

STUDENTS AT RISK POLICY

1.0 Purpose

This document sets out the policy for the identification and management of students who are at risk of non-completion of CG Spectrum Institute's (CGSI) accredited higher education subjects. This policy is in accordance with the Higher Education Standards Framework, 2021 (HES). It also aligns with the *Higher Education Support Act 2003 (as amended)* and the *Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023*.

2.0 Scope

This policy and the accompanying procedure are based on the premise that early engagement is a good indicator of later success. The policy is concerned with the success of all students, but especially those who have a pattern of failure in, or non-completion of, the assessment components of their enrolled subjects, and those who are generally struggling academically and who need additional support.

3.0 Definitions

3.1. Satisfactory Academic Progress Standard

Satisfactory Academic Progress Standard means that in any given subject, a student has attained one of the following grades:

- 7 - HD (High Distinction);
- 6 - D (Distinction);
- 5 - C (Credit);
- 4 - P (Pass); or
- NGP (Non-graded Pass).

All other grades are not counted as successful completion including:

- NGF (Non-graded Fail);
- 3 - Fail (45-49% with an unsuccessful or non-submitted supplementary);
- 2 - Fail (An overall result lower than 44%);
- 1 - Fail (No assessment submitted);
- WF (Withdraw with failure);
- AW (Withdraw without failure); or
- ADW (Administrative withdrawal).

3.2 Risk Indicators

Risk indicators are behaviours, particularly at key moments in the student life cycle, that help CGSI identify students who may be at risk of failure or non-completion of individual subjects or their full course of study. Monitoring and recording of these indicators help to ensure that effective intervention and support processes are offered to students to enhance their engagement and improve their academic performance.

At CGSI, students may be identified as being at 'Possible Risk', 'At Risk' or 'At Significant Risk'.

3.2.1 Possible Risk

Possible Risk is a term used for students who demonstrate early engagement risk indicators. The possible risk indicators relate specifically to the period prior to Census Date. These indicators may include:

- Non-attendance at the online orientation program;
- Failure to engage with the onboarding modules or associated processes;
- Frequent lateness, regular absences and/or late arrival/early departure from tutorials during the first four (4) weeks of any enrolled subject;
- Students not asking questions or seeking assistance during class and not engaging with staff and other students during class activities, including online activities;
- Issues associated with literacy and numeracy – identified within formative tasks or in-class activities;
- Poor spoken or written English – identified within formative tasks or in-class activities.
- Non-submission or late submission without an approved extension of the first assessment task (usually due around Week 4).

3.2.2 At Risk

At Risk is a term used for students who continue to demonstrate risk indicators in the study period between Week 5 and the end of Trimester, together with one or more of the following additional indicators:

- Fail or poor result on the first assessment task and/or subsequent tasks;
- Non-submission of subsequent assessment tasks;
- Failure to engage with academic integrity and referencing modules made available to students and/or failure to apply this learning accurately and/or appropriately;
- Overall fail result recorded for a given subject.

3.2.3 Significant Risk

A student is deemed to be at 'Significant Risk' if they have failed more than one subject in a given trimester, or have a history of failure across more than one trimester.

3.3 Monitoring of all Students

Irrespective of whether or not a student has been identified as 'At Risk', academic staff should ensure that they monitor all students for:

- Changes in attitude, behaviour, pattern of attendance;
- Changes in their use of and engagement with the LMS and online tools;
- Changes in, or issues associated with, their relationships and pattern of engagement with other students;

- Signs of low self-esteem;
- Persistent requests for extensions, including across subjects; or
- Any other behaviours which give a staff member reason to be concerned about a student.

4.0 Responsibilities

All staff are responsible for all students, and when they observe 'risk indicators', staff will refer those students to the Faculty Dean and/or Course Director.

The **Course Director** and/or **Heads of Department** are responsible for:

- Supporting the processes of monitoring and recording early engagement indicators, and identifying students who are at risk;
- Liaising with the Student Success Advisor to develop support and intervention plans;
- Completing work associated with maintaining accurate records, including those relating to the Students at Risk Register; and,
- Meeting with students who have been identified as being 'At Risk' and determining what additional support each student requires.

The **Dean Learning and Teaching**, in collaboration with the **Student Success Advisor**, the **Course Director** and/or the **Heads of Department** are responsible for:

- Overseeing the work of maintaining the *Students at Risk Register*, including through close collaboration with the Course Directors and/or Heads of Department;
- Identifying and supporting students identified as being 'At Significant Risk';
- Preparing a report for the Teaching and Learning Committee and Academic Board at the end of each trimester. The report will summarise the academic performance of each cohort, including those students who have been identified as 'At Risk' or 'At Significant Risk';
- Implementing recommendations made in response to this report

The **Academic Director** is responsible for:

- Overseeing the implementation of the Students At Risk Policy and Procedures
- Ensuring that all internal support services provided to students are delivered by appropriately qualified individuals. Likewise, CGSI will ensure that external support recommendations and referrals are only provided to organisations and individuals with appropriate credentials, high quality practices, and required accreditation.

5.0 Policy

1. CGSI values the privacy of every individual and is determined to protect the personal information of students. Given this principle, all documentation associated with this policy will be handled in strict accordance with CGSI's Privacy Policy.
2. Only those students who satisfy CGSI's admission requirements are enrolled in CGSI's accredited higher education courses.
3. CGSI's at risk student support strategies are actively and transparently communicated to all students, commencing at the Orientation program and through the LMS.
4. All students are encouraged to discuss any academic issues with the Student Success

- Manager and/or the Course Director via email, phone or in person (including virtually).
5. All staff, including both administrative and academic staff, are made aware of at risk indicators and understand the processes included within the At Risk Students Policy and Procedures documents.
 6. Ensuring that student risk indicators are recorded and reported, the management of the Students at Risk Register and the follow up support for students identified as being at risk must be a priority for all CGSI staff.
 7. The efficiency and effectiveness of academic intervention strategies and other elements of this policy and accompanying procedure are reviewed at the conclusion of each trimester by the Learning and Teaching Committee. A report (including recommendations) will be prepared annually for the Academic Board.

6.0 Related

Students at Risk Procedure
 Academic Integrity Policy
 Academic Integrity Procedure
 Assessment and Moderation Policy
 Assessment and Moderation Procedures
 Students at Risk Register
 Students Records Management Policy
 Student Support Policy Framework
 Student Progression, Exclusion and Graduation Policy
 Student Progression, Exclusion and Graduation Procedure
 Student Welfare and Support Policy
 Student Welfare and Support Procedure

Version Control

Document:	Students at Risk Policy		
Approved by:	Academic Board	Date:	12 February 2026
Version:	3.1	Replaces:	3.0
Next Review Date:	2028		
Version History			
Version	Change Notes		
3.1	Updating of roles and responsibilities associated with new Head of Department positions introduced in late 2025		
3.0			
2.2	Changes in response to 2023 Student Success legislation and changes to the CGSI academic leadership structures.		
2.0	CRICOS minor adjustments 24/06/2021		
1.2	Minor edits and logo		