edu.au/current-students/assistance-support-and-services/student-support-services>

Student HQ
 Federation University Australia

From: noreply@federation.edu.au
 To: hsimpson@gmail.com, homersimpson@federation.edu.au
 Cc: elsp.fedcollege@federation.edu.au
 Cc: j.langton@federation.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:

BUACC1508 PRINCIPLES OF ACCOUNTING AND FINANCE (Assessment Task: 1 - failed)
 BULAW1502 FUNDAMENTALS OF LAW (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 Program Coordinator, Dr Seymour Skinner on +61 3 3456 7890 or at s.skinner@federation.edu.au as soon as possible 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>

Should you have other personal factors impacting on your studies please find more information on support services at: <https://federation.edu.au/current-students/assistance-support-and-services/student-support-services>

Student HQ
 Federation University Australia

General interventions

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

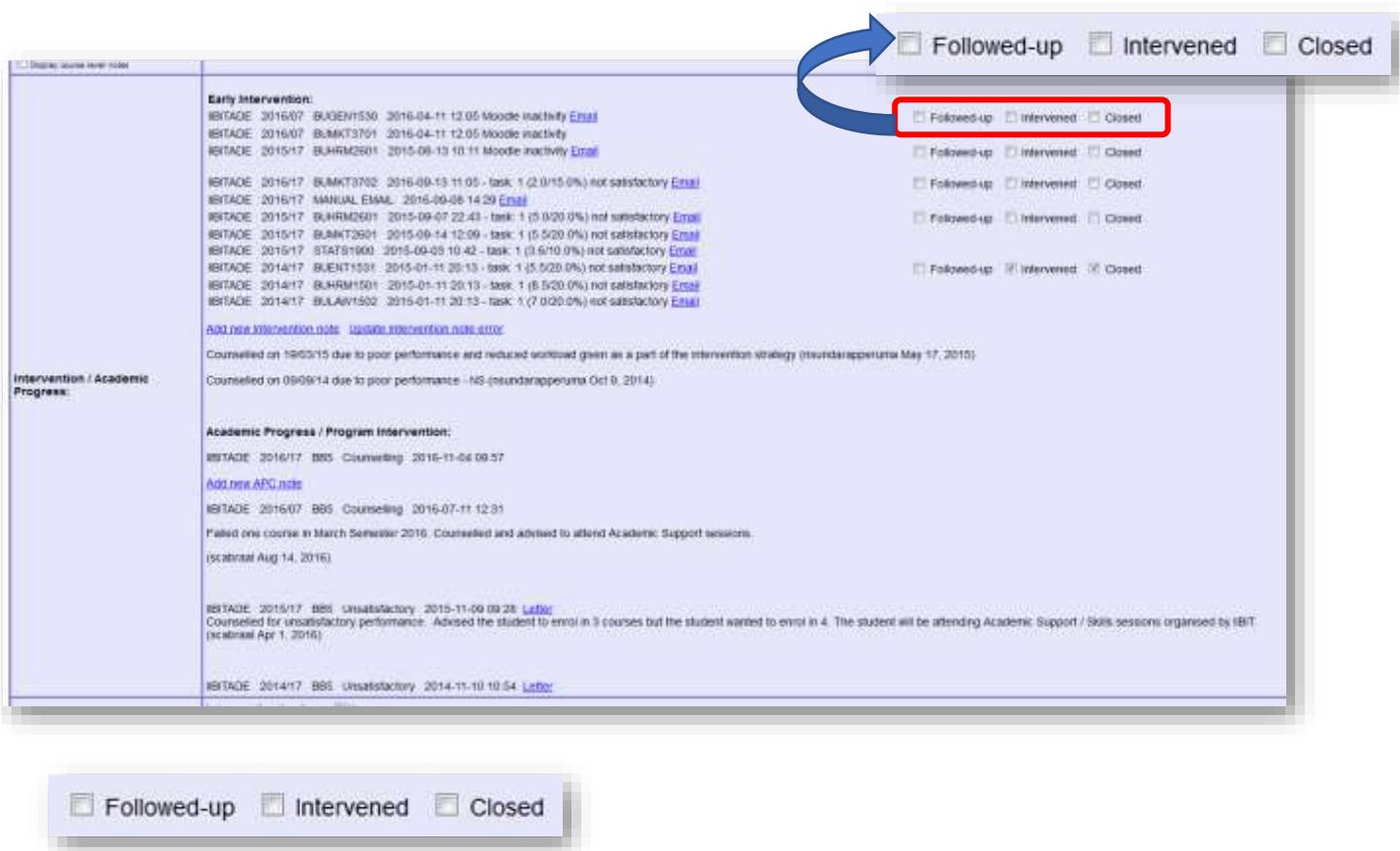
What and Why	Who	When
MENU > STUDENTS > PLANS > ACADEMIC > INTERVENTIONS > Early lists students that have been identified as <i>Potentially At Risk</i> and displays the courses involved and the action taken thus far.	Academic Services and Support and/or Program Coordinators for campuses / Partner Admin for partners	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.	Academic Services and Support and/or Program Coordinators for campuses / Partner Admin for partners	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.	Academic Services and Support and/or Program Coordinators for campuses / Partner Admin for partners	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).	Academic Services and Support and Academic Misconduct Officers for campuses / Partner Admin for partners	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.	Academic Services and Support and/or Program Coordinators for campuses and partner locations.	End of term results processing.

