

Students at Risk Support Policy

Institution	Universal Higher Education (UHE)
Policy name	Students at Risk Support Policy
Policy Governance	Academic Board

1. Introduction

This policy describes the principles and approaches governing the identification and support of UHE students who may be at risk of unsatisfactory academic performance and progression.

2. Policy principles

UHE is committed to supporting a diverse student cohort and producing high quality graduates. Recognising the different learning needs and styles of students UHE has developed specific processes to identify students at risk of failing, and for students who may be not be engaged in their studies. As students are expected to maintain a satisfactory level of academic performance to be permitted to progress through a course, UHE has developed indicators to identify students at risk and designed specific mechanisms and strategies to support, assist, engage and empower all students to participate successfully in their studies. These mechanisms and strategies are available to students at all stages of their course. All staff, including academic and support staff, are responsible for providing personalised and timely student support as needed.

3. Intervention indicators

UHE will use a number of indicators to identify students or cohorts at risk, and to inform decisions about the required support. Indicators include:

Indicators applicable to commencing students:

- English Language and Mathematics Assessment during Orientation week:
- demographic data collected at admission;
- self-reporting of learning needs at application
- outcomes of early assessment tasks;

Other indicators

- attendance in class;
- use of LMS,
- assessment results;
- incidence of support usage.

4. Mechanisms used for identifying students at risk

UHE will utilise a range of data sources and information to identify students who may require additional academic support, who may be dis-engaged or may have specific learning needs. These include:

- Self- reporting of individual learning needs: during the application and admission process students will provide relevant information that will be entered into the student management system. This may include specific learning issues or other factors including family and work commitments and financial or health matters.
- Demographic data: students who self-identify with equity descriptors such as NESB (non-English speaking background) and other relevant information including such as whether students are international their English language proficiency, or domestic, will be noted in the student management system.
- Academic performance data: academic staff will analyse a range of performance data including attendance and assessment results to assess retention, progression, and grade point average in order to identify what types of additional support is required
- Support usage: students who are identified as accessing higher than average support services will be noted. Academic teaching staff will be notified to discuss extra targeted support and strategies used to support the specific needs of the student.

5. Managing commencing students at risk

By week five of semester one, Course Coordinators will have identified commencing students at risk of failing the unit, and invite each student by email to an informal meeting to agree on an individualised support program. The support program will be noted in the student system.

6. Managing students at risk at the end of first year

In accordance with the Monitoring Course Progress Attendance and Course Duration Policy, students identified as at-risk of progressing to probation at the end of first year (e.g. GPA less than 4 or multiple fail grades) will be notified that they are at risk of unsatisfactory academic progress and urged to participate in opportunities designed to improve their academic performance. Students are placed on probationary enrolment if they:

- achieve a semester grade point average of less than 3.0 during the semester under consideration and/or
- are awarded a failing grade in a subject which they have previously failed in their current or any other course of study at UHE

7. Support for students identified at risk

Support for students at risk may include the following services:

- English language support;
- Mathematics skills improvement support;
- Confidential Counselling;
- Peer Assisted Learning;
- Drafts of Assessments submission prior to final submission
- Referencing and paraphrasing workshop;
- Informal meeting with course Coordinators;

7.1. English language

Commencing students who are identified as at risk and require English support will be offered further language/literacy training e.g. IELTS/ English for Academic Purposes classes at UHE, which will include:

- Vocabulary range and grammar;
- Writing essays and reports, and developing presentations;
- Understanding specific assessment items;
- Professional communication;
- Critical thinking;
- Presentation skills.

Students at later stages of their course who require English support will be provided with individualised or group tuition to address their specific weaknesses.

7.2. Mathematics

Commencing students who are identified as at risk and require Mathematics support will be offered a small group or individualised tuition to address their specific weaknesses. This assistance will also be available to students at later stages of their course.

7.3. Counselling

Students who are identified at academic risk will be offered counselling in one or more areas of concern, e.g.

- balancing work, study and life;
- cultural adjustment and living away from home,
- anxiety and depression;
- difficulty studying, worrying about achievement, doing presentations and exams, and
- problems in relationships with family, friends and partners.

7.4. Peer Assisted Study Sessions (PASS)

PASS sessions will be available to all students who enrolled with UHE. When students are identified at academic risk, they will be contact by the study support, and will be asked to attend the PASS sessions. PASS sessions will run weekly, commencing in the third or fourth week of semester.

7.5. Drafts of Assessments submission prior to final submission

Individual support to students at risk may take the form of submission of draft assignments for critique prior to the official submission date.

7.6. Referencing and paraphrasing workshop

During each semester at least two workshops will be offered on referencing and paraphrasing, with an emphasis on avoidance of academic integrity breaches, e.g. plagiarism and collusion.

Based on the number of students at risk, the number of workshops can be extended. One-on-one sessions may be available for students identified as at risk.

7.7. Informal meeting with lecturers/ subject coordinators

UHE will encourage students to meet with course Coordinators to informally discuss academic difficulties. course Coordinators may contact students who they believe are potentially at risk to discuss possible interventions.

8. Communication

UHE will widely communicate to students the types of support services available, e.g. through Orientation, the UHE website, email notifications, and phone calls to students identified as at risk.