



Students At Risk and Early Intervention Policy

Policy Category	Academic
Policy Code	ACA-HE-22
Policy owner	Principal Executive Officer
Responsible Officer	Dean
Approving authority	Academic Board
Approval date	28 September 2022
Commencement date	29 September 2022
Review date	3 years
Version	2022.2
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
HESF (Threshold Standards) 2021	1.3.1; 1.3.2; 1.3.3; 1.3.4; 1.3.5; 1.3.6; 2.2.1, 2.2.2, 2.2.3

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.

This Policy does not apply to non-award students.

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:
 - history of unsatisfactory academic progression in previous academic institutions;
 - special/alternative admission arrangements (refer to Admission Policy);
 - fail to maintain sufficient progress so as to enable the student to complete all award requirements within the prescribed maximum course durations or, for international students, within the Confirmation of Enrolment (CoE) timeframe.
 - OR; during the last study period:
 - fail a particular unit of study for a second or third time; or
 - fail 50% or more of the units of study attempted in a study period.

6.2 Early Identification & Intervention

Students can 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:

“1. Successful transition into courses of study is achieved through orientation programs that are tailored to the needs of student cohorts and include specific consideration for international students adjusting to living and studying in Australia.

2. Specific strategies support transition, including:

- a) assessing the needs and preparedness of individual students and cohorts
- b) undertaking 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.

3. Methods of assessment or monitoring that determine progress within or between units of study or in research training validly assess progress and, in the case of formative assessment, provide students with timely feedback that assists in their achievement of learning outcomes.



4. Processes that identify students at risk of unsatisfactory progress and provide specific support are implemented across all courses of study.
5. Trends in rates of retention, progression and completion of student cohorts through courses of study are monitored to enable review and improvement.
6. Students have equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background, entry pathway, mode or place of study.”

This Policy also complies with Higher Education Standards Framework 2021 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 2022 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



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2022.1	Registrar	Updated to reflect change in processes and Block Model delivery. HESF also updated. Updated Higher Education Standards Framework [Threshold Standard] 2021	25 May 2022	26 May 2022
2022.2	CEO/Dean	3-year review cycle, no recommended changes	28 September 2022	29 September 2022