Intervention

What and Why	Who	When
<p>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.</p>	<p>Program Coordinators for campuses / Partner Academic Coordinators</p>	<p>After students have been emailed from each of the intervention functions.</p>
<p>Main class list screen (Location / Term / Course)</p> <p>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.</p> <p>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 addition, hovering the cursor over such a highlighted cell will display the following text. <i>INTERVENTION Email only for this course this term</i> or <i>INTERVENTION Emails across multiple courses this term</i>.</p>	<p>Course Coordinators, Federation Lecturers for campuses, Partner Lecturers for partner locations</p>	<p>As required.</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 (for partner locations), or Student Counsellors 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>	<p>Course Coordinators, Federation Lecturers for campuses / Partner Lecturers for partner locations</p>	<p>After early assessment progress emails sent (light pink highlights appear on main class list screen).</p>
<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</p>	<p>Course Coordinators, Federation Lecturers for campuses / Partner</p>	<p>After early assessment progress emails sent (light pink highlights appear</p>

What and Why	Who	When
<p>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 (that 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 that 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>	Lecturers for partners	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:



The screenshot displays a student's study plan with various intervention notes. At the top right, there are three status options: Followed-up, Intervened, and Closed. A blue arrow points from these options to a red-bordered box containing the same three options: Followed-up, Intervened, and Closed. Below the main content area, there is another set of these three status options.

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.

This is part of results processing at end of each term.

What and Why	Who	When
<p>Every program has different but extensive academic progress rules which are considered at the end of each term which govern whether a student may be <i>Suspended</i> or <i>Excluded</i> from their 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 commendation 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, all of their enrolled courses and grades, and comments relating to the rules described above. This report is usually scrutinised during ratification meetings. As well as 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, for example an AD, TD, or ZN grade is resolved this may trigger one of the events described in the rules above, so 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 and which are sent after results are published. The letters menu displays the number of unsent letters since the last <i>Results</i> run, so if any new ones appear they need to be sent as soon as possible as it may impact seriously on the student's following term or future. Letters marked as Do Not Send (DNS) will not be included in the email run.</p>	<p>Academic Services and Support and or Program Coordinators for campuses / Partner Liaison Team</p>	<p>Leading up to results ratification / continuously as student grades are changed.</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 <i>Counselling</i> and/or <i>Unsatisfactory</i> notification. This is an essential report for checking that we are compliant with our Monitoring Program Progression procedures.</p>	<p>Academic Services and Support and or Program Coordinators for campuses / Partner Admin for partners</p>	<p>As required but essential to check at the commencement of each semester, to ensure that students that received Unsatisfactory letters have been followed up with a Success Plan.</p>
<p>MENU > LETTERS > Show Cause Timeline can be used to track the progress of <i>Show Cause</i> letters from creation, to Appeal, to Ombudsman.</p>	<p>International Compliance for international students. Student Appeals for all students.</p>	<p>As required but throughout term and beyond.</p>

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 program coordinator must send a list of students with a load reduction to the International Student Compliance 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:

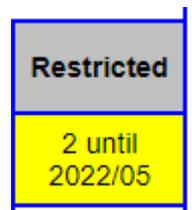
Study Load:	<input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Restricted to a maximum of / permission to enrol in <input type="text" value="2"/> until <input type="text" value="2021/27"/>
	Study Load Notes: Add new Study Load note

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.



