# Policy: Students at Academic Risk Policy

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<thead>
<tr>
<th>Policy Number:</th>
<th>AC026</th>
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<th>6.0</th>
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<tr>
<td>Date Adopted:</td>
<td>1 January 2012</td>
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<td>8 January 2016</td>
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<td>Date of Next Review:</td>
<td>8 January 2017</td>
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<td>One year</td>
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<td>Authorised By:</td>
<td>Chief Executive Officer</td>
<td>Reviewed By:</td>
<td>Academic Director</td>
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<td>Responsible for Review:</td>
<td>Academic Director – an email will automatically be sent to this person</td>
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<td>Review Process:</td>
<td>Academic Director and Academic staff</td>
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<td>Document Management:</td>
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<td>Communication</td>
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**Policy Context:** This policy relates to:

- **HE Standards Framework 2011**
  - Course Standards 4.4

- **ESOS**
  - Standard 10

- **Legislation or Other Requirements**
  - Tertiary Education Quality and Standards Agency Act 2011
  - The Education Services for Overseas Students (ESOS) Act 2000

- **Other Policies**
  - Assessment Code of Practice Policy
  - Course Progress Policy
  - Learner Support Policy
  - Student Support Policy
  - Student Code of Conduct Policy
  - Development, dissemination and monitoring of Academic Policies
  - Records Management Policy
  - Access and Equity Policy
  - Monitoring Enrolment Load Policy
STUDENTS AT ACADEMIC RISK POLICY

FORMS AND OTHER DOCUMENTS

- Students at Academic Risk Form
- Academic Standing and Intervention Procedure
- Course Progress Intervention Strategy Form
- Student Evaluation Form

KEY WORDS (META DATA)

Students at risk of academic failure, students at risk, academic failure, support, disability support, failing a unit, reasonable adjustment

DEFINITIONS

Hyperlink to definition document

EVIDENCE

Policy Information:

POLICY

IIBT is committed to the academic success of its students by creating a supportive learning environment. The purpose of this policy is to reduce the number of preventable failures that result in students being unable to graduate (or excluded from their studies) by identifying students at risk of significant academic failure and providing support to them to achieve a successful outcome.

SCOPE

This policy applies to all students at IIBT

PROCEDURES

IIBT recognises that some students may experience academic difficulty with their studies preventing them from successful course completion. This could be due to a number of factors such as:

- Lack of preparedness for further study
- English language weaknesses
- A disability
- Poor study behaviours such as low attendance or minimal effort
- Difficulty in understanding a particular element of a course
- Poor choice of course

IIBT is committed to providing such students with a high level of support so as to assist them in reducing or overcoming any academic difficulties.

Procedures for Higher Education Students at Risk

1. In week 4 of the trimester, lecturers are required to formally identify and inform the Academic Director of students who are potentially at risk. Early potential for academic risk is identified through such factors as:

   - Observation of classroom behaviours
   - Student attitude and participation
   - Attendance
   - Outcomes of informal or formative assessment
2. If a lecturer identifies a student as being at risk prior to week 4 of the trimester, the lecturer is required to inform the Academic Director.

3. In addition to the above, attendance reports will be generated from the student management system each fortnight and analysed as an ongoing strategy to identify students at risk.

4. Once students at risk have been identified in week 4 (although earlier or later identification is also possible), they will be required to meet with the Academic Director and other designated IIBT staff in order to discuss the reasons for academic risk and how these might be mitigated.

5. During the meeting, an individualised Course Progress Intervention Strategy will be compiled for the student and recorded on a Course Progress Intervention Strategy form.

6. Strategies that can be form part of a documented intervention plan include but are not limited to:
   - counseling concerning the appropriateness and suitability of courses undertaken by the student
   - reduction in course load (refer to course load monitoring)
   - additional English language support
   - additional tutorials and workshops
   - additional self-directed study
   - additional one on one sessions with lecturer
   - Advice about study skills and learning materials/resources
   - appointment of a peer or staff mentor
   - information concerning the rescheduling of re assessment events
   - establishment of a learning contract to encourage satisfactory classroom behaviours
   - information concerning the potential need to report the student to DIBP if they continue to have unsatisfactory course progress for two consecutive study periods
   - written DIBP notice advice
   - complaints and appeals procedures

7. At the meeting, a schedule for review of the effectiveness of the intervention strategy will be put into place. This will be carried out on a case by case basis but will include regular follow-up of the students’ progress whilst on the intervention plan.

8. For IIBT procedures for managing students who fail a trimester or successive trimester, please see the Course Progress policy.

9. Where a disability is placing a student at academic risk, please see the
Procedures for VET Students at Risk

1. Trainers who identify students at risk should report this to the relevant Academic Manager as soon as practically possible.
2. Opportunities for re-assessment will be made available to all students.
3. Where necessary reasonable adjustment is applied as a support measure for students at risk.
4. Where a Course Progress Intervention Strategy is required, refer to Procedures for Higher Ed.

Procedures for English Language Students at Risk

1. Students who have failed any of their formal assessments in the first 6-week period of study will be deemed at risk and an intervention strategy will be initiated immediately to suit the student’s individual needs and study goals.
2. Notwithstanding this, teachers may identify students as being at risk earlier than week 6 based on such factors as:
   - Observation of classroom behaviours
   - Student attitude and participation
   - Attendance
   - Outcomes of informal or formative assessment
3. Additional measures for identifying academic risk are as follows:
   (a) use of an onshore placement test undertaken by all new students which can act as a means of early flagging of students with potential linguistic weaknesses
   (b) Fortnightly analysis of student attendance rates and follow-up counselling and intervention actions.
4. All students identified as being at risk are required to attend a formal meeting with the class teacher and the English Program manager. This usually takes place in week 6 of the course but can take place earlier or later. These students are notified of concerns about their performance and advised of strategies to address these which are recorded on the Course Progress Intervention Strategy Form.
5. Possible intervention strategies to assist students at risk include but are not be limited to:
   • support workshops
• additional tutoring/teacher support
• additional self-directed study
• advice about study skills and learning resources
• a learning contract
• an extension of the English language tuition period requiring a change or repetition of level or a deferred pathway.

6. A follow up assessment of the student after intervention measures are implemented will be conducted within a four-week period to monitor improvement in course progress. The results will be reported to the English Program Manager who will decide if additional measures are required.

END OF DOCUMENT