	Students at Risk Policy
Document Type	Policy
Administering Entity	Course Directors /Deputy Directors (Deans/Assistant Deans), Registrar, Director – Exams, Student Counsellors, Course Managers, Student Experience Managers
Latest **Approval** or Amendment Date	May 31, 2023
Last Approval or Amendment Date	May 26, 2021*
Approval Authority	Academic Board
Indicative Time of Review	May 30, 2025

* Updated on August 25, 2021 to revised provider category as per Threshold Standards 2021

1. Purpose

a. S P Jain School of Global Management (S P Jain) aims to provide a learning environment where students have an enriching and successful learning experience. This policy sets out the School's mechanisms for identifying students who may be at risk of not progressing satisfactorily in a course of study and the processes used to provide targeted and timely support.

2. Guiding Principles

a. S P Jain is committed to the provision of student support for all students.

b. As an institute of higher education, S P Jain recognises the regulatory framework under the Tertiary Education Quality Standards Act (2011), Higher Education Standards Framework (Threshold Standards) 2021, the ESOS Framework and the National Code 2018.

c. The Rules of Progression for each course of study clearly outline the requirements to achieve satisfactory course progress for each unit, study period and the overall course duration and are informed to all students before they commence the course.

d. S P Jain will implement processes for early identification of personal or academic issues that have the potential to adversely affect student educational outcomes.

e. S P Jain supports students and also fosters independence by encouraging them to be responsible for their own learning.

f. S P Jain will implement processes to identify students needing additional support so that the intervention is respectful, timely, equitable, consistent and procedurally fair. Towards this, the School will:

    i. have in place strategies to identify students who require additional support to achieve their academic potential;

    ii. support the mental health and well-being of its student body through a range of educational and support initiatives;

    iii. undertake analysis of admission data or entry pathway to identify cohorts who may require additional support;

    iv. undertake cohort analysis of progression, completion and attrition rates to identify strategies supporting student success;

    v. make available information about support services to staff and students; and

    vi. encourage students with academic or personal support needs to access support from relevant internal and external support services.

3. Scope of the Policy

a. The scope of the Policy applies to students in accredited courses at all AQF levels.

4. Duties

a. Student obligations

Students are expected to:

    i. seek and follow advice from the academic staff teaching them;

    ii. meet attendance requirements for each unit of study;

    iii. regularly access Blackboard, keep updated on the unit materials and submit ongoing assessments for each unit of study;

    iv. achieve at least the minimum progression rate/minimum pass of subjects for each term/semester, including practical placement as defined by the course requirements;

    v. make the School aware of any impediments to completing their academic requirements in a timely fashion;

    vi. make contact as soon as possible with the course office should they receive any formal notifications regarding concerns for their progress, and

    vii. not hesitate to seek relevant internal or external support/professional assistance where a psychological issue is having or is likely to have an impact upon their academic progress.

b. School's academic team and Registrar office duties

The School's academic team supported by the Registrar's office will implement processes including:

    i. identification of demographic information, English language proficiency, and levels of prior study through admission processes;

ii.   provide information about student support and early intervention strategies through orientation programs;

iii.   outline information about academic expectations, academic integrity, course requirements and conditions of completion to students prior to commencement;

iv.   monitor, record and identify students who do not meet the attendance requirements (as detailed in each Course's Attendance Policy) or do not access the Blackboard regularly for each unit of study;

v.   identify students at risk through early assessments;

vi.   monitor term/semester progression and overall progress towards completion of degree;

vii.   identify students who require additional English language support;

viii.   identify students requiring academic support as detailed in 5a;

ix.   implement remediation activities as detailed in 5b, and

x.   Monitor allegations of misconduct.

5. Academic Support

a. Identification of students requiring academic support

i.   For courses/units where prescribed class attendance is required for students, the rolls will be monitored by the relevant Course Manager. As an early intervention strategy, student/s failing to meet the attendance requirements (as detailed in the Attendance Policy for each Course) for any such individual units of study, or perceived by the Course Manager as having a low attendance record in general for the course, will be reported to the relevant Course Director/Deputy Director (Dean/Assistant Dean as appropriate), Registrar, assigned teaching staff and the Student Experience Manager for initiation of remediation and intervention as detailed in 5b.

ii.   Early assessments by Session 4 or 5, within a unit will be used to allow students to gauge their academic progress as also early detect students who may be potentially at risk and enable these students to seek support as early as possible as also for remediation and intervention as detailed in 5b.

iii.   All the courses have continual assessments in place for each unit and by weeks 6-8[1] of each term/ semester the collated assessment data will be provided by the Office of Registrar to the relevant Course Director/Deputy Director (Dean/Assistant Dean as appropriate) to enable early detection of students who may be potentially at risk of progressing and initiation of remediation and intervention as detailed in 5b.

iv.   Students who do not meet the Rules of Progression for a term/semester for a course will be reported by the Registrar's office to the respective Director/Deputy Director (Dean /Assistant Dean) and will be put under academic probation, remediation and close monitoring as detailed in 5b.

v.   For any instances of students who are minors, the parents/legal guardians will also be kept updated.