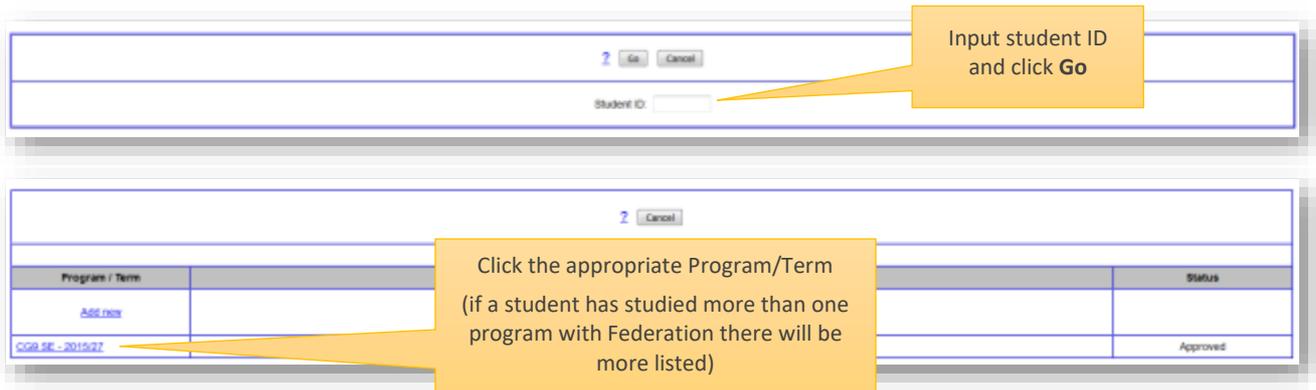
Business process for Academic Progress at the end of a semester

Steps	Responsibility	Notes
If a student fails one subject, a counselling email is sent	Student Experience and Administration Services Directorate / Partner Liaison Team	
Subsequent failures and a student is sent an <i>Unsatisfactory</i> letter, generated by Student HQ or the Partner Liaison Team which advises the student to talk to the partner academic coordinator. Copy put on the student's' file and sent to partner.	Student HQ / Partner Liaison Team	
Academic coordinator meets with student and works out a Student Success plan and can advise a student to lessen their study load to achieve study success. Notes put into fdlGrades Student Success plan and confirm details with the student. Email plan to student.	School / Partner Liaison Team	
Use report in fdlGrades: INTERVENTIONS > Unsatisfactory / Counselling to identify students that 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	Student HQ / Partner Liaison Team	
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 and make any resultant changes and notes in fdlGrades, using the automatic <i>Course Result Amendment</i> 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 CUP account	Appeals Committee	
International compliance staff will adjust fdlGrades to reflect outcome of decisions for International, partner and Business School domestic students. The rest are dealt with by Student HQ	International Compliance/ Student HQ	
International Compliance to send Student HQ an email in regard to student exclusion so that changes can be made to Campus Solutions for all International, partner and Business School domestic students.	International Compliance / School	International Compliance responsible for all international students. Student HQ for all domestic and offshore students.
Once all deferred results are received, Partner Liaison Team / Student HQ will produce the <i>Show Cause</i> and <i>Unsatisfactory</i> letters from fdlGrades again and the process will be repeated	Student Experience and Administration Services Directorate / Partner Liaison Team	

Student Success Plan

Formally known as the 'Intervention Strategy', 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:

