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Related Documents	<i>Student Grievance and Resolution Policy and Procedures</i> <i>English Language Proficiency Policy</i> <i>Student Support Policy</i> <i>Academic Progression Policy and Procedures</i>

1. Purpose

The purpose of this policy is to identify, monitor and support Analytics Institute of Australia (AIA) students who demonstrate signs that they may be at risk of academic failure. It has three primary aims:

- To assist students to progress smoothly through their studies each trimester in order to realise their academic potential and to achieve their academic goals on time
- To enhance retention and academic success through timely intervention by academic and support staff.
- To reduce avoidable failures that result in failure to graduate or exclusion from studies.

2. Scope of the Policy

This Policy applies to students in courses leading to an AIA qualification, and staff involved in the delivery, assessment, and support of courses. It does not cover students at risk of not completing their studies/units because of misconduct, which is dealt with in the *Student Code of Conduct Policy*.

3. Definitions

- Conditional Enrolment:** Enrolment under a specified set of conditions including, but not limited to: stipulations such as passing a certain percentage of units, enrolling in a reduced number of units, attending study assist programs, attending English programs or other appropriate activities that will assist with student academic progression.
- Exclusion:** where a student's enrolment in a course will be discontinued as a result of unsatisfactory academic progress.
- Intervention Plan:** A plan of action determined by the Institute to assist a student to achieve and improve satisfactory academic performance.
- Maximum Period of Study:** Twice the time taken to normally complete an award plus one year when undertaking full-time study.

- e. **Progression Requirements:** The measure of advancement, through accrual of credit, in a course towards its completion as specified by the Academic Board and defined in the course structure, available on the Institute website.
- f. **Satisfactory academic performance:** An enrolled student has maintained satisfactory academic progress in a trimester when they complete the academic requirements of their course at a satisfactory level by:
- passing more than 50 percent of the credit points in which the student is enrolled in the trimester;
 - maintaining a rate of academic progress that enables them to complete their course within the maximum period of study defined by the Academic Board or within the expected course duration specified on an international student's confirmation of enrolment; and
 - satisfying the requirements of any compulsory placements in their course.
- g. **Show Cause:** where a student is required to outline in writing, why the student considers enrolment in the course in which the student is currently enrolled should not be discontinued because of unsatisfactory academic progress.
- h. **Unsatisfactory Academic Performance:** The criteria of unsatisfactory academic performance, as defined by Academic Board, is where an enrolled student:
- fails 50 percent or more of the credit points in which the student is enrolled in a trimester; or
 - will not be able to complete his/her course within the maximum period of study defined by the Academic Board.

4. Principles

- a. This policy and procedure are based on five principles:
1. Students who experience difficulties that hamper their progress and prevent them from achieving their full potential are entitled to timely and reasonable academic and personal support from AIA that will assist them to improve their progress.
 2. AIA will use appropriate means to identify difficulties early, and to provide support and assistance that will benefit the students before the next assessment task.
 3. All AIA students are entitled to the same high standard of support.
 4. The nature of the support will be flexible and appropriate to the needs of the individual student.
 5. AIA is committed to widening access to education to include students who previously had limited opportunities. In doing so, we acknowledge that:
 - These students might not be as well prepared for higher education studies as some other students may be.
 - This lack of preparation might inhibit their success in successful higher education studies.
 - These students may need additional support for success to achieve their full potential as students.

- b. AIA will implement processes to identify students needing additional support so that the intervention is respectful, timely, equitable, consistent, and procedurally fair. Towards this, the AIA will:
- have in place strategies to identify students who require additional support to achieve their academic potential
 - support the mental health and well-being of its student body through a range of educational and support initiatives
 - undertake analysis of admission data or entry pathway to identify cohorts who may require additional support
 - undertake cohort analysis of progression, completion, and attrition rates to identify strategies supporting student success
 - make available information about support services to staff and students; and
 - encourage students with academic or personal support needs to access support from relevant internal and external support services.

Student obligations

Students are expected to:

- seek and follow advice from the academic staff
- achieve the minimum progression rate for each trimester, including WIL components as defined by the course requirements
- make the AIA aware of any impediments to completing their academic requirements in a timely fashion
- not hesitate to seek relevant internal or external support/professional assistance where a health or other issue is having or is likely to have an impact upon their academic progress.

