



STUDENT AT RISK

Policy

DEFINITIONS

Terms in this document, for which definitions are not provided in the text or may not be self-evident or for which usage at ACC may differ to that in other higher education institutions are as follows:

At Risk: This term refers to students are not currently meeting or not expected to meet the academic requirements of the units of study in which they have enrolled and/or are at risk of failing program progression requirements.

PURPOSE

The purpose of this policy is to clearly outline ACC's approach to early identification of students at risk of not progressing appropriately through the program towards completion, the support available to maximise progression, and staff and committee responsibilities. This policy should be read alongside ACC's *Student Support Policy*.

OVERVIEW

The ACC is committed to providing a nurturing educational environment that places emphasis on student engagement as a priority. This commitment is embedded in the ACC's *Strategic Plan*. The ACC's commitment to quality experiences and outcomes for students is described in the *Student Support Policy* and further elaborated in this policy. A student may be identified as requiring additional academic and/or welfare support if they are not progressing satisfactorily in their studies or are at risk of not progressing satisfactorily.

Student support services are available and promoted to all students (see *Student Support Policy*). This *Student at Risk Policy* details the mechanisms to identify students at risk and to coordinate support for these students.

POLICY

1. Identification of students at risk

1.1 A student may be identified 'at risk' if they are not progressing satisfactorily in their studies. Key factors that indicate students may be at risk are:

- Medical illness, injury, psychological condition or disability;
- Family or carer responsibilities;
- Behaviour which is consistently disruptive, volatile or otherwise in breach of the ACC Values and codes of conduct and is considered to be academic misconduct;
- Level of English language proficiency;
- Provisional enrolment or pattern of deferral;
- Change to a new field of study that may challenge previously successful approaches to learning;
- Failure of 50% or more of credit points attempted in the semester for domestic students and failure of one unit in a semester for international students on a student visa;
- Failure to attend compulsory teaching and assessment components;
- Failure to complete a required assessment element or practicum;

- Unsatisfactory attendance record;
- Minimal class participation/engagement; or
- Self-identification by the student.

1.2 The ACC systems for identifying students requiring additional academic and/or welfare support may include:

- Students identified at enrolment into a program and/or semester, such as:
 - Students with disabilities or another disclosed condition that may impact their study and reasonable adjustment has been agreed
 - Students in a cohort that has been identified as at risk
 - Students who have been approved for enrolment conditional on engagement in an academic support plan
 - Students who are educationally overloaded
 - Students currently or previously on the Student at Risk Register
 - Students currently on the Academic Misconduct Register
 - Students involved in a critical incident
 - Students under investigation or determined as in breach of the Code of Conduct where the penalty is or is likely to impact program progression
 - International Students who are at risk of not meeting course completion as detailed in their Certificate of Enrolment (CoE)
- Students reported throughout the semester in relation to:
 - Not meeting attendance requirements. See the *Attendance Policy and Procedures*
- Analysis of the outcomes and trends in the following ACC academic benchmarks that identify a cohort at risk or areas for improvement or review:
 - Retention and attrition rates
 - Academic progression rates
 - Completion rates.

Academic benchmarks are collated, reported and reviewed every semester. The analysis is reported in total and by the following cohorts where the data is statistically significant to do so.

- Program
- Year level within a program
- Entry pathway
- Indigenous and non-indigenous
- Domestic and International
- Sex
- Age.

Academic benchmark reports are considered by the Learning and Teaching Committee and the Academic Board at the first meeting after the completion of each semester.

- Feedback from students identifying an area for review or improvement. See the *Student Feedback Policy and Procedures*
- Surveys or diagnostic tools, including first year diagnostic tasks and English Language assessment;
- Informal mechanisms such as advice from teaching staff based on student multiple requests for extensions, absences, and low levels of class engagement;
- Student self-reporting - students who are aware that they are finding it difficult and need additional academic support and bring this to the attention of staff.

1.3 Support for students at risk

The ACC provides a range of academic support services to assist students who are struggling with their study demands. These include:

- Academic advisory support (an academic adviser appointed by the Academic Dean);
- Computing support;
- Library support;
- English proficiency support;
- Misconduct advisory support; and
- Student counselling and welfare support.

Students may be referred by a staff member or be self-referred. Students who are identified as potentially benefitting from additional support based on their academic performance are not compelled to access particular support services.

The ACC's Student Academic Progress Policy provides criteria for unsatisfactory academic progression as well as structured procedures available for the provision of assistance, and an outline of the circumstances in which the Academic Board may discontinue enrolment based on continuous unsatisfactory progress.

1.4 Student at Risk Register

A student or cohort of students identified as at risk are recorded in the Student at Risk Register. This register

IMPLEMENTATION and MONITORING

The Academic Dean has responsibility for overseeing the implementation of the Student at Risk Policy and its review.

The Marketing and Student Engagement Manager is responsible for overall management of student support services, systems and processes for the College. This includes both domestic students and the requirements for international students as per the National Code of Providers of Education and Training to Overseas Students 2018. The Marketing and Student Engagement Manager is responsible for agreeing, with students at risk, the support plan, the expected outcomes of the support and the associated timing. These details are recorded in the Student at Risk Register. The Marketing and Student Engagement Manager is responsible to monitor progress against support plans.

The Academic Dean and Unit Coordinators are responsible to include an early assessment component or other diagnostic task in all first-year undergraduate Units.

Unit Coordinators identify students who may benefit from additional support based on performance in assessment or other diagnostic tasks. These students will be contacted by the Unit Coordinator, a member of the academic staff for the Unit, or, at the request of academic staff, a relevant professional staff member to ensure that they are aware of the available support services and how to access them.

Academic staff in any Unit who form the view that a student may benefit from additional support due to factors such as poor class attendance, lack of participation, slower than average progress, or problematic behaviours, English language proficiency or due to issues raised by the student, will ensure that the student is aware of support services available to assist them.

REVIEW

The ACC's *Student at Risk Policy* is normally reviewed every three years.

It is a policy of the ACC that any Policy or Procedure may be reviewed earlier as indicated by internal or external factors (including but not limited to such factors as changes in the guidelines of regulatory authorities, accreditation/registration requirements of the profession, or relevant legislation at state or federal level) as determined the Board of Directors and/or Academic Board.

RELATED DOCUMENTS

- Student Support Policy
- Student Grievance and Appeals Policy and Procedures
- Code of Conduct Policy and Procedures
- Academic Integrity Policy and Procedure
- Attendance Policy and Procedures
- Academic Progress Policy and Procedures
- Student Feedback Policy and Procedures.

VERSION CONTROL

Document: T007 Student At Risk Policy		
Responsible Officer: Academic Dean		
Initially Approved by: Academic Board		Date: 15 January 2018
Reviewed and endorsed by: Academic Board		Date: 2 September 2020
Reviewed and approved by: Board of Directors		Date: 1 October 2020
Reviewed and approved by: Academic Board		Date: 15 March 2023
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HESF	1.1 Admission 1.3 Orientation and Progression 2.2 Diversity and Equity 2.3 Wellbeing and Safety 3.3 Learning Resources and Educational Support	1.1.3 1.3 2.2 2.3.2 2.3.3 3.3.4
Nature of Change	Minor spelling and formatting edits. February 2023 <ul style="list-style-type: none"> • Change of approval authority from Board of Directors to Academic Board • Clarification of methods to identify students at risk • Reallocation of responsibilities to reflect organisational structure • Apply standard policy format • Ensure equity of across domestic and international students • Include HESF in Version Control Table. 	