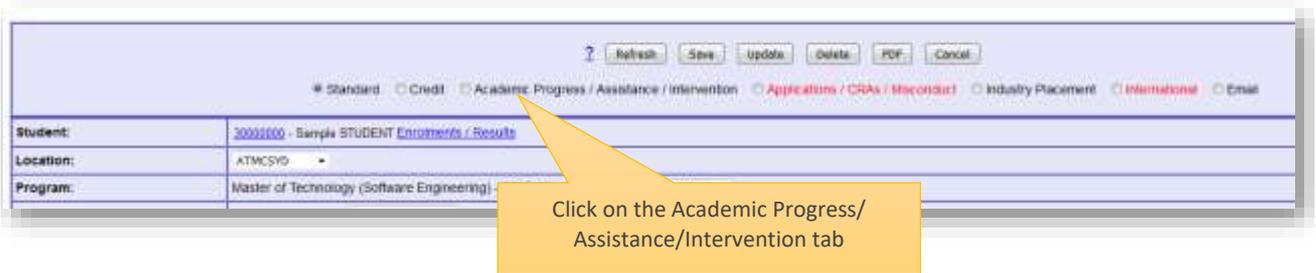


Input student ID and click Go

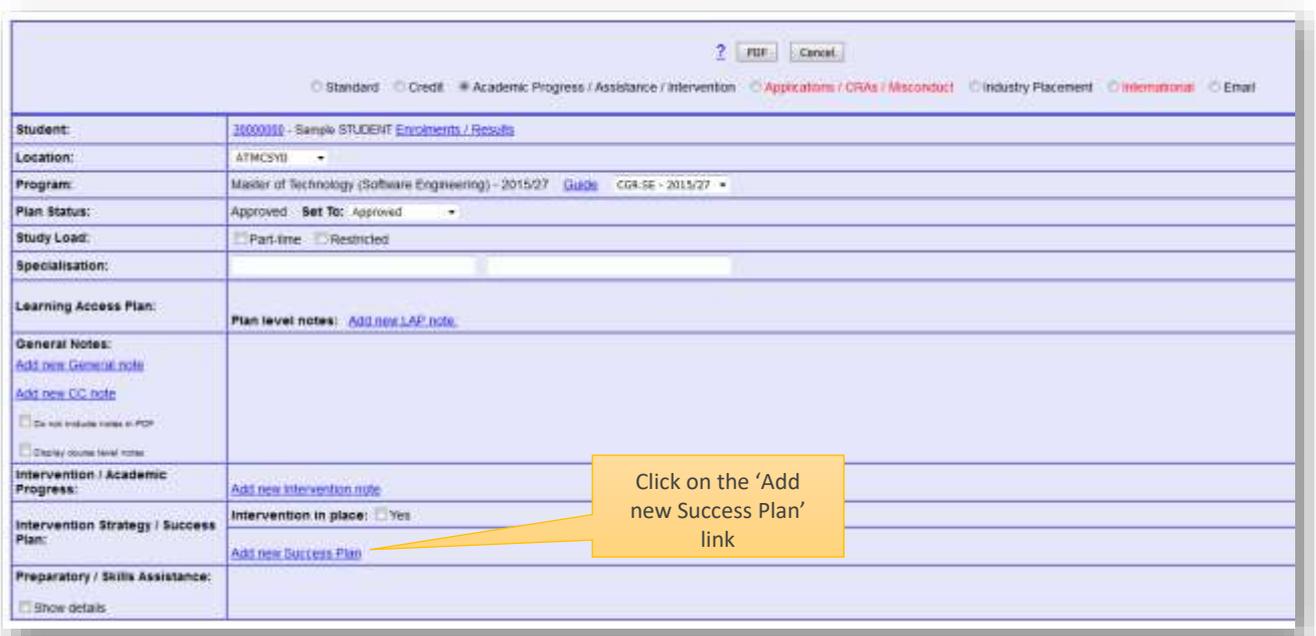
Program / Term	Status
Add new	
CG9-SE - 2015/27	Approved

