



## Student at Risk/Early Intervention Policy

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<b>Related Documents</b>	Assessment Appeal Policy Assessment Appeal Procedure Diversity and Equity Policy Student at Risk/Early Intervention Procedure Student Assessment Policy Student Assessment Procedure Student Support Framework Student Progression and Exclusion Policy Student Progression and Exclusion Procedure

### 1. Purpose

The intent of this Policy and the associated Procedure to optimise the opportunity for, and potential of, all students at the Australian Institute of Higher Education Pty Ltd ('the Institute') to achieve their academic goals and successfully complete their course.

### 2. Principles

This Policy is informed by the Institute's commitment to facilitating the successful course completion of all students by providing appropriate, adequate and timely support and advice as needed. Key principles informing this Policy and the associated Procedure are:

- All students are ultimately responsible for their own academic progress;
- All students will have access to clearly defined, equitable and fair processes for handling matters in relation to assessment and academic progress issues, including avenues of appeal against significant decisions;
- The Institute monitors students' academic progress throughout their time at the Institute via a range of methods, and utilises a diversity of approaches to facilitate engagement with students;
- Student progress is facilitated through the provision of reasonable access to academic staff and student support services, which consider student's personal and academic development;
- Intervention will be employed at any time that a student is deemed as being at risk; and
- The Institute is committed to providing early feedback to students to ensure that they are given every chance of success.

### 3. Context

This Policy has been developed to complement and extend the ***Student Progression and Exclusion Policy*** and associated Procedure.

## 4. Scope

This Policy applies to all students at the Institute.

## 5. Definitions

See the *AIH Glossary of Terms* for further definitions.

## 6. Policy Details

### 6.1 Supporting students

The Institute recognises that some students face especial challenges as they progress through their course. This may be particularly the case for adult learners, international students, students in their first year of study, students from a low socioeconomic background, potentially disadvantaged students such as students of an Aboriginal or Torres Strait Islander background, students studying in a language other than their first language, and students with significant family responsibilities and/or financial difficulties. In order to minimise the risk to these students, the Institute will adopt (or continue to practice) strategies to ensure all students are provided with:

- sufficient information on which to make an informed decision about their ability to undertake and complete a course;
- a comprehensive orientation to the Institute and, in the case of international students, Australia generally;
- all relevant details about enrolment and progression, including withdrawal dates and submission dates;
- sufficient training in technologies, research methods and study skills;
- adequate access to student support and academic advice as outlined in the ***Student Support Framework***

Details on strategies to support students identified early as at risk are outlined in the ***Student at Risk/Early Intervention Procedure***.

## 7. Legislation

This Policy complies with Higher Education Standards Framework Standard 1.3 (Orientation and Progression), which specifies that:

“Successful transition into courses of study is achieved through orientation programs that are tailored to the needs of student cohorts and include specific consideration for international students adjusting to living and studying in Australia. Specific strategies support transition, including:

- a. assessing the needs and preparedness of individual students and cohorts,
- b. undertaking early assessment or review that provides formative feedback on academic progress and is able to identify needs for additional support, and
- c. providing access to informed advice and timely referral to academic or other support.”

and:

“Processes that identify students at risk of unsatisfactory progress and provide specific support are implemented across all courses of study.”

This Policy also complies with Higher Education Standards Framework 2015 Standard 2.2 (Diversity and Equity), which specifies that:

1. Institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students' backgrounds.
2. Specific consideration is given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.
3. Participation, progress, and completion by identified student subgroups are monitored and the findings are used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups.

## 8. Version Control

This Policy has been endorsed by the Australia Institute of Higher Education Academic Board as at July 2017 and is reviewed every 3 years. The Policy is published and available on the Australian Institute of Higher Education website <http://www.aih.nsw.edu.au/> under 'Policies and Procedures'.

<b>Change and Version Control</b>				
<b>Version</b>	<b>Authored by</b>	<b>Brief Description of the changes</b>	<b>Date Approved:</b>	<b>Effective Date:</b>
2017-1	Ms. McCoy	New document	22 February 2017	6 March 2017
2017.2	Registrar	Updated Legislation to include reference of Standard 2.2. Updated the Policy Principles.	19 July 2017	20 July 2017