

IEFT 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 in IEFT's accredited higher education courses. The purpose of this procedure is to 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) 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 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 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 members are responsible for all students, and for referring students who may need additional support to 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:

- ensuring only those students who satisfy IEFT 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;
- preparing a report on the Teaching and Learning Committee at the end of each semester. The report will summarise the academic performance of each cohort, including the number of Students at Risk and the actions taken in accordance with this procedure.

PROCEDURE

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

- The Dean (Emotionally Focused Therapy) is responsible for communicating the requirement to meet minimum academic standards to students in the Orientation program, and discussing strategies for study success with students.

2. Early Engagement Risk Indicators

- All academic teaching staff will advise the Dean (Emotionally Focused Therapy) about students who are consistently late, do not meet attendance requirements, fail to engage in class activities, fail assessment tasks, or fail to submit assessment tasks on the due date.
- The Dean (Emotionally Focused Therapy) will maintain a confidential file for students at risk to facilitate effective monitoring and intervention.
- The Dean (Emotionally Focused Therapy) 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.

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 semester.
- 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 Dean (Emotionally Focused Therapy) 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.
- 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 semester.
- 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 Dean (Emotionally Focused Therapy) 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 students at risk and additional support to be provided will be documented by the Dean (Emotionally Focused Therapy) in the students’ record.

- The Dean (Emotionally Focused Therapy) will prepare a report on students at risk, including actions taken to monitor and intervene, for the Academic Board. The Dean 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

Document: Students at Risk Procedure		
Approved by: Academic Board		Date: 2017/03/07
Version : V 1.1	Replaces Version: V1.0	Next Review: 2019