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

Student Success Plans



Click on the Academic Progress/ Assistance/ Intervention tab



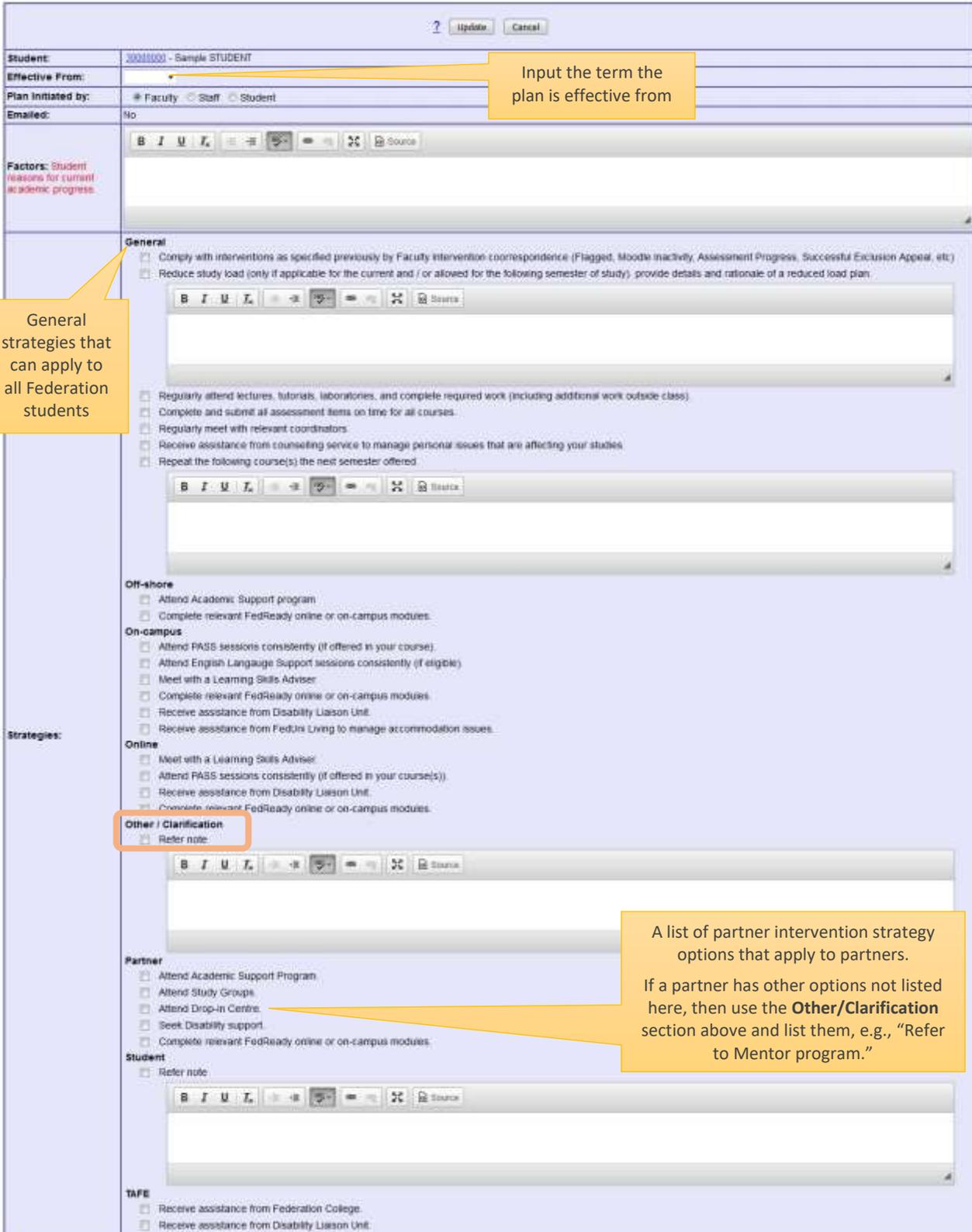
Click on the 'Add new Success Plan' link

Student:	30000000 - Sample STUDENT Enrolments / Results
Location:	ATMCSYD
Program:	Master of Technology (Software Engineering) - 2015/27 Guide CG9-SE - 2015/27
Plan Status:	Approved - Set To: Approved
Study Load:	<input type="checkbox"/> Part-time <input type="checkbox"/> Restricted
Specialisation:	
Learning Access Plan:	Plan level notes: Add new LAF 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

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 form for creating a Success Plan. At the top, there are 'Update' and 'Cancel' buttons. Below this is a header section with the following fields:

- Student:** 30011000 - Sample STUDENT
- Effective From:** *
- Plan Initiated by:** Faculty (selected), Staff, Student
- Emailed:** No

A callout box points to the 'Effective From' field with the text: "Input the term the plan is effective from".

