



ACPE INTERVENTION STRATEGY AT RISK STUDENTS

ACPE continually monitors students' course progress throughout each semester to identify students at risk and ascertain the achievement of academic requirements. Course progress is defined as maintaining adequate attendance in order to achieve satisfactory course progression by passing at least 50% of the student's enrolled subjects in a semester. Course progress also takes into account the overall performance to date in the degree in which students are currently enrolled. Monitoring student progress allows for identification of those students who might be at risk of not completing their degree within the time frame and allows for intervention strategies to be implemented.

ACPE considers that both academic performance and attendance are critical to successful achievement of progression requirements. Each Subject Information Guide specifies in detail the academic requirements and attendance requirements for the subject. Free support subjects are not counted as enrolled subjects.

At the completion of each semester, ACPE will review the final grades and attendance levels of all students to monitor their progress. ACPE will identify students who have not met program progress requirements and implement an intervention strategy to assist identified students.

Early Intervention Strategies

ACPE aims to identify at-risk students during various stages of their enrolment to ensure that any signs of difficulty are identified early. This includes:

- early assessment tasks to provide students and staff an opportunity to assess learning to date and ensure time to address any issues from the outset. Students identified as having performed poorly in the early assessment task are contacted and advised of strategies for improvement;
- notification via the Learning management System (LMS) to students who have been absent for 20% or more of scheduled classes;
- submission of a Mid Semester Subject Progress Report (due week 7) to their Head of Department (HoD) by Subject Coordinators to identify students they deem to be at risk of failing, and to identify any actions that have been taken to assist these students;

- provision of at risk student details by teaching staff, formally by Week 6 and ongoing as required through the semester, for follow up by Student Advisors.

At the beginning of the semester, students are made aware of support via the LMS. Forum posts in each subject are posted in Week 2 of the teaching period encouraging the use of the services available for both on campus, and online students: Student Learning Support, Library, Career Development Services, and Student Services.

New students who are enrolled in 4 units will be advised during Orientation Week that they can reduce their enrolled subjects to 3 units, should the load be too challenging. Students who arrive late (after the end of Week 1) of any given semester may be required to enrol in a reduced study load and will be advised of support services.

1. Identification of students

Students are deemed to be achieving satisfactory course progress:

- if they pass at least 50% of their enrolled subjects in a semester; AND
- have attended a minimum of 80% of their classes/engaged on LMS/ on track with submission of assessment tasks.

These students are permitted to continue in their course and re-enrol. Students may be deemed to be not achieving satisfactory course progress if they:

- have failed 50% or more of their enrolled subjects in a semester; AND/OR
- did not submit all assessment tasks in more than one subject; AND/OR
- have been identified at risk via attendance reporting (international students).

These students will be subject to the ACPE's intervention strategies.

Students who have passed at least 50% of their enrolled subjects in a semester but who

- have not attended a minimum of 80% of their classes; or
- engaged with the content on the LMS; or
- have not been on track with the submission of tasks

will receive a caution letter encouraging them to engage and attend classes and make use of the support structures available to them. They may be placed on a progressive three step conditional enrolment. The terms of intervention will vary according to the step on which the student is currently placed.

Students who have failed 50% or more of their enrolled subjects in a semester and/or have not attended a minimum of 80% of their classes and/or who have not engaged with the

content on the LMS will be placed on a progressive three step conditional enrolment. The terms of intervention will vary according to the step on which the student is currently placed.

Condition 1 (CON1 – first intervention)

Student has:

- failed 50% or more of their enrolled subjects in a semester; AND/OR
- not attended a minimum of 80% of their classes; AND/OR
- failed the same subject more than once; AND/OR
- been identified 'at risk' via attendance reporting (international students).

Condition 2 (CON2 – second intervention)

Any student already on **Condition 1**, who has not achieved satisfactory course progression, will be elevated to **Condition 2**. This may also include the failure of the same subject more than twice.

Condition 3 (CON3 – final intervention)

Any student already on **Condition 2**, who has not achieved satisfactory course progression and who did not meet the terms of **Condition 2** will be elevated to **Condition 3**. These terms include, but are not limited to:

- not passing 50% or more of enrolled subjects for 3 consecutive semesters; AND/OR
- failing the same subject more than twice; AND/OR
- not meeting/communicating with their HoD; AND/OR
- not meeting attendance or online engagement requirements; AND/OR
- not attending compulsory workshops run by the SLS (available online and face-to-face).

2. Conditional Enrolment

Once a student has been deemed to be At Risk – Condition 1, 2 or 3, they will be contacted by the Head of ACPE. The terms of each step's intervention are as follows.

Condition 1 (CON1 – first intervention)

Students receive a letter/email from Head of ACPE outlining the conditions of this status and the terms of "Condition 1".

The student is to contact their HoD within 5 working days from date of email/letter* to arrange a meeting with their HoD to discuss their academic progression and **CON1** status. This meeting will result in:

- students potentially being placed on a reduced load for the proceeding semester. This is dependent on individual student circumstances and abilities; AND/OR
- students following a prescribed study plan, which may include individual SLS consultations or Supported Study Time; AND/OR
- students having to attend at least 80% of scheduled classes, and be seen to engage in classroom activities and assessments. Online students must engage in course materials, and participate in forum posts and other activities set out by online tutor.

