

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

1. Introduction

This policy describes the principles and approaches governing the identification and support to 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 that some students may face a range of barriers to their learning, UHE has developed specific processes for the identification of 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 is committed to the early identification of students identified as at-risk and has designed specific mechanisms and support strategies to assist, engage and empower all students to participate successfully in their studies. All staff, including academic and support staff are responsible for providing personalised and timely student support as needed.

3. Early intervention indicators

UHE will use a number of mechanisms to identify students at risk. These indicators will also inform decisions on individuals or cohorts of students that most need help in range of support services. Indicators include:

- attendance in class;
- outcome of early assessment task;
- assessment results;
- demographic data collected at admission;
- incidence of support usage; and
- self-reporting of learning barriers at application

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 barriers. These include:

- Self-reporting of individual learning barriers: 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 and 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 to assess academic progress and identify where additional support is required. If students have failed 50% or less of the first semester enrolment, Student Advisors will contact them for an obligatory consultation. If students have failed more than 50%, Student Advisors will contact them for an

obligatory consultation with the academic staff (lecturers and tutors). This process will be overseen by the Academic Registrar and conducted at the conclusion of each semester.

- 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. Communication

UHE will communicate to students the types of support services available. These services will be maintained throughout the teaching year if students have been identified as “at risk”. These campaigns will include information on the UHE website, email notifications to all students about welfare services and teaching support sessions and at least two follow up phone calls to those students who failed more than 50% of their first semester.

6. Review

The Student at Risk Policy will be reviewed every three years, or more frequently as appropriate.