Policy: Student at Risk and Academic Support

Policy Statement

Academies Australasia Polytechnic recognises that there will be students who do not progress satisfactorily in their studies due to foreseen and unforeseen reasons. The institute is committed to ensure that such students are identified in the early stage of their difficulties and appropriate academic support be given to assist such students to complete their studies.

Definition

A student is considered “at risk” of not being successful in his/her course of study when the student has failed 50% or more of his/her enrolled units per semester. “At risk” measures the probability of the student failing to complete their course within the planned period of study. The planned period of study for an international student is the period covered by the Confirmation of Enrolment registered at Department of Immigration and Citizenship. For domestic students, the planned period of study is the typical duration of the course as defined by the tertiary institution.

Student’s Study Plan and Attendance

1. Student’s study plan
   - Each student enrolled into a course has a study plan.
   - The study plan provides the structure, sequence and progress of the student through the course.
   - At the beginning of each semester, the student’s study plan is reviewed at enrolment, showing the student’s overall progress to date.
   - If a student is not achieving satisfactory progress, a number of options will be discussed and evaluated between the Academic Counsellor and the specific student at the time of re-enrolment.
   - Different strategies and pathways would be discussed, taking into consideration the student’s progress and counselling throughout the semester.
   - Any decisions taken would be recorded into the study plan for further review during the semester.

2. Attendance monitoring
   - Lecturers are required to take attendance at every class.
   - If a student’s attendance falls below (75%) by the middle of the semester’s duration, a warning letter will be posted to the student. This warning letter cautions the student regarding possible consequences of poor attendance. The student will be asked to attend academic counselling.
• If the student’s attendance remains poor even after academic counselling, a second warning letter will be sent, outlining the consequences of poor attendance on their chosen course of study.
• Lecturers are encouraged to give feedback to Academic Support regarding the student's attendance and participation in class.

3. Attendance records keeping:
   • A copy of the attendance record need to be kept for all units.
   • For programs that received government fundings, attendance record keeping must be compliant with the authority(ies) requirements.
   • In the event that attendance records are used for any claims for funding, a copy of endorsed attendance sheet must be kept for auditing purposes. If attendance has been recorded electronically, a paper-based attachment sheet must be endorsed and signed off by both the lecturer and the Program Coordinator at the end of the term or semester.

Identifying students who are at risk

1. At the end of the semester, the academic performances of all students are reviewed.
2. If a student fails 50% of their enrolled units, these students will be included in the Academic Monitoring Process.
3. At the enrolment (of the following semester), the academic progress of this student will be reviewed and recommendations from the Academic Performance Monitoring Process will be considered before the student is enrolled into the next semester.
4. If a student has not made satisfactory progress despite academic counselling and support, then the student may not be allow continuing their course of study or will be required to study a reduced study load.

Academic Performance Monitoring Process

1. Attendance monitoring
   • If a student has been identified as having poor attendance, this is the first sign of possible academic performance problems.
   • The results of the student’s first assessment tasks will be monitored, for possible intervention.
2. Failing 50% or more of enrolled units
   • If a student has failed 50% or more of their enrolled units, the student will be asked to see the Academic Counsellor.
   • If a student is not coping with their study load, then the Academic Counsellor can reduce the student’s study load.
   • If a student has not submitted assessment tasks or has failed in the final examinations, the Academic Counsellor may recommend different actions to assist the student to get back on track.
   • The results of the student’s first assessment tasks will be monitored, for possible intervention.
3. First time on academic performance monitoring
   - If a student is on academic progress monitoring for the first time, he/she would have recorded poor performance at one or more assessment tasks.
   - The Academic Counsellor will monitor the student’s performance at subsequent assessment tasks, with possible interventions, in the interest of the student.
   - If the intervention is early in the semester, the student may be asked to withdraw from some units, to have a lighter and more manageable study load.
   - If the student’s academic progress is only uncovered towards the end of the semester, then additional tuition and review sessions may be recommended.
   - The Academic Counsellor will discuss the student’s progress with the respective lecturers, to identify additional support or intervention.

4. Second time on academic performance monitoring
   - If a student had been on academic performance monitoring in one semester, the student’s academic progress will be closely monitored from the commencement of the subsequent semester.
   - During the semester, the student’s performance in the first assessment task of each unit enrolled will be reviewed by the Academic Counsellor. This early intervention is to ensure that remedial actions can be recommended as early in the semester as possible.
   - The lecturer will also be informed that the student is on Academic Performance Monitoring.
   - Should the student achieve satisfactory results in the first assessment tasks of all units enrolled, then the progress of the student will cease to be monitored, until the end of that semester.
   - If the student’s progress is unsatisfactory, i.e. failing in the first assessment tasks, the student is required to attend an urgent and immediate Academic Counselling session.

5. Critical review
   - If a student failed in 50% or more of the units enrolled, then the student will be restricted in his/her study load.
   - If a student continues to achieve poor results, then the student will have to “show cause” to the Academic Head.
   - Possible consequences of poor performance include reduced study load, deferment, suspension or exclusion from the course.

The academic counselling or other learning assistance and support available to students considered “at risk”.

1. At the commencement of their course, students are offered free academic work tutorials and library research skills development as part of their learning support. Throughout their studies, students can access these tutorial sessions.
2. If a student is found to have English language difficulties, either self-identified or referred by their lecturers, the student can access English Language support via the English Language faculty.

3. If a student is having difficulties with his/her assessment tasks, he/she is encouraged to discuss first with his/her lecturers. Mutually agreed actions may range from additional time for assignments or additional tutorials for difficult topics.

4. If the student requires or is referred by the lecturers, the student has free access to the Academic Counsellor.

5. The Academic Counsellor may recommend actions ranging from deferring the subject to re-submission of assignments. The Academic Counsellor will work with the lecturer(s), to determine the most effective support for the student.

6. Any actions recommended and agreed between the Academic Counsellor and the student will be recorded in the student's file and study plan, for future review.

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