
Students At Risk (Academic Standing)

Policy – Higher Education

Policy Code: STU-016 **Version:** 13.0 **Effective Date:** 18 August 2017

Purpose:

This policy outlines the ways that the College will support students to achieve their potential through the early identification of, and response to issues which have the potential to adversely affect their educational achievement. This policy also specifies the indicators of a student being ‘at risk’ of losing their ‘good academic standing’ status, and the College’s systematic assessment and response to that risk.

Definition of “College” – *In the higher education sector, Australian College of Natural Medicine Pty Ltd trades as Endeavour College of Natural Health (Endeavour) and Wellnation; Study Group Australia Pty Limited trades as Martin College and Martin Higher Education (Martin HE). For the purpose of this policy, any reference to ‘College’ or ‘the College’ should be considered a reference to each or any of these respective entities or trading names.*

Scope:

- All domestic higher education students
- All Student Services staff
- All Academic staff

Policy Statement:

The College aims to provide an innovative teaching and learning environment in which students receive a high quality educational experience. Students are responsible for their learning and proactively supported by the College, which aims to make students independent learners, while identifying and responding to individual student needs. The College will support students to achieve their potential through the early identification of, and response to issues which have the potential to adversely affect their educational achievement.

Academic Standing

In order to be deemed to be in good academic standing, a student must complete successfully 50% or more of the subjects in which they are enrolled within one academic year. In addition a student must maintain a Grade Point Average (GPA) of at least 3.5. This policy comes into effect once a student has been enrolled in credit points to at least the equivalent of one full-time teaching period of study at undergraduate level (Endeavour – 16 credit points; Martin HE – 40 credit points). For the purpose of determining academic standing, the Grade Point Average is cumulative across all study in all teaching periods. When a student completes a course and graduates, the cumulative GPA for subsequent study is calculated on the basis of the study taken subsequent to graduation.

The College recognises that during the course of their study a students' academic performance may fluctuate due to a range of factors, placing the student 'at risk' of losing their good academic standing. A student is deemed to be 'at risk' if they are not performing adequately in, or progressing through, their course as per the [Academic Progression Policy – Higher Education](#). Any of the following factors may result in the student being deemed to be 'at risk':

- A medical condition or disability that significantly impairs a student's ability to study
- Demonstrated difficulty with the English language in written and/or spoken form.
- Language, Literacy and Numeracy (LNN) skills including academic writing that require improvement
- A Student Record demonstrating the following:
 - provisional enrolment or pattern of deferral
 - unapproved over-enrolment
 - repeated variation of enrolment into other courses of study
- Failure in over 50% or over of study load within one teaching period
- Failure to complete a mandated assessment element, field or clinical work, or practicum in a subject
- Failure in the same subject twice
- The inability to complete their course within a reasonable/expected timeframe as per the [Academic Progression Policy – Higher Education](#) (including students assigned a minimum study load via a teach-out or transition plan)

- Failure to progress at a rate that is the minimum requirement for part-time study as outlined in the [Academic Progression Policy – Higher Education](#) (50% of full-time load).
- Where a lecturer (or lecturers) independently identifies a student as being a Student at Risk
- Students who have performed poorly on online enabling courses and have self-disclosed the need for learning assistance.

Refer to the [Student Misconduct Policy – Higher Education](#) and [Student Code of Conduct](#) for those students engaging in behaviour which is considered to be consistently disruptive, volatile or otherwise in breach of the College's [Student Code of Conduct](#).

Students At Risk

To support students 'at risk' from losing their 'good academic standing', systematic assessments of student performance occur during the teaching period through a series of Risk Assessments:

Risk Assessment 1: Attendance/login – review conducted in Week 2 of teaching period and relevant intervention and support strategies enacted as required.

Risk Assessment 2: How's It Going? Survey - transition survey conducted in Week 4 of teaching period) - Relevant intervention, supportive strategies enacted as required.

Risk Assessment 3: First Assessment Task Failure / non submission – review conducted in weeks 6 - 8 and relevant intervention and support enacted as required (including academic consultation).

