

## Students at Risk Policy

<b>Policy Category</b>	Academic		
<b>Document Owner</b>	Dean		
<b>Responsible Officer</b>	Dean		
<b>Review Date</b>	09/05/2021		
<b>Related Documents</b>	<i>Academic Progression Policy</i> <i>Academic Progression Procedure</i> <i>Assessment Policy</i> <i>Assessment Procedure</i> <i>Disability Support Policy</i> <i>Disability Support Procedure</i> <i>English Language Proficiency Policy</i> <i>English Language Proficiency Procedure</i> <i>Equity and Diversity Framework</i> <i>Graduation and Certification Policy</i> <i>National Code Compliance</i> <i>Student at Risk Procedure</i> <i>Student Consultation Policy</i> <i>Student Support Framework</i>		
<b>Version</b>	<b>Authorised by</b>	<b>Approved</b>	<b>Effective Date</b>
1.2	Academic Board	09/05/2018	09/05/2018

### 1. Context

This Policy supports the Australian Institute of Business Intelligence’s (the ‘Institute’) commitment to student academic progression and completion.

The Institute’s recognises that students who are at risk of not meeting academic progression requirements require early intervention and support. Even though students are primarily responsible for their academic performance, the Institute acknowledges its role in identifying and supporting students at risk.

### 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.

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.

Overseas student: 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.

Provider Registration International Student Management System (PRISMS): 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*.

Satisfactory academic progress: 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 the Institute and the staff involved in the administration, assessment and support of those students.

### 4. Policy Principles

The key principles informing this Policy are:

- fair, consistent and respectful treatment of students;
- provision of individualised support to students by their Lecturer 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

Students performance will be reviewed at the following times to identify those at risk:

- initial enrolment;
- during the trimester; and
- end of the trimester.

Students whose performance is identified as at risk will be offered an intervention strategy.

Intervention 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.

For students who have completed a trimester and have not maintained satisfactory academic progression (refer to *Academic Progression Policy*, which can be accessed from the Institute’s website), a learning agreement will be offered by the Program Coordinator.

## 6. Breaches

If a student or staff member is found to be in breach of this Policy, 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.

## 7. 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.

## 8. References

*Higher Education Standards Framework (Threshold Standards) 2021 – Part A, Standards 1.3*

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