



Students At Risk and Early Intervention Policy

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Contact Officer	Registrar
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Related Documents	Assessment Appeal Policy Assessment Appeal Procedure Diversity and Equity Policy Students At Risk and Early Intervention Procedure Student Assessment Policy Student Assessment Procedure Student Support Framework Student Progression and Exclusion Policy Student Progression and Exclusion Procedure

1. Purpose

The intent of this Policy and the associated Procedure to optimise the opportunity for, and potential of, all students at the Australian Institute of Higher Education Pty Ltd ('the Institute') to achieve their academic goals and successfully complete their course.

2. Principles

This Policy is informed by the Institute's commitment to assisting the successful course completion of all students by providing appropriate, adequate and timely support and advice as needed. Key principles informing this Policy and the associated Procedure are:

- All students are ultimately responsible for their own academic progress;
- All students will have access to clearly defined, equitable and fair processes for handling matters in relation to assessment and academic progress issues, including opportunities for appeal against significant decisions;
- The Institute monitors students' academic progress throughout their time at the Institute via a range of methods, and utilises a variety of approaches to encourage student engagement;
- Student progress is facilitated through the provision of reasonable access to academic staff and the Academic Success Team, which consider student's personal and academic development;
- Intervention will be employed at any time that a student is assessed as being at risk; and
- The Institute is committed to providing early feedback to students to ensure that they are given every chance of success.

3. Context

This Policy has been developed to complement and extend the ***Student Progression and Exclusion Policy*** and associated Procedure.

4. Scope

This Policy applies to all students at the Institute.

5. Definitions

See the *AIH Glossary of Terms* for further definitions.

6. Policy Details

6.1 Students At Risk

The Institute identifies students as at risk of course progression in various ways.

At Risk Cohort Categories: A student is classified as potentially at risk of unsatisfactory course progress when they are:

- from an admissions pathway that has been identified as sending students more likely to be at risk of progression;
- history of unsatisfactory academic progression in previous academic institutions;
- special/alternative admission arrangements (refer to Admission Policy);
- not attending lectures and/or tutorials regularly;
- not submitting or achieving a fail mark in the low-risk early assessment task in a unit(s) of study;
- not performing adequately in assessment tasks;
- not logging into or engaging with the Learning Management System (Moodle).

6.2 Early Identification & Intervention

Students can be identified as “at risk” through Pathways and are notified by Letter of Offer of their Academic Probation. Students can also be considered “at risk” through early intervention identification, by observing student’s attendance and academic performance early in the unit of study. Lecturers and academics may identify students throughout the study period who:

- have not been attending their classes or engaging class activities regularly;
- not submitting or achieving a fail mark in the low-risk early assessment task in a unit(s) of study;
- not performing adequately in assessment tasks;
- not logging into or not engaging with the Learning Management System (Moodle).

The Institute will communicate with and offer academic counselling to any student identified as not achieving satisfactory course progress, through the Academic Success Team. Further information can be found in the *Student Progression and Exclusion Procedure*.

6.3 Supporting students

The Institute recognises that some students face specific challenges as they progress through their course. This may be the particular case for adult learners, international students, students in their first year of study, students from a low socioeconomic background, potentially disadvantaged students such as students of an Aboriginal or Torres Strait Islander background, students studying in a language other than their first language, and students with significant family responsibilities and/or financial difficulties. In order to minimise the risk for these students, the Institute will adopt (or continue to practice) strategies to ensure all students are provided with:

- sufficient information with which to make an informed decision about their ability to commence and complete a course;

- a comprehensive orientation to the Institute and, in the case of international students, Australia generally;
- all relevant details about enrolment and progression, including withdrawal dates and submission dates;
- sufficient training in technologies, research methods and study skills;
- adequate access to student support and academic advice as outlined in the ***Student Support Framework*** and the ***Student At Risk and Early Intervention Procedure***.
 - Academic skills workshops,
 - English and Academic literacy workshops,
 - Numeracy,
 - Peer-to-peer mentoring,
 - Learning Hub,
 - Individual consultation.

Details on strategies to support students identified early as at risk are outlined in the ***Student at Risk/Early Intervention Procedure***.

7. Legislation

This Policy complies with Higher Education Standards Framework Standard 1.3 (Orientation and Progression), which specifies that:

“Successful transition into courses of study is achieved through orientation programs that are created to match the distinct needs of student cohorts, and include additional consideration for international students adjusting to living and studying in Australia. Specific strategies support transition, including:

- a. assessing the needs and preparedness of individual students and cohorts,
- b. completing early assessment or review that provides formative feedback on academic progress and is able to identify needs for additional support, and
- c. providing access to informed advice and timely referral to academic or other support.”

and:

“Processes that identify students at risk of unsatisfactory progress and provide specific support are implemented across all courses of study.”

This Policy also complies with Higher Education Standards Framework 2015 Standard 2.2 (Diversity and Equity), which specifies that:

1. Institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students’ backgrounds.
2. Specific consideration is given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.
3. Participation, progress, and completion by identified student subgroups are monitored and the findings are used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups.

8. Version Control

This Policy has been endorsed by the Australia Institute of Higher Education Academic Board as at September 2020 and is reviewed every 3 years. The Policy is published and available on the Australian Institute of Higher Education website <http://www.aih.nsw.edu.au/> under 'Policies and Procedures'.

Change and Version Control				
Version	Authored by	Brief Description of the changes	Date Approved:	Effective Date:
2017-1	Ms. McCoy	New document	22 February 2017	6 March 2017
2017.2	Registrar	Updated Legislation to include reference of Standard 2.2. Updated the Policy Principles.	19 July 2017	20 July 2017
2018.1	Registrar	Updated the Policy Owner and Responsible Officer	12 December 2018	13 December 2018
2019.1	Principal	Updated the Policy Owner and Responsible Officer, and Registrar to Academic Dean	18 November 2019	19 November 2019
2020.1	Academic Success Manager/Chief Executive Officer	Updated the Policy principles, formatting and proofed for student comprehension	24 September 2020	25 September 2020