Risk Assessment 4: First teaching period subject failure - Academic review post results release which is conducted at the end of each teaching period and determines whether the student's 'good academic standing' is under threat.

Whilst the above risk assessments have been identified as an effective means of capturing the majority of 'at risk' students, there are other ways that the College looks to identify 'at risk' students and provide them with appropriate support. This may include, but is not limited to, a lecturer identifying a student who has medical/personal issues impacting on theirs/others learning; or problems with course progression associated with teach-out or transition plans.

Intervention Strategies

In the event that the College identifies that a student is 'at risk' of losing their 'good academic standing', the Director, Student Services & Retention will identify students that

are to be classified as 'at risk' (as per the [Students at Risk \(Academic Standing\) Procedure](#)) and the following intervention strategies can be enacted:

1. First Teaching Period Subject Failure

The student is issued a warning because their GPA in a teaching period is such that, while their cumulative GPA is at a level appropriate to 'good academic standing', the student is at risk of probationary enrolment if their academic performance fails to improve. The record of the warning is placed on the student record by the College's Student Records Administrator but not reported in the student's official academic transcript.

2. Course Progression or Other Concerns

A student who fails to meet the academic progression requirements for their course (as per the [Academic Progression Policy – Higher Education](#)) will be required to liaise with a International Student Adviser (Endeavour) or Associate Head of Department (AssHOD - Martin HE) to discuss an appropriate progression plan. Any student who has previously received a progression plan and has not met the requirements of that plan or fails to meet with a Student Adviser / AssHOD to discuss their progression plan, may be placed on probationary enrolment or in instances where that is not possible (i.e. if a course is being taught out by the College), they may be administratively withdrawn from the course. If other concerns are identified outside of course progression, students will be asked to liaise with a Student Adviser / AssHOD and agree upon a course of action for their studies. If they fail to adhere to the agreed course of action, they may be placed on probationary enrolment.

3. Probationary Enrolment

A student who has failed 50% or more of the credit points in which they enrolled in the teaching period and/or has a cumulative GPA of less than 3.5 at the end of a teaching period (the cumulative GPA requirement for maintaining 'good academic standing') will be placed on probation for the following teaching period. Students with specific course progression or other issues as identified above may also be placed on probation. A student who is placed on probation is advised to seek assistance in order to improve their academic performance. Sources of assistance include the College's Checkpoint program, the Student Assistance Program (for counselling) and the academic staff responsible for the course and subjects that the student is undertaking through academic consultation as per the [Student Consultation Policy](#).

3.1 Appeal against Probation

A student may appeal against being placed on probation on the grounds that exceptional or compassionate circumstances have been the cause of the student's poor academic performance. Such an appeal is made to the Director, Student Services & Retention through the [Special Consideration Policy – Higher Education](#).

The Director, Student Services & Retention may revoke the academic status of probation for the student where they are satisfied that exceptional or compassionate circumstances have been the cause of the student's poor academic performance. The Director's decision on an appeal against probation is final.

4. Exclusion from Study

4.1 Eligibility

A student is eligible for exclusion from studying at the College if the student:

- (i) has a cumulative GPA of less than 3.5 at the end of a teaching period; and
- (ii) has previously had at least one period of probation in their current academic career at the College.

Notwithstanding provisions (i) and (ii) above, if the student has passed all subjects in the most recent teaching period, the student will not be excluded but will be placed on a further period of probation.

4.2 Notwithstanding the provisions above, a student is eligible for immediate exclusion if they fail the same subject three (3) times.

4.3 At the end of each teaching period (after results have been released), the Director of Education will review all students who are eligible for exclusion. The Director, Student Services & Retention may recommend that the student not be excluded if there are deemed to be exceptional or compassionate circumstances that have been the cause of the student's poor academic performance. However the Director of Education in accepting the Director, Student Services & Retention's recommendation may impose restrictions on the number or type of subjects in which the student is permitted to enrol in the next teaching period (i.e. conditional enrolment). Imposition of enrolment restrictions by the Director of Education must be advised in writing to the student and a copy of the

correspondence placed on the student record.