AIA's Academic Staff and Registrar duties

The AIA's academic staff supported by the Registrar will implement processes including:

- Identification of demographic information, English language proficiency, and levels of prior study through admission processes
- Provide information about student support and early intervention strategies through orientation programs
- Outline information about academic expectations, academic integrity, course requirements and conditions of completion to students prior to commencement.
- Monitor trimester progression and overall progress towards completion of degree
- Monitor attendance
- Identify students who require additional English language support
- Identify students requiring academic support

- Implement remediation activities

Managing Academic Risk

Academic Risk: Definition

A student is deemed to be 'at risk' if they are not performing adequately in, or meeting progression requirements for their unit or course. Any of the following factors may result in the student being deemed to be 'at risk':

- A medical condition or disability that significantly impairs a student's ability to study
- Demonstrated difficulty with the English language in written and/or spoken form.
- Language, Literacy and Numeracy (LNN) skills including academic writing that require improvement
- A Student Record demonstrating the following:
 - provisional enrolment or pattern of deferral
 - unapproved over-enrolment
 - repeated variation of enrolment into other units of study
- Failure in 50% or more of study load within one teaching period
- Failure to complete a mandated assessment element, including in a WIL unit
- The inability to complete their unit within a reasonable/expected timeframe
- Where a lecturer (or lecturers) independently identifies a student as being a Student at Risk
- Students who have performed poorly and have self-disclosed the need for learning assistance.

Identification

- a. AIA will identify students 'at risk' through a series of Risk Assessments:
 1. Risk Assessment 1: Attendance/login – review conducted in Week 2 of each teaching period and relevant intervention and support strategies enacted as required.
 2. Risk Assessment 2: Checking in Survey - transition survey conducted in Week 3 of each teaching period and sent out to all students from the Course Convenor - Relevant intervention, supportive strategies enacted as required.
 3. Risk Assessment 3: First Assessment Task Failure / non-submission – review conducted in week 4 and relevant intervention and support enacted as required (including academic consultation).
 4. Risk Assessment 4: First trimester unit failure – Learning and Teaching Committee will consider each student's progression report at the end of each trimester to review academic/course progress and detect students whose performance in the trimester has been unsatisfactory, and future academic success at risk.
- b. In addition, to the above risk assessments, AIA staff will be alert to other signs, such as a student who has medical/personal issues impacting on their learning.

Remediation

- a. The Unit Convenor will meet with students who have low attendance and counsel them to increase their engagement in the course. The Unit Convenor will provide an update report of such meetings to the relevant Course Convenor and Registrar. If low attendance and engagement continues, the student will be referred to Counselling Services for more in-depth counselling and to identify any personal issues the student may be facing.
- b. Students who do not fare well in early assessments for a course will have access to various support mechanisms as detailed in the *Student Support Policy* and *English Language Proficiency Policy*.
- c. Students who have not been able to pass the required units to progress to the next trimester of study will also be provided an alternative assessment offering them a second opportunity to improve their grades in units where their performance is below requirements.
- d. Following these strategies, if a student still fails to meet the academic progression requirements set out in the *AIA Academic Progression Policy and Procedures*, they will be classified as being in Stage 1 (ie 'At Risk') under that policy. As such, the Institute will advise them:
 - that they are classified as Stage 1, having satisfied the criteria of unsatisfactory academic performance.
 - that they must meet with a nominated academic staff member, who will act as an academic support advisor.
 - that their performance will be monitored and if it does not improve that they will be classified as Stage 2.
 - the requirements they need to meet to have satisfactory academic performance.
 - the availability of support programs to assist in improving their academic performance.
- e. At the meeting with the academic support advisor, the student and the advisor will formulate an intervention plan to assist the student to improve their academic performance.
- f. The objectives of the intervention plan are to provide advice and information to enable the student access to appropriate learning resources and assistance and other support, to assist the student to improve their academic performance in the next trimester, and to identify actions that will help the student make satisfactory progress in future trimesters. The plan will act as an action plan for the student and a clarification of the expectations of the AIA.
- g. The appropriate intervention plan will vary according to:
 - the needs of individual students,
 - the nature of the course, and
 - the range of services available;
- h. The intervention plan may include enrolment in a reduced number of units, within the minimum rate of accrual of credit under course progression requirements, compulsory attendance at study assist programs or other appropriate assistance.
- i. All communication with the student including the intervention plan will be added to their progression profile.

