

## IEFT STUDENTS AT RISK POLICY

### PURPOSE

This document sets out the policy for the identification and management of students who are at risk of non-completion in IEFT's accredited higher education courses. This policy and the accompanying procedure are based on the premise that 'early engagement is a good indicator of later success'.

### SCOPE

This policy 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) units of study per 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 units of study attempted in a semester;
- a student who attempts a unit of study more than once is required to pass at the second attempt.

**Risk Indicators** mean 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 orientation program;
  - Frequent lateness and / or regular absences during the first four weeks of the course;
  - Students not asking questions or seeking assistance during class and not engaging with staff and other students during class activities.
- Early academic performance risk indicators
  - Non-submission of the first assessment task;
  - Fail or poor result on the first assessment task.
- 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;
  - Bullying or harassment of other students;
  - Signs of low self-esteem;
  - Any other behaviours which give a staff member reason to be concerned about a student.

### RESPONSIBILITIES

**All staff** are responsible for all students, and when they observe 'risk indicators', staff will refer those students to the Course Co-ordinator and / or the Dean (Emotionally Focused Therapy).

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

The **Dean (Emotionally Focused Therapy)** is responsible for:

- 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 determining what additional support each student requires;
- preparing a report for the Academic Board at the end of each semester. The report will summarise the academic performance of each cohort, including those students who have been identified as 'at risk of non-completion'.

### **POLICY**

1. IEFT values the privacy of every individual and is determined to protect the personal information of students.
2. Only those students who satisfy IEFT's admission requirements are enrolled in IEFT's accredited higher education courses.
3. IEFT's 'students at risk' management strategies are actively and transparently communicated to all students, commencing at the Orientation program.
4. All students are encouraged to discuss any academic issues with the Dean (Emotionally Focused Therapy) via email, phone or in person.
5. The efficiency and effectiveness of academic intervention strategies and other elements of this policy and accompanying procedure are reviewed at the conclusion of each semester by the Teaching and Learning Committee. A report (including recommendations) will be prepared for the Academic Board.

### **APPEALS**

A student may appeal against a decision made within the framework of this policy. Appeals must be made as outlined in the *Grievance Complaints and Appeals Policy and Procedure*.

### **RELATED**

Students at Risk Procedure  
 Academic Integrity Policy  
 Academic Integrity Procedure  
 Student Assessment Policy  
 Student Assessment Procedure  
 Student Progression Exclusion and Graduation Policy  
 Student Progression Exclusion and Graduation Policy  
 Student Welfare and Support Policy  
 Student Welfare and Support Procedure  
 Grievance Complaints and Appeals Policy  
 Grievance Complaints and Appeals Policy

### **Version Control**

<b>Document:</b>	Students at Risk Policy				
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