

## INTERVENTION POLICY – ENGLISH PROGRAM

### SECTION 1 – PURPOSE AND SCOPE

- (1) The Intervention Policy will provide guidance to staff and international students in regard to the College’s policy and procedures in relation to students at risk in accordance with Standard 10 of the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007.
- (2) The College undertakes to ensure that its policies are fair and transparent and consistent with Commonwealth legislation and ELICOS accreditation requirements.

### SECTION 2 - DEFINITIONS

- (2) For the purposes of this policy, the following definitions apply:
  - a. “ELICOS” means English Language Intensive Courses for Overseas Students;
  - b. “International student” – student studying at UWS College on a student visa

### SECTION 3 – POLICY STATEMENT

- (3) UWSCollege is committed to enhancing the learning experience of all students and to this end will implement, within sustainable margins and in line with financial and operational constraints, intervention strategies to support to all international students.

### SECTION 4 – PROCEDURES

- (4) At the end of week 1 of a new 10 week course, teachers are asked to identify any students who appear to be struggling or who have perhaps been allocated to the wrong level. The English Program Coordinators organise to meet with the relevant student/s to discuss their situation and, if the student wishes to move to a lower class, this will occur. If not, the student will be given advice on how to access the extra help available.
- (5) At the end of the mid-term tests (week 5), the English Department Management team identify any students at risk from the assessment tasks to date. Again such students will be met by the English Program Coordinators to

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discuss their performance to date and given strategies for improving their English outside the classroom. These may include all or some of the following;

- a. extra one-to-one tuition
  - b. extra small after class lessons for students with similar problems i.e grammar
  - c. additional tasks to do at home to work on weak areas
  - d. compulsory attendance at the after class grammar and/or pronunciation lessons
  - e. attendance every day at the self-access centre to utilise the materials and assistance given there
- (6) If the student's performance is inhibited due to personal issues the matter is referred to the Student Counsellor.
- (7) If the problem appears to be a lack of academic ability (EAP2 and 3 students only), the student will be asked to see the Careers Adviser to look at alternative study pathways that are more in line with the student's ability.
- (8) A written note will be kept of all such meetings with students in their file of the procedures undertaken with the students. Progress will be monitored weekly by the teachers involved and a verbal report given to the Coordinators regarding the student.
- (9) If necessary, a weekly meeting will be held with the student to monitor progress on the agreed strategies.

## **SECTION 5 – GUIDELINES AND REFERENCES**

- a. Education Services for Overseas Students (ESOS) Act 2000
- b. National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007

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