A125 Students At Risk Policy

Policy Category	Academic	
Responsible Officer	Academic Dean	
Review Date	August 2025	
Related documents	Academic Progression Policy Assessment Policy Enrolment Policy Monitoring Academic Progress Procedures Student Support Framework	
Version	**Authorised by**	**Approval Date**
1.6	Academic Board	15/09/23

1. Context

This Policy supports the Australian Institute of Business Intelligence's (the 'Institute') commitment to monitoring student academic progression and providing advice and support to facilitate academic progression and course completion. This Policy should be read in conjunction with the *Academic Progression Policy*.

2. Definitions

Academic progression: the level of academic achievement of a student towards completion of their program.

At risk: when a student's performance indicates that they may not make satisfactory academic progression.

Domestic student: Australian citizens, New Zealand citizens, or holders of an Australian permanent visa (holders of all categories of permanent resident visas including Humanitarian Visas).

Enrolment: the registration of an individual with the Institute as a student.

Equivalent Full-Time Student Load (EFTSL): a measure of the study load, for a year, of a single student undertaking a program of study on a full-time basis.

Exclusion: the suspension of a student's enrolment for a period of time.

Individual disability access plan: a document specifying the requirements of a student or staff member with a disability to provide as far as practicable a learning and professional environment in which the person can learn or work on the same basis as other students or staff.

Intervention strategy: an institutional response to support students who are identified as "at risk" beyond the usual support offered by the lecturer and to mitigate that risk through counselling, academic assistance and/or amended study plan.

<u>Learning agreement</u>: a mechanism for supporting student engagement, learning, and academic progression. It is not a contract with binding consequences if agreed conditions are not met.

<u>Overseas student</u>: a student who is not a domestic student and who may hold a student visa and is protected by the Education Services for Overseas Students Act 2000 legislative framework.

<u>Provider Registration International Student Management System (PRISMS)</u>: a secure database owned and maintained by the Department of Education and Training for the purposes of administering the Education Services for Overseas Students Act 2000.

<u>Satisfactory academic progress</u>: a student has achieved academic results in each trimester that at least meet the Institute's minimum academic achievement (refer to the *Academic Progression Policy*, which can be accessed from the Institute's website).

3. Scope

This Policy applies to all enrolled domestic and overseas students of AIBI HE and the staff involved in the administration, assessment and support of those students.

4. Policy Statement and Principles

This policy sets out the principles and the steps the Institute will take, as operationalised in the Monitoring Academic Progress – Procedures, when a student's academic progress shows cause for concern or indicates they are at risk of or are making unsatisfactory academic progress.

The key principles informing this Policy are:

- fair, consistent and respectful treatment of students;
- provision of individualised support to students by AIBI HE as required;
- provision of timely advice to students on their performance; and
- timely identification of students at risk and provision of support to facilitate academic progression.

5. Policy details

5.1. Student Support Team
The Student Support Team and Librarian will monitor the academic performance of students and identify and support those who are at risk of failure.

5.2. Review of student performance
Students' performance will be reviewed at the following times to identify those At Risk:

- initial enrolment;
- during the trimester (as part of MAP, see section 5.4); and
- end of the trimester.

5.3. Intervention Strategies
Students whose performance is identified as at risk will be offered an Learning Support Strategy. Strategies include:

- academic skills support;
- library skills support;
- English language support;
- personal counselling;
- additional academic instruction;
- individual disability access plan (creation or revision);
- advice on study pattern, or units for enrolment;
- reduction of student load;
- learning agreement;
- a combination of the above; or
- other strategy as deemed appropriate to the case.

Information regarding academic support services is made available on the Institute's learning management system.

5.4. Monitoring Academic Progress (MAP)

Students identified as At Risk during 5.1 will be placed in the Monitoring Academic Progress (MAP) programme. The programme is designed to monitor student progress systematically and has an emphasis on early intervention.

- The Institute will monitor student academic progress systematically, with an emphasis on early intervention. The Monitoring Academic Progress (MAP) – Procedure's detail three stages:

    o MAP Stage 1 – Early intervention

    o MAP Stage 2 – Monitored enrolment status

    o MAP Stage 3 – Consideration for exclusion.

- The Institute recognises that it is important to identify and advise students whose performance might benefit from a range of intervention strategies. Students are expected to seek assistance proactively when needed from the relevant support service as early as possible and it is intended that both the student and the Institute will work together to ensure appropriately specified support.

- In the event that a student does not achieve a satisfactory level of academic progress, the Institute may set conditions on the student's continued enrolment, or the student may be excluded from continuing their studies.

- Exclusion terminates a student's enrolment at the Institute. A student who is excluded is not permitted to attend classes, access teaching resources, or undertake study in the course from which they were excluded, for a specified minimum period.

- Students identified in MAP Stage 3 will be given the opportunity to 'show cause' why they should not be excluded.

- A student who is excluded may appeal an exclusion decision.

- The Institute recognises that there may be many factors which can affect a student's academic progress, especially for first year students making the transition to tertiary study. Early intervention reduces the risks to students of not achieving a satisfactory level of academic progress.

- In the case of international students, the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (the 'National Code') requires the Institute to implement an intervention strategy for any student who is not meeting satisfactory progress requirements in their studies, and this approach is adopted as good practice for all students.

6. Appeals

Appeals concerning any decision taken in relation to this Policy should be made under the relevant *Complaints and Appeals Policy*, which can be accessed from the Institute's website. Overseas students may lodge an appeal with the Overseas Students Ombudsman.

7. References

Higher Education Standards Framework (Threshold Standards) 2021

National Code of Practice for Providers of Education and Training to Overseas Students 2018, Standards 8.

Document History:

Version	Date	Author	Reason	Sections
0.1	31/10/2017	Lincoln Aleck, Tony Drew	Feedback from Academic Board meeting – 19 Oct 2017	All
0.2	16/4/2018	Stephen Andrews	Revised in response to Academic Board feedback 26/2/18, and approved Policy Development and Review Framework	All
0.3	26/4/2018	Stephen Andrews	Revised in response to Academic Board feedback 23/4/18.	2 and 5
1.0	9/05/2018	Stephen Andrews	Approved by Academic Board (circular resolution) 9/05/2018	All
1.1	06/01/2020	Philippa Ryan	Amended to reflect new trading name 'Waratah Institute'.	All
1.2	30/01/2022	Zoe Williams	Reviewed and amended to reflect new corporate name Australian Institute of Business Intelligence; abbreviated to the Institute and new logo; and updated references to the Higher Education Standards Framework 2021.	All
1.3	04/10/2022	Chaido Kiourkou	Sections on academic progression for domestic students enrolled in Fee-Help enrolled courses,	1, 5,
1.4	25/07/2023	Christophe Doche	Amended conditions Re-submission or resitting an examination.	6
1.5	23/08/2023	Ivan Negro	Added Policy Statement, section	5

			4 Amended Section 5 and 6 Introduction of Monitoring Academic Progress (MAP)– Procedures	
1.6	15/09/2023	Ivan Negro	Revised in response to the Academic Board feedback on 5/09/2023	5