Below the header is a text area for 'Factors: Student reasons for current academic progress.' with a rich text editor toolbar.

The main body of the form is divided into several sections, each with a list of checkboxes and a text area:

- General:** Contains checkboxes for 'Comply with interventions as specified previously by Faculty intervention correspondence (Flagged, Moodle inactivity, Assessment Progress, Successful Exclusion Appeal, etc.)' and 'Reduce study load (only if applicable for the current and / or allowed for the following semester of study) provide details and rationale of a reduced load plan.' A callout box points to this section with the text: "General strategies that can apply to all Federation students".
- Off-shore:** Contains checkboxes for 'Attend Academic Support program' and 'Complete relevant FedReady online or on-campus modules.'
- On-campus:** Contains checkboxes for 'Attend PASS sessions consistently (if offered in your course)', 'Attend English Language Support sessions consistently (if eligible)', 'Meet with a Learning Skills Adviser', 'Complete relevant FedReady online or on-campus modules.', 'Receive assistance from Disability Liaison Unit', and 'Receive assistance from FedUni Living to manage accommodation issues.'
- Online:** Contains checkboxes for 'Meet with a Learning Skills Adviser', 'Attend PASS sessions consistently (if offered in your course(s))', 'Receive assistance from Disability Liaison Unit', and 'Complete relevant FedReady online or on-campus modules.'
- Other / Clarification:** Contains a checkbox for 'Refer note'. A callout box points to this section with the text: "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.'"
- Partner:** Contains 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.'
- Student:** Contains a checkbox for 'Refer note'.
- TAFE:** Contains checkboxes for 'Receive assistance from Federation College' and 'Receive assistance from Disability Liaison Unit.'

Each section has a text area with a rich text editor toolbar below the checkboxes.

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 (international students) 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 notify 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.
Completed / Ended:	<input type="checkbox"/> Yes (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)
Created:	Aug 18, 2018 12:54 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

Student:	Samira ETUDENT
Effective From:	2018/27
Plan Initiated by:	Faculty Staff Student
Emailed:	Nov 22, 2018 16:03

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.

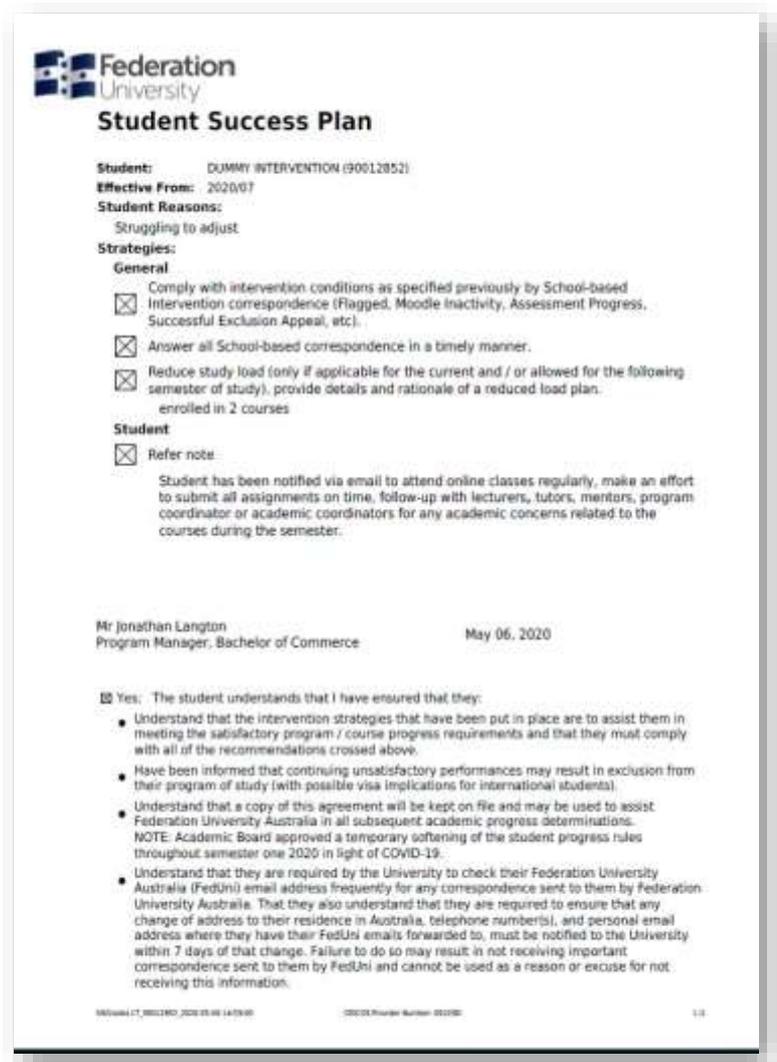
A plan may be in place for part of a term, a full term and maybe two terms at the longest duration.

