

Version	Approved by	Approval date	Review date
01	Academic Board	August 2024	September 2026

Administrators Responsible	Dean, Registrar, Head of Examinations, Program Manager
Purpose	ISGL is dedicated to fostering a thriving educational environment where students achieve success and personal growth. This policy outlines ISGL's approach to identifying students at risk of academic underperformance and details our commitment to providing timely, effective support.
Scope	This policy applies to all ISGL students enrolled at various Australian Qualifications Framework (AQF) levels. This policy also covers academic support for students-at-risk.

1. GUIDING PRINCIPLES

- ISGL is committed to inclusive student support, adhering to the Tertiary Education Quality and Standards Agency (TEQSA) standards and relevant regulatory frameworks.
- Clear academic progression rules for each course are communicated to students at the outset, ensuring transparency in expectations.
- Proactive identification of personal or academic challenges is a cornerstone of our approach, aimed at minimising adverse impacts on educational outcomes.
- ISGL advocates for student independence while providing necessary support. This includes strategies for early identification of additional support needs, mental health and well-being initiatives, and accessible information about available services.

2. DUTIES AND RESPONSIBILITIES

a. Student Obligations

- Active Engagement: Students are required to actively engage with their course material, participate in class activities, and complete assignments on time.
- Attendance: Regular attendance is mandatory for all scheduled classes, workshops, and seminars.
- Utilisation of Resources: Students should regularly access the learning management system (LMS), and stay updated with course materials, announcements, and feedback.
- Progress Monitoring: Students must monitor their own academic progress, ensuring they meet the minimum pass rate or progression rate for each term/semester.
- Communication: Students are expected to communicate any challenges or impediments affecting their academic performance to the Program Administration office promptly.
- Seeking Support: In case of academic or psychological challenges, students are encouraged to seek help from internal or external support services without hesitation.

b. ISGL's Duties

- Data Analysis and Monitoring: Regular analysis of student data, including demographic information, English proficiency, and previous academic performance, to identify students who may need additional support.
- Early Detection of At-Risk Students: Utilising early assessments and attendance records to identify students struggling academically.
- Personalised Support: Offering personalised support plans for students identified as at risk.
- Regular Updates and Reporting: Keeping accurate records of students' academic performance and providing regular updates to the concerned departments.
- Facilitating Support Services: Ensuring that students have access to necessary support services, including academic counseling and mental health services.

3. ACADEMIC SUPPORT

a. Identification of Students Requiring Academic Support

- i. Attendance and Engagement Monitoring: Continuous monitoring of class attendance and student engagement in course activities.
- ii. Early Assessments: Conducting assessments in the early stages of each term to gauge students' understanding and progress.
- iii. Progress Reviews: Regular reviews of student performance data to identify those at risk of not meeting academic progression requirements.

b. Remediation and Intervention Strategies

- i. Individual Meetings: Conducting one-on-one meetings with students identified as at risk to understand their challenges and develop personalised support plans.
- ii. Customised Support Plans: Depending on the student's needs, these may include additional tutoring, study groups, time management coaching, or referrals to counseling services.
- iii. Regular Follow-Ups: Continuous monitoring of students' progress post-intervention to ensure they are on track.

4. PERSONAL SUPPORT

a. Identification and Care of Students Requiring Personal Support

- i. Behavioral Observations: Training staff and students to recognise signs of distress or inappropriate behavior in students.
- ii. Referral to Student Counsellor: Immediate referral of students showing signs of psychological distress to the Student Counsellor.
- iii. Monitoring and Support: Continuous monitoring of identified students' well-being by the Student Counsellor, with provisions for external referrals if necessary.

b. Identification and Care of Students Requiring Personal Support

- iv. Initial Consultation: Students identified as needing personal support will have an initial consultation with the Student Counsellor to assess their needs.
- v. Development of Support Plan: Based on the initial assessment, a personalised support plan is developed, which may include counseling sessions, mental health workshops, or referrals to external mental health professionals.
- vi. Confidentiality and Respect: All personal support services are provided with the utmost respect for student confidentiality and individual circumstances.

5. APPEALS AND GRIEVANCES

Students have the right to appeal decisions related to their 'at risk' status in accordance with ISGL's "Student Grievance and Mediation Policy and Procedures."

Related Documents

- a. Appendix 1 – Student at Risk Register template
- b. Assessment and Grading Policy and Procedure
- c. Privacy Policy
- d. Processes to Monitor Review and Improve Student Progress
- e. Student Academic Progression and Completion Policy
- f. Student Attendance Policy
- g. Student Consultation Policy
- h. Student Grievance and Mediation Policy and Procedures

Appendix 1

Student at Risk Register template

Purpose: To systematically identify, monitor and support students at risk of not meeting academic or personal well-being standards, ensuring proactive interventions and support measures are in place.

Scope: Applies to all students enrolled across various AQF levels at ISGL.

Table Format:

1. **Student ID:** Unique identifier for the student.
2. **Student Name:** Full name of the student.
3. **Program of Study:** Specifies the degree or certificate program in which the student is enrolled.
4. **Risk Category:**
 - **Academic:** Students showing signs of academic underperformance based on assessments, attendance, and engagement.
 - **Personal:** Students exhibiting signs of personal distress or those who have self-identified needing support.
5. **Indicators of Risk:**
 - **Academic Performance:** Grades, progress reports.
 - **Attendance Records:** Class attendance data.
 - **Engagement Metrics:** Participation in class, submissions, LMS activity.
 - **Self-reported Issues:** Any personal issues reported by the student.
 - **Staff Observations:** Concerns noted by faculty or staff.
6. **Date Identified:** When the student was first identified as at risk.
7. **Interventions Planned:**
 - **Academic Support:** Tutoring, additional resources, personalized coaching.
 - **Personal Support:** Counseling sessions, mental health workshops, referral to external support.
8. **Action Taken:** Detailed description of interventions applied.
9. **Outcome:** Progress post-intervention.
10. **Follow-Up Date:** Scheduled date for next review or follow-up.
11. **Notes:** Additional comments or observations from staff involved in the support process.

Data Collection and Monitoring:

- Data to be collected continuously through LMS, direct reports from faculty, and self-reporting tools available to students.
- Regular meetings to review the register and update records based on the latest data and interventions outcomes.

Confidentiality and Access:

- Access to the register is restricted to authorized personnel only, including the Dean, Registrar, Head of Examinations and Program Administration Team.
- All data is handled in accordance with ISGL's Privacy Policy, ensuring confidentiality and integrity of student information.

Review and Reporting:

- The register is reviewed monthly by the Student Support Team to ensure timely interventions.
- A comprehensive report on the status of at-risk students is presented to the Academic Board each semester, outlining the effectiveness of interventions and suggesting improvements.

Compliance:

- This register aligns with TEQSA requirements for student support and progression monitoring.
- Ensures ISGL meets its obligations under the Higher Education Standards Framework.

This structured approach to maintaining a Student at Risk Register helps ISGL effectively manage and support its student body, aligning with regulatory requirements and best practices in higher education.