Australian Guild of Music Education

Students at Risk Policy

Governing authority:	Academic Board
Responsible officer:	Program Director
Date of approval:	8th February 2018
Date of effect:	8th February 2018
Version No:	V1.1
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1. Purpose

This policy provides a framework for student support and for systematically intervening with students at risk of academic failure in AGME's Bachelor of Music course to offer students at risk timely support. The policy outlines the process for ensuring mechanisms are in place for early intervention with students at risk.

2. Scope

This policy applies to academic staff and students in AGME's higher education community.

3. Objective

The objective of this policy is to provide a fair, reasonable and student-focused process for monitoring and intervening with students at risk in the Bachelor of Music course.

4. Implementation

The Academic Board is responsible for the oversight of strategies to identify and support students at risk of academic failure in the Bachelor of Music; for ensuring the effectiveness, of these strategies; and for making recommendations for academic and support services for at-risk students.

AGME academic staff are responsible for identifying and monitoring students at risk and referring students at risk to the Student Progress Committee for intervention.
The Student Progress Committee is responsible for implementing processes to intervene with students at risk of academic failure and for reporting to Academic Board on the outcomes of intervention.

5. Ensuring Student Progress

AGME is committed to monitoring student progress and ensuring that students at risk of academic failure in the course are identified, monitored and offered support as part of early intervention.

The following mechanisms are used by AGME to reduce risk of academic failure:

• Ensuring that students admitted into the course have the capacity to succeed in higher education;
• Clearly outlining satisfactory course progression requirements for students in Orientation sessions and in subject outlines;
• Providing information on academic integrity, plagiarism and the support services available to enrolled students in Orientation sessions;
• Identifying and monitoring students who are at risk of academic failure;
• Ensuring early intervention is provided in a timely manner;
• Using formative and summative assessment to identify at-risk students in the early stages of the course; and
• Providing constructive feedback on assessments as to how to improve performance in future assessment tasks.

The Student Progress Committee is responsible for:

Tracking students' progress through the course on a semester by semester basis;
Identifying at-risk students who have:
   • failed 50% or more of their enrolled subjects in the previous semester, or
   • failed a core subject or professional experience for the first time, or
   • failed to meet attendance requirements in the previous semester, or
   • ailed to submit all assessment items for their enrolled subjects, or
   • withdrawn from all their enrolled subjects in the semester after the census date;
• Reporting students at risk to the Program Director for consultation; and
• Reporting on course progression to the Academic Board and Higher Education Committee, including suggestions for policy review.

Students' Responsibilities

Students are responsible for meeting Course Progression Requirements.
Students are responsible for their own learning and for seeking supports necessary to succeed in their enrolled subjects, including:
• Undertaking good study habits to achieve course and unit learning outcomes;
• Meeting attendance requirements;
• Attending performance or other relevant venues as required;
• Following assessment criteria specified in unit outlines when completing assessment tasks;
• Submitting assessment by due dates;
• Ensuring academic integrity in assessment work;
• Attending examinations; and
• Notifying academic staff and seeking help if special circumstances arise.

7. Monitoring Students at Risk

The Program Director will meet with students identified as being at-risk to provide course advice, to discuss their progress, and to identify any contributing circumstances. At this stage, the Program Director may recommend accessing support services or direct the student to additional learning resources.

The following early intervention measures may be put in place:
• granting additional assessment extensions according to students' individual circumstances;
• requiring students to undertake make-up or supplementary learning;
• referringstudentsrequiringsupportwithEnglishlanguageorliteracyskillsforspecialist academic support with an individual staff member;
• referring students to an individual staff member to provide additional or supplementary support services;
• referring students in need of personal or non-academic support to a counsellor or external services; and/or
• placing students on a contract with agreed milestones and support measures.

8. Definitions

Students at risk
Students who are not progressing through the course of study as required, and therefore are at risk of not completing the course.

Assessment
A process used to determine a student's achievement of expected unit learning outcomes, which may include a range of written, oral and practical methods. It also includes gathering information from multiple and diverse sources in order to develop a clear understanding of what students know, understand, and can apply as a result of educational experiences. It culminates when assessment results are used to improve student learning.

Assessment criteria
Specific student learning outcomes that are expected to be demonstrated in an assessment task.

Course
A course consisting of units of study or other defined work requirements, the completion of which makes the student eligible for the granting of the Award of Bachelor of Music or other formal record of achievement by AGME.

Learning outcomes
Learning outcomes are the expression of the set of knowledge, skills and the application of the knowledge and skills a student has acquired and demonstrated as a result of learning in the course or unit.

Natural Justice
The principles of natural justice that decision makers under this policy must follow are broadly summarised as follows:

a) All parties to the matter(s) in dispute have a right to be heard before a decision is made, including the right to respond to any statements or evidence that may prejudice their case.
b) All relevant submissions, information and evidence to be considered by the decision-maker will be disclosed to all parties prior to the hearing. Matters that are not relevant shall not be considered by the decision-maker.
c) The decision-maker shall not be biased or appear to be biased (by a reasonable and informed bystander) nor have a vested interest or personal involvement in the matter being considered.
d) There will be no undue delay in responding to complaints or appeals and all parties to such matters under this policy shall have the right to a representative of their choice, other than a currently practicing solicitor or barrister (except in extraordinary circumstances at a hearing with the prior leave of the Chair of Academic Board).

Assessment Criteria
A clearly articulated description of the level of attainment that acts as a stable referencepoint or recognised measure for the purposes of reaching a decision on the quality of a student's work.

Unit
A unit of study, unit of competency, or other similar component of the course that has an allocated identification code and is given a result which appears in a student's record.

9. Related policies and procedures
• Student Progression Policy
• Assessment Moderation and Academic Appeals Policy

10. Review
The Academic Board will review this policy every three years or as considered necessary.