---

[1] Academic calendars for courses vary and the specific week for each course will be identified by the Registrar in consultation with the Course Director (Dean).

b. Remediation and Intervention

i. The Student Experience Manager will meet the students who have low attendance, and/or do not perform satisfactorily in the early assessments, and counsel them to increase their engagement in the course. The Student Experience Manager will provide an update report of such meetings to the relevant Course Director/Deputy Director (Dean/Assistant Dean) and Registrar. In case the Student Experience Manager continues to see low attendance and engagement, they will refer such students to the Student Counsellor for more in-depth counselling and to identify any personal issues the student may be facing.

ii. Students who do not perform satisfactorily in early assessments for a course will have access to various support mechanisms as detailed in the Student Support Policy, Student Consultation Policy and English Language Proficiency Policy.

iii. The Course Directors/Deputy Directors (Deans/Assistant Deans) will evaluate the collated assessment data provided to them in week 6-8 for each term/semester to early detect students who may be at risk of progressing. They will meet the identified students to develop and implement appropriate remedial actions.

iv. Despite these remedial actions there may still be students who are unable to meet the rules of progression requirements of the term/semester for their course of study. The performance and to date progress of every such student who is at risk and is unable to meet these requirements at the end of each term/semester will be reviewed by the respective Director/Deputy Director (Dean /Assistant Dean) and Registrar and, where deemed fit, students will be permitted to continue to the next term/semester under academic probation.

v. The Course Directors/Deputy Directors (Deans/Assistant Deans) will meet all such students who do not meet the rules of progression requirements for the term/semester and depending upon students' needs, appropriate remedial strategies will be formulated, implemented and closely monitored. These remediation actions may include additional coaching and greater access to teaching faculty/assigned academic staff for guidance.

vi. Students who have not been able to successfully complete (pass) the required units as per the term/semester requirements will also be provided a re-test exam offering them a second opportunity to improve their grades in subjects where their performance is below requirements.

vii. On occasions where students are still not able to achieve the required results and if considered appropriate by the relevant Director/Deputy Director (Dean /Assistant Dean) and Registrar, an opportunity to undertake independent study for the subject as detailed in the Assessment Validation, Grading and Moderation Policy and Procedures will be provided to the students.

viii. The Course Directors (Deans) will provide periodic updates and analysis to the Academic Board on "students at risk" for each course and across each campus as part of the Course Directors (Deans) Quarterly Reviews to enable oversight of academic risk and ensure academic quality across the School.

c. It is noted that for international students studying in Australia, S P Jain is required by Australian regulations to systematically and closely monitor student course progress. International students whose progress is not assessed as satisfactory by the School, after implementing the foregoing at risk identification and remediation processes, will be reported to the Department of Education and the Department of Home Affairs through their Provider Registration and International Student Management System (PRISMS) as detailed in the Student Progression, Exclusion and Course Completion Policy.

6. Personal support

a**. Identification and care of students requiring personal support**
  i.   Staff and students are encouraged to be alert to inappropriate, intimidatory and aggressive behaviours by a student.
  ii. For the purposes of this policy, a student may be identified as requiring personal support and intervention, where their psychological or medical welfare is reasonably considered to warrant some form of intervention by the School.
  iii. In cases where a student is exhibiting possible signs of distress, how staff respond to the individual student will depend upon the nature and level of their distress. Staff should be aware of their own personal and professional limitations. Staff members are encouraged to consult with the Student Counsellor for advice about the appropriate management of any student.
  iv. Where required the Student Counsellor will closely monitor the student and if needed, recommend external medical consultation. If needed, the Student Counsellor will also update the Head of Campus and Resident Housing Manager to enable closer monitoring of the student.
  v.   Special attention will be given to any minor students and for such cases the parents / legal guardians will also be kept updated.

7. Appeals and Grievances

a. Students can appeal an "at risk" decision in accordance with S P Jain's "Student Grievance and Mediation Policy and Procedures".

8. Related Documents

   a. Attendance Policy for various accredited courses

   b. Assessment Validation, Grading and Moderation Policy and Procedures

   c. English Language Proficiency Policy

   d. Rules of Progression and Completion Policy for various accredited courses

   e. Student Consultation Policy

   f. Student Grievance and Mediation Policy and Procedures

   g. Student Performance Data Policy and Procedures

h. Student Progression, Exclusion and Course Completion Policy

i. Student Support Policy