

STUDENTS AT RISK PROCEDURE

PURPOSE

This document sets out the procedures 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*.

SCOPE

This procedure and the accompanying policy 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.

DEFINITIONS

Satisfactory Academic Progress 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).

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”.

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:

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

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:

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

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.

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:

- o Changes in attitude, behaviour, pattern of attendance;
- o Changes in their use of and engagement with the LMS and online tools;
- o Changes in or issues associated with their relationships and pattern of engagement with other students;
- o Signs of low self-esteem;
- o Persistent requests for extensions, including across subjects; or
- o 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 Faculty Dean and/or Course Director.

The **Course Director** is 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 and the Course Director, is responsible for:

- Overseeing the work of maintaining the *Students at Risk Register*, including through close collaboration with Course Directors;
- 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” and to implement recommendations made in response to this report.

The **Executive Dean** 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.

PROCEDURES

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

- As part of the orientation program, the Dean Learning and Teaching is responsible for communicating to students: expectations in relation to engagement, attendance and academic standards; information about this procedure; and for outlining strategies for study success.
- The Course Director is responsible for ensuring that all sessional staff employed to teach on subjects within their courses are fully aware of the Students at Risk Policy and Procedures and understand their role/s in relation to these.

2. Early Engagement Risk Indicators

- All academic teaching staff are required to maintain detailed records relating to early risk indicators including information about students who in the first four weeks of class: are consistently late; have not met accepted course standards for attendance; fail to engage in class activities and with the LMS and online learning resources; fail the initial assessment task; or fail to submit the first assessment task by the due date without an approved extension.
- These records must be shared with the Course Director and/or Dean Learning at the end of Week Four.
- On the basis of these records, subject coordinators are required to advise the Course Director of the names of any students identified through this process as being at “Possible Risk”. The Course Director will then arrange a meeting for them with the Student Success Advisor. Within these meetings, the Student Success Advisor will provide the student with academic advice and support, or if necessary to appropriate external professionals.
- The Course Director will provide the Dean and Learning and Teaching with a list of these students’ names for inclusion within a confidential *Students at Risk Register*. This register will be used to facilitate effective monitoring and intervention - including within this specific subject, across the student’s enrolment in a given

trimester, and across their course enrolment. At this point, the students will be listed as being at “Possible Risk”.

3. “At Risk” Student Management Strategies

- Following these initial intervention strategies, students who, in spite of early intervention and support, continue to exhibit the above noted behaviours, will have their status on the confidential file changed to “At Risk” and invited to attend a meeting with the Course Director. At this meeting, the student will be offered further support and a plan of action developed.
- Additional support for “At Risk” students’ may include, but is not limited to:
 - referral to internal academic study skills support;
 - access to support for the development of literacy and numeracy skills;
 - referral to external counselling or welfare services;
 - attending ongoing meetings with the Student Success Advisor to continually review progress;
 - receiving mentoring from an academic teaching staff member;
 - reducing course load; and/or
 - a combination of the above.
- Academic advice sessions for “At Risk” students and the additional support provided will be documented in the confidential *Students at Risk Register*.
- The Executive Dean must ensure that all internal support services provided to students are delivered by appropriately qualified individuals. Likewise, CGSI will ensure that external support recommendations are only provided to organisations and individuals with relevant credentials and accreditation (if relevant).
- The academic achievement of all students will be closely monitored and reported to the Assessment Committee by the Course Director at the conclusion of each trimester, with emphasis being placed on the outcomes for students listed as “At Risk”.
- All students who fail to achieve a passing grade in more than one subject in a given trimester, or who have failed one or more subjects in a previous trimester, will be deemed to be at “Significant Risk” of failure in future subjects and/or non-completion of their enrolled course. They will be asked to meet with the Dean Learning and Teaching in order to collaboratively develop an intervention plan that addresses the underlying causes of poor academic performance. For example, they may be advised to shift their enrolment from full time to part time, reduce their external commitments or seek different forms of support.
- Students identified as being at “Significant Risk” who, in spite of having been provided with appropriate and ongoing academic and/or social support, do not, or unable to demonstrate improvement in their academic outcomes may be notified that the Institute is no longer willing to accept their enrolment.

- The Dean Learning and Teaching will prepare a report for each Academic Board on “At Risk” students, including actions taken to monitor and intervene. In response to this report, the Academic Board may make recommendations for changes to this procedure.

RELATED

Students at Risk Policy
 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 Policy
 Student Welfare and Support Policy
 Student Welfare and Support Procedure

Version Control

Document: Students at Risk Procedure		
Approved by: Academic Board		Date: 14th March 2024
Version: 3	Replaces Version: V 2.2	Next Review: 2026
V 2.2	Changes required in response to new academic success legislation and changes to CGSI academic leadership structure.	
V 2.0	CRICOS minor adjustments 24/06/2021	
V1.2	Minor edits and logo	