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1 PRELIMINARIES

Commencement

This policy and procedure commence on 13 April 2022.

Purpose

The intent of this policy and procedure is to optimise the potential of, and opportunity for, all students at Polytechnic Institute Australia (PIA) to achieve academic goals by maximum participation and successful completion of each unit of study in which they are enrolled.

Application

This policy and procedure apply to all students at PIA.

2 DEFINITIONS

The following definitions apply in this document:

Learning Agreement – an agreement between a student and the Institute specifying what each party commits to in order to support the student in their studies

Unsatisfactory Progress – achieving a passing grade in less than 50% of units enrolled in a semester,

Terms not defined in this document may be in the PIA glossary.



3 POLICY

3.1 Introduction

3.1.1 This policy and procedure have been developed to ensure that students deemed 'at risk' of unsatisfactory academic progress in any unit are promptly identified and supported. 'At-risk' status at the unit level can be triggered by low participation or lack of engagement, failure to submit assessment items, or poor performance.

3.2 Context

3.2.1 This policy and procedure focuses particularly on early intervention at the unit of study level, and thus complements and extends the Student Progression and Exclusion Policy and Procedure, which includes intervention strategies to optimise progress and success for at-risk students at the course level.

3.3 Principles

3.3.1 This policy and procedure is informed by PIA's commitment to facilitating the successful completion of each unit for all students by providing appropriate, adequate and timely support and advice as required. Key principles informing this policy and procedure are:

- All students are ultimately responsible for their own academic progress;
- All students are expected to be thoroughly familiar with the contents of the unit outline for each unit of study in which they are enrolled;
- All students will have access to clearly defined, equitable and fair processes for handling matters in relation to assessment and academic progress issues, including avenues of appeal against significant decisions;
- PIA monitors students' academic progress throughout their time at the Institute via a range of methods, and utilises a diversity of approaches to facilitate engagement with students;
- Student progress is facilitated through the provision of appropriate access to academic staff and student support services, which consider students' personal and academic development;
- Intervention will be employed at any time that a student is deemed as being 'at risk'; and
- PIA is committed to providing early feedback to students to ensure that they are given every chance of success.

3.4 Approach

3.4.1 PIA recognises that some students face challenges as they progress through each unit. This may be particularly the case for international students, students in their first year of study, students studying in a language other than their first language, students with significant family responsibilities and/or financial difficulties, mature age students, and



traditionally or potentially disadvantaged students, such as students from a low socio-economic background or from an Aboriginal or Torres Strait Islander (ATSI) background.

3.4.2 In order to minimise the risk to these students, PIA adopts, and continues to practise, strategies to ensure all students are provided with:

- sufficient information on which to make an informed decision about their ability to undertake and complete each unit of study;
- a comprehensive orientation to PIA and, in the case of international students, Australia generally;
- all relevant details about enrolment and progression, including withdrawal dates and submission dates;
- sufficient training in technologies, research methods and study skills; and
- adequate access to student support and academic advice as outlined in the *Student Handbook*.

4 RESPONSIBILITIES

4.1 All PIA Staff

All PIA staff is responsible for maintenance of all records relevant to administering this policy and procedure in a recognised PIA record-keeping system.

4.2 The Academic Learning Support Officer

The Academic Learning Support Officer is responsible for the preparation of the intervention strategy.

5 PROCEDURES

5.1 Detection of Students Deemed at Risk

5.1.1 To assist in the identification of students requiring development of their academic literacy and English language proficiency skills, each unit of study during the first study period in all of PIA's courses will contain an early formative assessment task, typically undertaken in week 3. The early formative assessment task will involve either a quiz or a short written paper (of approximately 500 words) undertaken in class and assessed by the unit lecturer.

5.1.2 If the assessment task is assessed as a fail due to poor academic literacy and English language proficiency skills, the student will be referred to the Academic Learning Support Officer for a more comprehensive assessment.

5.1.3 Following the assessment, the Academic Learning Support Officer will put in place an intervention strategy detailed in the form of a learning agreement, to assist the student to enhance their academic literacy and English language proficiency skills. This may include participation in:

- academic skills workshops;



- tutorial or study groups;
- one-on-one support and coaching services;
- attending counselling;
- receiving assistance with personal issues that are influencing progress;
- receiving mentoring;
- a reduction in course load; or
- a combination of the above.

