

STUDENTS AT RISK PROCEDURE

PURPOSE

This document sets out the procedure for the identification and management of students who are at risk of non-completion of CG Spectrum Institute's (CGSI) accredited higher education courses education courses in accordance with the *Higher Education Standards Framework (Threshold Standards) 2015* and the National Code of Practice for Providers of Education and Training to Overseas Students, 2018, (National Code). The purpose of this procedure is to ensure and enhance student engagement and success.

SCOPE

This procedure is concerned with students who have a pattern of failure in, or non-completion of, the assessment components of their enrolled units of study, and those who are generally struggling academically and who need additional support.

DEFINITIONS

Satisfactory Academic Progress Standard means (for a full-time student) successful completion of five (5) subjects of study per year for postgraduate and for International students eight (8) subjects of study per year, usually following the schedule of three trimesters in the first and second years and only two in the third year. For the purposes of meeting the Satisfactory Academic Progress standard, successful completion is attainment of grades:

- HD (Higher Distinction),
- D (Distinction),
- C (Credit),
- P (Pass), or
- NGP (Non-graded Pass).

All other grades – F (Fail), NGF (Non-graded Fail), FNS (Fail – No Assessment Submitted), WF (Withdraw with Failure), AW (Withdraw without Failure), and 'in-progress' (GP, SX), are incompletes and not counted as successful completion.

Minimum Academic Standards requirements mean:

- a student must pass 50% or more of the subjects attempted in a session;
- a student who attempts subjects more than once is required to pass at the second attempt.

Risk Indicators means identifiable behaviours, particularly at key moments in the student life cycle, that provide the opportunity for effective intervention to enhance student engagement and improve academic performance. These can include but are not limited to:

- Early engagement risk indicators
 - Non-attendance at the on-campus or online orientation program;
 - Frequent lateness, regular absences, and/or failure to log in during the first four (4) weeks of the course;
 - Students not asking questions or seeking assistance during class and not engaging with staff and other students during class activities, including online activities; or

- Poor English at the orientation session and check their writing
- Early academic performance risk indicators
 - Non-submission of the first assessment task;
 - Fail or poor result on the first assessment task; or
 - Unsure of how to use the tools for Academic Integrity, such as software package (Turnitin) and Moodle (where the Academic Integrity module is located).
- Academic performance risk indicator
 - Students who do not maintain the Satisfactory Academic Progress Standard.
- Serious academic performance risk indicator:
 - Students who do not meet the Minimum Academic Standards.
- Other risk indicators
 - Changes in a student's attitude, behaviour, appearance or personal hygiene;
 - Changes in use of and engagement with the LMS and online tools;
 - Bullying or harassment of other students;
 - Signs of low self-esteem; or
 - Any other behaviours which give a staff member reason to be concerned about a student.

RESPONSIBILITIES

All staff members are responsible for all students, and for referring students who may need additional support to the Academic Director.

The **Course Co-ordinator** is responsible for identifying students who have failed to meet minimum academic standards.

The **Academic Director** is responsible for:

- ensuring only those students who satisfy CGSI admission criteria gain admission to courses;
- early engagement with students who are potentially at risk, and monitoring their engagement and performance;
- advising students who have failed to meet minimum academic standards and determine what additional support each student requires; and
- preparing a report for the Teaching and Learning Committee at the end of each session. The report will summarise the academic performance of each cohort, including the number of 'at risk students' and the actions taken in accordance with this procedure.

PROCEDURE

1. Orientation information about Students at Risk Policy and Procedure.

- The Course Coordinator is responsible for communicating the requirement to meet minimum academic standards to students in the online and on-campus Orientation program, and discussing strategies for study success with students. Completing a survey after the orientation session.

2. Early Engagement Risk Indicators

- All academic teaching staff will advise the Course Coordinator about students who are consistently late, do not meet attendance requirements, fail to engage in class activities and with the LMS and online learning resources, fail assessment tasks, or fail to submit assessment tasks on the due date.
- The Academic Director will contact students identified as being at risk of not meeting the minimum academic standard and arrange a meeting to provide academic advice and referrals as needed.
- The Academic Director will maintain a confidential file for students at risk to facilitate effective monitoring and intervention.

3. Students at Risk Management Strategies

- Students identified as being at risk by the Course Coordinator will have their academic performance monitored by the Assessment Committee at the end of each session.
- The academic performance of all students will be reviewed against the Minimum Academic Standards at the end of each semester by the Course Coordinator. Students who have not met the minimum academic standards are deemed to be ‘at serious risk’.
- The Academic Director will meet with each student who is ‘at serious risk’ to provide academic advice for the following semester, and collaboratively develop an intervention plan that addresses the underlying causes of poor academic performance. For students studying online, this meeting will be conducted virtually.
- “At risk students” will be advised that conditions may be placed on their enrolment if they do not demonstrate satisfactory academic progression in the following session.
- Additional support for ‘at risk students’ may include, but is not limited to:
 - referral for academic study skills, counselling or welfare services;
 - attending additional classes;
 - attending further meetings with the Academic Director to review progress;
 - receiving mentoring from an academic teaching staff member;
 - reducing course load; and/or
 - a combination of the above.
- Academic advice sessions for “at risk students” and additional support to be provided will be documented in the students’ record.
- The Academic Director will prepare a report on “at risk students”, including actions taken to monitor and intervene, for the Academic Board. The Academic Director and Course Coordinator will implement the recommendations of Academic Board.

4. Appeals

A student may appeal against a decision made under this procedure. Appeals must follow the appeals process outlined in the Grievance Complaints and Appeals Policy and Procedure.

RELATED

Students at Risk Policy

Academic Integrity Policy

Academic Integrity Procedure

Students Records Management Policy

Student Progression Exclusion and Graduation Policy

Student Progression Exclusion and Graduation Policy

Grievance Complaints and Appeals Policy

Grievance Complaints and Appeals Procedure

Version Control

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