Intervention in Place Tick box

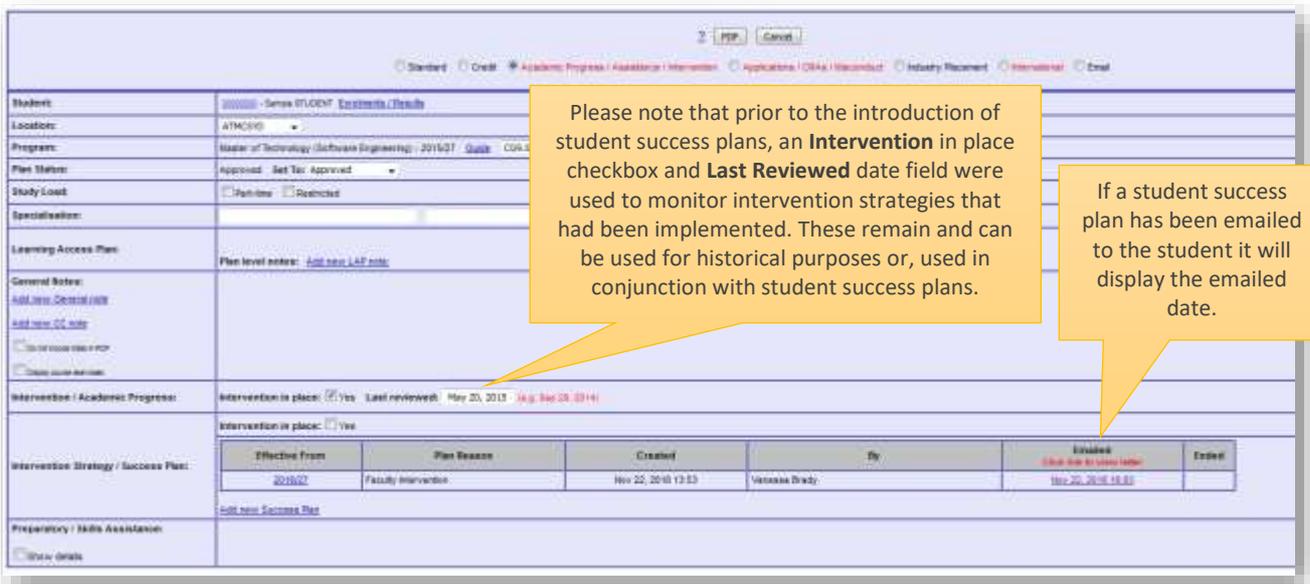
	ONLINE 2018/20 C15 Lon - Term 2018-12-10 16:27						
	ONLINE 2018/05 C15 Lon - Term 2018-07-11 14:48						
Intervention Strategy / Success Plan:	Intervention in place: <input checked="" type="checkbox"/> Yes Last reviewed: <input type="text"/> (e.g. Sep 28, 2014)						
	<table border="1"> <thead> <tr> <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	Sep
	Effective From	Plan Reason					
2021/20	School Intervention	Sep					
Add new Success Plan	English						

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
20000000	Sample STUDENT	CGS SE	Yes / Yes			
20000001	Example STUDENT	CTS BS	Yes / Yes			
20000002	Clean STUDENT	CTS	Yes / No			
20000003	Student REPRESENTATIVE	CTS	No	May 28, 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
20012222	Selma BOUVER	BC5 ACC	Approved	DOM	UG	2021/07 2017/17 2015/17	2021/17 - Active
20000033	Kent BROCKMAN	BC5 ACC	Approved	INT	UG	2021/07	2021/17 - Active
20020888	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.