Students at Risk Procedure

Procedure Category	Academic		
Document Owner	Dean		
Responsible Officer	Dean		
Review Date	9/05/2021		
Related Documents	*Academic Progression Policy* *Academic Progression Procedure* *Admissions Policy* *Admissions Procedure* *Assessment Policy* *Assessment Procedure* *Disability Support Policy* *Disability Support Procedure* *English Language Proficiency Policy* *English Language Proficiency Procedure* *Equity and Diversity Framework* *Graduation and Certification Policy* *National Code Compliance* *Student Consultation Policy* *Student Support Framework* *Students at Risk Policy*		
Version	**Authorised by**	**Approved**	**Effective Date**
1.1	Academic Board	9/05/2018	9/05/2018

This Procedure implements the Australian Institute of Business Intelligence's (the 'Institute') *Students at Risk Policy.*

1. Scope

This Procedure details the process by which students deemed at risk are identified and supported with early intervention to facilitate satisfactory academic performance.

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.

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.

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.

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

3. Procedure

Procedures for identifying students at risk, offering intervention strategies, and maintaining associated records are as follows:

3.1. At initial enrolment

All students' admission details are reviewed at the time of enrolment by the Student Enrolment Officer, and those in pre-determined categories are identified as students at risk. The categories are students granted admission:

- who have not undertaken formal study, including secondary education, within the past two years; and
- with recent secondary education (within the past two years) who have been admitted based on disadvantage or special consideration (refer to *Admissions Policy*, which can be accessed from the Institute's website).

These students are provided with a personalised communication regarding targeted support services to facilitate the transition to tertiary education, which include academic skills sessions and library skills sessions. All students are informed of these services at orientation and via the learning management system. Even though attendance at these sessions is voluntary, attendance is recorded and progress monitored. Attendance and/or performance issues identified at these sessions are referred to the Program Coordinator, who forwards a second personalised communication to the students encouraging them to attend subsequent sessions.

3.2. During the trimester

During the first five weeks of the trimester, Lecturers closely monitor all students' performance, and note at risk behaviours, including:

- poor attendance;
- poor engagement;
- poor performance; and
- late submission or no submission of assessments.

The Lecturer will identify at-risk students during this 5-week period and will offer appropriate additional academic support or advise the student on additional support services (refer to Section 2.3). The Lecturer maintains a record of discussions with the student within the learning management system and any changes in at-risk behaviours. If the student's performance and engagement does not improve by week 7, the Lecturer informs the Program Coordinator who will contact the student and offer the opportunity to meet with them to discuss their progress and support services to facilitate satisfactory academic progression. The Program Coordinator maintains records of this interaction in the *Students at Risk Register*, for reference by the Teaching and Learning Committee to inform academic progression decisions if necessary.

The Lecturer continues to monitor all students' performance and engagement throughout the trimester, providing support as noted above, with appropriate follow-up by the Program Coordinator.

3.3. Student Services

Support Service	Details
Academic skills e.g.:	Contact the Learning Support Officer on XXXXX

• paraphrasing; • essay writing; • presentations.	
Library skills e.g.: • research; • locating resources.	Contact the Librarian on XXXXX
English language support e.g.: • writing; • reading; • listening; • speaking.	Contact the Learning Support Officer on XXXXX
Personal counselling	Contact counselling services on XXXXX
Individual disability access plan (creation or revision)	Contact the Registrar on XXXXX
Advice on study pattern, units for enrolment, or reducing student load	Contact the Program Coordinator on XXXX

3.4. End of the trimester

Students' academic performance is reviewed at the end of each trimester as part of the results review finalisation process conducted by the Teaching and Learning Committee. The *Students at Risk Register* is used to inform intervention strategies offered to students who have not made satisfactory academic progression (refer to *Academic Progression Procedure*, which can be accessed on the Institute's website), and inform strategies offered to students who have made satisfactory academic progression but continue to display poor engagement. The Program Coordinator is responsible for identifying these students and determining the most appropriate intervention strategy.

3.5. Report to Academic Board

The Dean will monitor the Students at Risk Register, identifying aspects impacting on academic progression and completion rates, associated rectifications and/or mitigation strategies and associated outcomes. This is a standing item on the Academic Board agenda.

4. Breaches

If a student or staff member is found to be in breach of this Procedure, she or he may be subject to disciplinary action in accordance with the relevant *Code of Conduct* and *Misconduct Procedure*, which can be accessed from the Institute's website.

5. Appeals

Appeals concerning any decision taken in relation to this Procedure 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.

6. References

21– *Part A, Standards 1.3*

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

7. Acknowledgements

In developing this Procedure, the Institute acknowledges:

- *TEQSA Guidance Notes: Diversity and Equity*

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	All
0.3	26/4/2018	Stephen Andrews	Revised in response to Academic Board feedback 26/2/18	2
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	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