5.1.4 A student is classified as potentially at risk of inadequate progress in a unit of study when the following active monitoring process finds that a student is:

- not attending seminars regularly (flagged after missing two);
- appearing tired/sleepy in class;
- being inattentive or disruptive in class;
- not participating in class discussions;
- not logging into, and consequently not engaging with, the Learning Management System (MyPIA) (flagged after not participating for two weeks);
- not accessing the prescribed e-texts or other online resources (flagged after not accessing for two weeks);
- not submitting low-risk early formative assessment tasks (flagged after missing two);
- achieving a fail mark in low-risk early formative assessment tasks (flagged after failing two);
- not submitting compulsory assessment tasks (flagged after missing one); and/or
- achieving a fail mark in compulsory assessment tasks (flagged after failing two).

5.2 Early Intervention Support Strategies

5.2.1 The Dean or delegate will be notified of the academic risk situation by academic staff and/or Student Services and Administration staff. A Student Services and Administration Officer will contact at-risk students on the Dean's or delegate's behalf to arrange an appointment for a personalised intervention strategy meeting, to discuss the situation with each student, and to counsel them to do one or more of the following:

- revise enrolment patterns, study load or course of enrolment;
- attend academic skills workshops;
- attend language support sessions;
- attend additional lectures, workshops, or other educational forums;
- accept the free offer of personal coaching in the unit of study;
- accept assistance in accessing the Learning Management System (MyPIA), the prescribed e-text or online databases;
- attend counselling or obtain referral to other support services;



- seek mentoring;
- review accommodation and other support services.

5.3 Follow-Up

- 5.3.1 Once a learning agreement has been agreed and signed off with a student, the relevant staff will also schedule follow up monitoring meetings with the student. For these follow up meetings staff will be provided with data on student progress and assessment outcomes by administration staff.
- 5.3.2 In order to be effective the intervention strategies will remain in place until the student demonstrates they no longer need the assistance of the intervention. Staff should continue to be provided with data on the academic progress of the student. Flexibility is required in the intervention strategies as the student progresses, and the intervention contract may need adjusting over time.
- 5.3.3 Failure to comply with the academic intervention strategies (Learning Agreement) will result in cancellation, the appeals process is available for those issued with a notification of intention to cancel.
- 5.3.4 Where a student does not apply through the appropriate means for an appeal the student will be issued with a cancellation notice as per the Student Deferment, Suspension and Cancellation of Study Policy and Procedure.

5.4 Failure to Comply with the Learning Agreement

- 5.4.1 Failure to comply with the learning agreement will result in a notification of intention to make a decision with regard to a student's enrolment on the basis of non-course progression.
- 5.4.2 Once a notice has been issued the student will be provided with information relating to the process to appeal the intention.
- 5.4.3 Once 20 days have passed, and the student has not made an application to appeal the decision the student will be sent a notification of cancellation and their enrolment cancelled on Provider Registration and International Student Management System (PRISMS).

6 RELATED LEGISLATION AND DOCUMENTS

Institute Documents

- Student Handbook
- Course Progression Policy and Procedure
- Student Grievance Handling Policy and Procedure



Applicable External Standards and Codes

This policy and procedures support compliance with the following

Standards/Code	Standards/Clauses
Higher Education Standards Framework (Threshold Standards) 2021	1.3
National Code of Practice for Providers of Education and Training to Overseas Students 2017	8

7 FEEDBACK

PIA staff and students may provide feedback about this document by emailing policy@pia.edu.au for such feedback to be incorporated into a future review.

8 POLICY MANAGEMENT

Approval and Review	Details
Approval Authority / Owner (Role)	Academic Board
Administrator / Responsible for Implementing	Dean
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Next Review Date	20 January 2025

Document History

Month and Year	Version	Amendments
August 2018	1.0	Policy created and endorsed by the Board
April 2022	1.4	Formatting was updated.
May 2024	1.5	Formatting was updated, including the addition of the document history.