- j. Course Convenors will provide periodic updates and analysis to the Learning and Teaching committee on "students at risk" in each course to enable oversight of academic risk and ensure academic quality across the AIA.
- k. It is noted that for international students studying in Australia, AIA is required by Australian regulations to monitor student course progress systematically and closely. International students whose progress is not assessed as satisfactory by the AIA, after implementing the foregoing at risk identification and remediation processes, will be reported to the Department of Education and the Department of Home Affairs through their Provider Registration and International Student Management System (PRISMS). Such a report can lead to cancellation of the student's visa, thereby invalidating the student's right to stay in Australia.

Non-Academic support

Identification and care of students requiring non-academic support

- a. For the purposes of this policy, a student may be identified as requiring personal support and intervention, where their psychological or medical welfare is reasonably considered to warrant some form of intervention by the AIA. See AIA's Student Support Referral Matrix.
- b. In cases where a student is exhibiting possible signs of distress, how staff respond to the individual student will depend upon the nature and level of their distress. Staff should be aware of their own personal and professional limitations. Staff members are encouraged to consult with Student Support for advice about the appropriate management of any student.
- c. Where required Student Support will closely monitor the student and if needed, recommend external consultation. If needed, Student Support will also update the Dean of Students to enable closer monitoring of the student.
- d. Special attention will be given to any minor students and for such cases the parents /legal guardians will also be kept updated.

Procedure

- a. After identifying learning and/or other academic difficulties in Risk Assessment 1 and Risk Assessment 2, the relevant Unit Convenor will:
 - Advise the student on who might best assist them (this may be a teaching staff member) to seek advice and support that might enhance their chances of increased success
 - Ensure that they or another designated person assist the student who has sought assistance to overcome any impediments to their learning.
 - Follow up with the student two weeks after the issue is first identified
 - Inform the relevant Course Convenor
- b. If the student fails the first assessment or does not submit (Risk Assessment 3) a review is conducted by the Unit Convenor in week 5 of the trimester. The relevant intervention and support includes:

- An academic consultation between the teaching staff member and the student.
 - Arranging access to extra tuition or study skills training, with the assistance of Support Services and the AIA Librarian
 - The Course Convenor formally records the student is 'At Risk'
- c. In the case of Risk Assessment 4, AIA will follow the steps set out in the Academic Progression Policy and Procedure.

Reporting

- a. Course Convenors, working with Unit Convenors and relevant academic staff, will be responsible during each trimester for the continual monitoring of students at risk in their course/s and will report the results of the monitoring process to the L&TC.
- b. L&TC will consider each student's progress in relation to 'at risk' factors, as well as considering the cohort of at risk students to identify any patterns or trends. A summary report will be forwarded to the Academic Board and Board of Directors, including any recommended actions that might be needed to address systemic issues.

5. Responsibility

The Registrar and Academic Dean are responsible for maintenance and implementation of this Policy

6. Legislation and Associated Documents

The following legislation and guidelines are relevant to this Policy

- National Code of Practice for Providers of Education and Training to Overseas Students 2018 (the National Code 2018)
- Education Services for Overseas Students Act 2000

The following Standards in the Higher Education Standards Framework 2015 are relevant to this Policy:

Registration: 1.3.5, 2.2.2, 5.3.7

Accreditation: 1.3.3, 1.3.4, 4.2.1a-g

Version history

Version	Approved by	Approval Date	Details
1.0	Academic Board	16/11/2020	
1.1	CEO		Reference to Student Referral Matrix added

Document owner: Academic Board

APPENDIX 1 - FORMAL INTERVENTION PLAN TEMPLATE

A formal Intervention Plan is to be developed if a student is deemed to be 'at risk' of academic failure, in accordance with the AIA **Students at Risk Policy and Reporting Guidelines**

Student Name:	
Student ID Number:	
Course:	
Reason for intervention	
COE End Date <i>(International Students Only)</i>	
Is Course completion possible within timeframe?	<input type="radio"/> Yes <input type="radio"/> No – list reason/s
Risk status	Has the student been identified in any of the Risk Assessments as set out in the Policy? If so, what strategies have been implemented?
Summary of student's circumstances	
Relevant Support Services	What support services will best assist the student Referral to Dean of Students Academic Support Medical and Counselling Inclusion and Engagement English language

	Other
Agreed action	

Name (Student)

Name (Staff Member)

Signature

Signature