4.4 The Director of Education shall advise the Director, Student Services & Retention of all students who are to be excluded from further study on the basis of Sections 4.1 and 4.2, and taking into account the recommendations of the Director, Student Services & Retention under section 4.3. Where a student is eligible for exclusion under the terms of sections 4.1 or 4.2, but is permitted to continue study under section 4.3, the student will have an academic status of 'probation' for the following teaching period and may be required to undertake specified subjects. The advice from the Director of Education to the Director, Student Services & Retention on exclusions must occur following the full completion of a teaching period and prior to commencement of the following teaching period. Exclusions under this policy will not be enacted at any other time in the College Calendar.

3.5 A student who is excluded is not permitted to attend classes or undertake study in the course from which they were excluded, in any other course, or to take study on a non-award basis within the College.

3.6 Appeal against Exclusion

A student who is excluded may lodge an appeal against exclusion under the [Grievance Policy – Domestic Students – Higher Education](#) (or the [Complaints and Appeals Policy – International](#)). The appeal must be in writing and be lodged with Student Services, must set out the grounds of the appeal, and be accompanied by supporting documentation where relevant. The appeal must be lodged by the date specified in the notification of exclusion in order for the student to continue to study in the next teaching period in the event of a successful appeal. The appeal may be lodged after the specified date up to six months from the date of the exclusion notification, in which case, if the appeal is successful, the student will have necessarily been prevented from studying for at least one teaching period.

Readmission following Exclusion from Study

A student who is excluded may apply for readmission to the course from which they were excluded or for admission into a new course, providing that at least two standard teaching periods (semesters or trimesters) (not including summer school) have elapsed since the exclusion. An application for readmission to a course following exclusion or for

admission to a new course is not automatically approved.

An application for readmission, following exclusion, or for admission into a new course will be assessed by the Director of Education.. The Director will consider factors such as changed circumstances, academic and/or vocational performance since exclusion, maturity and motivation in order to be satisfied that the person concerned has a reasonable chance of success in the course.

An application for readmission or for admission into a new course should be made at least three months prior to the commencement of the teaching period in which the student seeks to resume study.

Where an application for readmission following exclusion or admission into a new course is approved, the student who has been excluded may not **recommence** study until at least two standard teaching periods (semesters or trimesters) (not including summer school) have elapsed since exclusion was imposed.

Where an application for readmission following exclusion is not approved, the student may lodge an appeal under the [Grievance Policy – Domestic Students – Higher Education](#) (or the [Complaints and Appeals Policy – International](#)); such an appeal is treated as an appeal against an admission decision.

Related Procedures:

[Students at Risk \(Academic Standing\) Procedure](#)

Definitions:

Student – is an individual person who is formally enrolled to study at the College. The individual person is that who appears on the College's documents such as enrolment, admission and payment documents, and who is assigned an individual student ID.

Teaching Period – is a period of time over which a subject is taught, according to the College calendar. On campus teaching periods are expressed in semesters (16 weeks - Endeavour) or trimesters (14 weeks - Martin HE). Online teaching periods run for the same length of time as on campus teaching periods but may begin on a different date.

Further Information:

Related Policies:	Academic Progression Policy – Higher Education Grievance Policy – Domestic Students - Higher Education Student Code of Conduct Student Consultation Policy Student Misconduct Policy – Higher Education Special Consideration Policy – Higher Education English Proficiency Policy – Higher Education
Benchmarking:	Swinburne
Supporting Research and Analysis:	Not Applicable
Related Documents:	Results Administration Guidelines Exam Administration Guidelines Student at Risk Form Intervention Form - International Intervention Strategy - International
Related Legislation:	Not Applicable
Guidelines:	Not Applicable

Policy Author:	Director, Student Services & Retention
Policy Owner:	Director, Student Services & Retention
Contact:	Director, Student Services & Retention
Approval Body	Endeavour - College Council Meeting date: 17-Feb-17 Martin HE – Academic Board (East) Meeting date: 14-Feb-17
Policy Status:	Harmonised – 2 Colleges
Responsibilities for Implementation:	Director, Student Services & Retention Director of Education Access and Equity Officers Student Services Academic staff
Key Stakeholders:	Student Services staff Academic Staff Students
Date for next review:	January 2019