

Students at Risk Policy

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1.0 Purpose

This policy provides a framework to support students to be successful in a supportive teaching and learning environment. It sets out the processes for routine monitoring and identification of students at academic risk, and how interventions will support students to succeed. EIT will encourage students to be responsible for their own learning, whilst providing supports for those students who are not progressing or performing well in their studies.

2.0 Scope

This policy applies to all members of the EIT's VET education community.

3.0 Objectives

Staff of EIT and students themselves are responsible for ensuring that students achieve satisfactory academic progress. EIT will ensure that it applies this policy in a manner that is equitable, consistent, procedurally fair, respectful of privacy and confidentiality, timely and effective.

EIT is committed to:

- Identifying students at risk of unsatisfactory progress as early as possible
- Regularly advising students of academic progression requirements
- Monitoring student progress so that intervention strategies can be initiated
- Alerting students that they are not meeting academic progression requirements
- Providing support to students to enable them to achieve academic outcomes and to progress through the course to graduation

Students are responsible for:

- Undertaking good study habits to achieve learning outcomes
- Observing subject pre-requisites and course rules to ensure that they have sufficient prior knowledge to successfully complete modules/units
- Attending classes
- Submitting assessments by the published due dates
- Notifying staff and seeking help if extenuating circumstances arise

EIT is committed to the following principles that underpin this policy.

3.1 Identification

EIT is committed to ensure that there are systems in place to ensure that students at academic risk are identified at all stages of their studies, including prior to enrolment.

Staff will monitor students at various stages:

- Prior to enrolment to ensure that entry level knowledge is sufficient to successfully complete the course, including English language ability
- Throughout the unit/module, and at the completion of assessments for each unit/module, to identify that students are achieving satisfactory results

3.2 Support

EIT will provide support to students to enable satisfactory academic progression to complete the course of study. Students will be supported by:

- Regular support and guidance from the Learning Support Officer
- Regular communication with the relevant lecturers for Units/Modules outside of the usual webinar sessions
- Reference to study skill resources

3.3 Counselling

Where students have been identified as at academic risk, students will be contacted and advised of the supports available and the consequences of continued unsatisfactory progress.

3.4 Information

EIT will ensure that information is available to students in a variety of formats to ensure that students are aware of course requirements and what is required to satisfactorily progress through the course. Students will be provided with information that will outline the consequences of unsatisfactory progress.

4.0 Implementation

The following principles will apply to implement this policy.

4.1 Pre-enrolment assessment

Students will be assessed prior to enrolment to ensure they have the necessary pre-requisites to successfully complete the course, including English language ability.

4.2 Monitoring progress

It is the responsibility of the Learning Support Officer, in conjunction with the unit/module lecturers, to monitor the progress of each student in their relevant

units/modules of study. This will include attendance at lectures, tutorials and other classes; and satisfactory completion of assessment tasks throughout the course.

4.3 Criteria for unsatisfactory progress

A student is deemed at risk of making unsatisfactory academic progress in a course if:

- They fail an assessment
- They fail an assessment more than once
- They fail a module/unit
- They do not meet attendance requirements
- They will not complete the course within the maximum timeframe specified

4.4 Notification

Students will be notified in writing (via email) and/or verbally, as soon as they meet one of the risk criteria outlined above. The notification will advise that the student must contact the Learning Support Officer who will then outline the options available to the student. If a student continues to make unsatisfactory progress, they may be counselled to consider postponement, withdrawal or the selection of a more appropriate course of study.

4.5 Support

The following support strategies will be considered on a case-by-case basis, and may form part of a student's Course Plan:

- Reduction in course load
- Assistance with academic or learning skills
- Mentoring by academic staff
- Change in course
- Postponement of studies and the transfer to a future intake

4.6 Course Plan

A Course Plan may be considered necessary for a student at academic risk, and if so, will be developed based on the support strategy negotiated in consultation with the student.

5.0 Accountabilities

The Academic Board is responsible for review and approval of this policy.

The policy is to be implemented via induction and training of staff and distribution to students and the EIT's community via the website and other publications.

6.0 Definitions

Academic Risk: Potentially not successfully progressing through a course of study and therefore not graduating from the course.

Learning outcomes: Learning outcomes are the expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.



7.0 Related Documents

The following policies and procedures are related to this procedure:

- Student at Risk Procedure.VET
- EIT01 Training and Assessment Policy Rev1
- EIT01.3 Student Support 2015 Rev 1
- Assessment Moderation and Student Progress Policy.VET
- Assessment Moderation and Student Progress Procedure.VET
- Information Literacy and Resource Access Policy.DS