** If student does not contact their HoD within 5 days of date of letter, a follow up email will be sent by HoD/Student Services.*

Condition 2 (CON2 – second warning)

Students receive a letter/email from Head of ACPE outlining the terms of “Condition 2”. Student is to contact their HoD within 5 working days from date of email/letter* to arrange a meeting to discuss their academic progression and **CON2** status. Student Learning Services Manager will be invited to this meeting. This meeting will result in the:

- Student being placed on a reduced load for the proceeding semester; AND
- Student’s compulsory attendance at academic skills based workshop run by SLS.

** If student does not contact their HoD within 5 days of date of letter, a follow up email will be sent by HoD/Student Services.*

Condition 3 (CON3 – final warning)

Students receive a letter from the Head of ACPE requesting a meeting to discuss academic progression. Outcomes are dependent on individual student circumstances, and decided upon by Head of ACPE in conjunction with the respective Head of Department.

All students placed on a CON3 and who do not pass at least 50% of enrolled subjects and /or have not attended a minimum of 80% of their classes will be deemed to have failed to achieve satisfactory course progress and may be excluded from study at ACPE (EXCC).

NB. Students will be placed in the respective conditional step for poor attendance and/or poor academic performance.

3 Procedures for Academic Intervention

Students will be notified via their student e-mail if they have been placed on a Conditional status. Student Advisors are available to assist any students on a conditional enrolment organise meetings with HoDs and finalise enrolment changes.

Students on a Condition 2 enrolment will only be permitted to enrol in a maximum of 3 subjects during the semester. In addition, they must enrol into the Study Skills Support unit (SSP100). This unit carries no credit points and has no financial liability for the student. It does however, provide compulsory structured intervention.

Students who have been placed on a Condition 2 or Condition 3 enrolment are also restricted to only enrol in a maximum of 3 subjects during the semester and are required to attend an interview with an academic skills advisor as required during the semester.

Students are given the opportunity to discuss exceptional or compassionate circumstances that have contributed to their poor program progress and are encouraged to find ways to address issues through access to academic and welfare support.

4 Strategies to assist students

Intervention strategies include the provision of:

- Study Skills Support Unit (SSP100);
- Individualised academic workshops;
- Numeracy support;
- Availability of Student Services Advisors;
- Availability of academic and welfare support;
- Consultation times with lecturers, tutors, and SLS.

5 Exclusion

Where a student on a Condition 3 enrolment does not pass at least 50% of enrolled subjects in a semester they will be assessed as not achieving satisfactory course progress. They will be advised via email and in writing that ACPE intends to exclude them from their program. Overseas students will be notified that they may be reported to the Department of Education (DoE) and the Department of Immigration and Border Protection (DIBP). Students will be informed that they can access ACPE's Student Complaints and Appeals Policy to appeal the decision within 20 working days.

Where the student has chosen to access the Student Complaints and Appeals Policy and the process results in a decision supporting the student, they will be permitted to continue with their enrolment at ACPE.

Where the student has chosen not to access the Student Complaints and Appeals Policy within the 20 working day period, withdraws from the process, or the process is completed and results in the student being excluded, ACPE will advise the student in writing of the final decision to exclude, including details of the reasons and file a copy in the student's folder.

In the case of an overseas student, ACPE will notify DoE and DIBP that the student has not achieved satisfactory program progress.

6 Readmission after exclusion

A student who is excluded may apply, after one year, for readmission to ACPE at least four weeks prior to the commencement of the semester in which the student seeks to resume study. The application for readmission by a student who has been excluded will be assessed by the relevant HOD and Head of College. The HOD and Head of College will consider factors such as changed circumstances, academic and/or vocational performance since exclusion, and maturity and motivation, in order to be satisfied that the student has a reasonable chance of succeeding in the program.

7. Attendance and Engagement

ACPE requires students (particularly Students At Risk) to engage with the content on the Learning Management System (LMS) and/or to attend at least 80% of the scheduled course contact hours each semester for the following reasons:

- attendance is the most significant element in assisting students to achieve satisfactory academic progress; that is, passing at least 50% of enrolled units each semester;
- students may not be able to apply for special consideration or deferred exams if they have not met the 80% attendance/engagement requirement;
- Students who have failed more than 50% of their enrolled units in a semester and/or have not attended a minimum of 80% of their classes or engaged with the content on the LMS will be placed on a progressive three step conditional enrolment.

The terms of intervention will vary according to the step on which the student is currently placed.

- **Condition 1** (CON1 – first intervention).
- **Condition 2** (CON2 – second intervention).

- **Condition 3** (CON3 – final intervention). All students placed on a CON3 will effectively remain on a CON3 until the completion of their studies at ACPE or they are excluded.

All students placed on a CON3 and who have not attended a minimum of 80% of their classes/ not engaged on the LMS may potentially be excluded from study at ACPE (EXCC). Please note that students will be placed in the respective conditional step for poor attendance and/or poor academic performance.

Policy Administration

Policy Name & Code			Intervention Strategy for Students At Risk
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Revision Date	Effective Date	Version	Summary of changes
01 Jun 17	02 Jun 17	2	Approved by Academic Board.
26 Jun 17	27 Jun 18	3	<ul style="list-style-type: none"> • Original document content revised to reflect current ACPE practices. • Quality Feedback Monitor section updated to include feedback@acpe.edu.au
14 Mar 19	14 Mar 19	3.1	<ul style="list-style-type: none"> • References to Dean and Operations Director replaced with CEO and Dean. • References to Student Services and Learning Support Manager replaced with Director of Student Services and Campus Wellbeing.