



POLICY DOCUMENT

ACPE INTERVENTION STRATEGY AT RISK STUDENTS

1 Scope

- i. Domestic and international students enrolled in undergraduate courses.
- ii. All Academic Staff
- iii. Student Services Staff

2 Policy

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 units 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 Unit Guide and Assessment Guide specifies in detail the academic requirements and attendance requirements for the unit. Free support units are not counted as enrolled units.

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.

2.1 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:

- i. 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;
- ii. notification via the Learning management System (LMS) to students who have been absent for 20% or more of scheduled classes;
- iii. submission of a Mid Semester Unit Progress Report (due week 7) to their Head of Department (HoD) by Unit 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;
- iv. 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 unit 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 units 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.

2.1.1 Identification of Students

Students are deemed to be achieving satisfactory course progress:

- i. if they pass at least 50% of their enrolled units in a semester; AND
- ii. 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:

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

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

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

- i. have not attended a minimum of 80% of their classes; or
- ii. engaged with the content on the LMS; or

iii. 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 units 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:

- i. failed 50% or more of their enrolled units in a semester; AND/OR
- ii. not attended a minimum of 80% of their classes; AND/OR
- iii. failed the same unit more than once; AND/OR
- iv. 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 unit 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:

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

2.1.2 Conditional Enrolment

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

Condition 1 (CON1 – first intervention)

Students receive a letter/email from the College 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:

- i. students potentially being placed on a reduced load for the proceeding semester. This is dependent on individual student circumstances and abilities; AND/OR
- ii. students following a prescribed study plan, which may include individual Student Learning Support (SLS) consultations or Supported Study Time; AND/OR
- iii. 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 the College outlining the terms of “Condition 2”. The 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. Director of Student Services and Campus Wellbeing will be invited to this meeting. This meeting will result in the:

- i. Student being placed on a reduced load for the proceeding semester; AND
- ii. 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 Associate Dean requesting a meeting to discuss academic progression. Outcomes are dependent on individual student circumstances and decided upon by Associate Dean in conjunction with the respective Head of Department.

All students placed on a CON3 and who do not pass at least 50% of enrolled units 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.

2.1.3 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 units 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 units 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.

2.1.4 Strategies to assist students

Intervention strategies include the provision of:

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

2.1.5 Exclusion

Where a student on a Condition 3 enrolment does not pass at least 50% of enrolled units 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. Printed versions of this document are not controlled. Please refer to the ACPE website for the latest version.

Overseas students will be notified that they may be reported to the Department of Education (DoE) and the Department of Home Affairs (DHA). 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 *Grievance, 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 *Grievance 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 file.

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

2.1.6 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 the CEO and Dean. The HOD and CEO and Dean 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.

2.1.7 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:

- i. 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;
- ii. students may not be able to apply for special consideration or deferred exams if they have not met the 80% attendance/engagement requirement;

- iii. 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.

- i. **Condition 1** (CON1 – first intervention).
- ii. **Condition 2** (CON2 – second intervention).
- iii. **Condition 3** (CON3 – final intervention). All students placed on a CON3 may be moved down to a Condition 2 (CON2) status rather than remaining on a CON3 until the completion of their studies at ACPE or until they are excluded. Students placed on a CON3 who have not attended a minimum of 80% of their classes or have 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.*

3 Definitions

N/A

4 Related Policy

- Academic Progression Policy and Procedure
- Academic Integrity Policy
- Assessment Policy
- Examinations Policy
- International Students Support Services Policy
- Grievance, Complaints and Appeals Policy
- Deferring, Suspending or Cancelling Enrolment Policy – International Students

Relevant Legislation

- Education Services for Overseas Students Act 2000
- National Code of Practice for Education and Training to Overseas Students 2018
- Higher Education Standards Framework (threshold Standards) 2015

5 Policy Administration

Policy Name & Code			Intervention Strategy for Students At Risk (POL-08)
Document Owner:			CEO and Dean / Associate Dean
Approval Authority:			Academic Board (ACPE)
Date for Next Review:			September 2023
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.
12 Mar 20	15 May 20	4	<ul style="list-style-type: none"> References to 'subjects' replaced with 'units', for consistency. Conditions for students to remain on "<i>CON3-Final Intervention - Attendance and Engagement</i>" updated to reflect current practices. Format updated in line with the ACPE format for policies and procedures. "Related Documents" section added.
27 Sept 20	27 Sept 20	4.1	<ul style="list-style-type: none"> Editorial changes – replaced bullet points with roman numerals for ease of reference. Changed Department of Immigration and Border Protection (DIBP) to Department of Home Affairs (DHA) Removed references to Head of College replaced with CEO and Dean. Inserted references to Associate Dean

* Unless otherwise indicated, this policy will still apply beyond the review date.