



HE Course Progression and At Risk Student Procedure

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| Related Policy/Procedure: | <ul style="list-style-type: none"> ➤ Aboriginal and Torres Strait Islander Peoples Framework Policy ➤ HE Admissions Policy and Procedure ➤ HE Course Progression and At Risk Student Policy ➤ Student Support, Welfare and Wellbeing Policy and Procedure | | |

Address: Level 4, 303 Collins Street Melbourne VIC 3000

Website: www.lyons.edu.au | **Phone:** +61 3 8648 6610 | **Email:** admin@lyons.edu.au

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HE Course Progression and At Risk Student Procedure

Purpose

This Procedure sets out the process for Lyons College to determine unsatisfactory course progression and how “At Risk” students will be identified and dealt with.

Scope

This Procedure applies to all higher education units and courses.

Procedure

1. Early identification of potential “At Risk” students

1.1. Early Identification at Admission

During the Admissions process, students may receive special consideration for entry into a higher education course at Lyons College. Where part of the special consideration requires Lyons College to provide additional support to the student, this will be flagged with academic staff and they will be encouraged to monitor the performance of the student more closely. This will include academic staff allowing additional one on one time with these students.

Students admitted under special consideration who have been provided with additional academic support will be considered high probability for early intervention. Academic staffs are required to monitor these students more closely. Refer to the *HE Admissions Policy and Procedure* and the *Aboriginal and Torres Strait Islander Peoples Framework Policy* for details on admission with special consideration.

1.2. Early Identification on commencement

Academic staff are expected to monitor all students to detect if there is a likelihood or risk of them failing to meet the progression requirements of a unit. Early identification of potential “At Risk” students after commencement is achieved through the following:

1.2.1. Weekly Tutorial Assignments and Class Participation

Students are required to prepare and submit written answers to the weekly tutorial questions and present selected answers in the class. Participation in class debate/ discussion will earn credit. The purpose of this assessment is to monitor students’ progress throughout the semester on a regular basis so that any gap or problem is corrected every week before they become chronic. This is the first method for early identification that a student is potentially “At Risk”.

1.2.2. Class Test in Week 4 or 5

This is a written test covering materials discussed in weeks 1 to 4. Generally, the class test will consist of 10 multiple choice questions and 5 short answer questions. The test will assess the

knowledge and skill developed during the first 4 weeks. The class test will act as an early detection and identification of students who are potentially “At Risk”.

Academic staff will monitor the results of the Weekly Tutorial Assignments and Class Participation and Week 4/5 Class Test, and students who fail or receive low marks will be required to have a brief meeting with the lecturer or tutor. This will be an opportunity for the academic staff member to investigate the reasons for the poor performance of the student.

This is an opportunity for additional support to be offered to help the student which could fall under the *Student Support, Welfare and Wellbeing Policy and Procedure*.

1.2.3. Staff Observations

Academic staff should also monitor the students’ participation and behavior in (and where appropriate, out) of class. This can include, but is not limited to, if the:

- students’ attendance is inconsistent;
- student is not paying attention in class;
- student is struggling with class content;
- student is not keeping up with academic concept advancement;
- student is drowsy or sleepy during class;
- student’s behavior is erratic or inconsistent;
- student is disruptive or aggressive; and/or
- student is withdrawn or seems upset.

These observations can also help understand what issues the student may be facing, and the academic staff should raise any of these concerns with the student if they feel that additional support or assistance could help resolve these issues for the student.

1.3. Early intervention strategies and special support for potential “At Risk” students

If a student seems to be heading towards falling into the “At Risk” category, the academic staff member should refer the student to the Academic Support Officer. The Academic Support Officer will put in place an early intervention strategy to assist the student to meet the progression requirements. This may include, but is not limited to:

- the student receiving additional academic skills support;
- the student attending additional tutorial or study groups;
- the student receiving additional one-on-one support and mentoring from academic staff;
- the student being referred to a third party for assistance or counselling for any personal issues which are influencing their progress;
- a reduction in course load; and/or

- a combination of the above.

If early intervention strategies are employed to assist the student, these must be monitored. The lecturer and/or tutor must provide the Academic Support Officer with a report at least every two weeks advising of the effectiveness of the early intervention strategies. The Academic Support Officer will monitor if there has been any improvement and may recommend further additional support if required.

1.3.1. Student consultation and engagement

The student must be given sufficient opportunities to engage in any early intervention strategy. This will include consulting the student to determine the most appropriate additional support that may be provided. Students may also seek advice, advocacy or guidance from the Student Representative (SR) for higher education.

At this stage, the student and the relevant academic staff will agree on the early intervention strategy. Through the consultation and engagement process, the most appropriate strategies and additional support will be determined.

Students will also be provided to the opportunity to access counselling or other support services under the *Student Support, Welfare and Wellbeing Policy and Procedure*.

This process of early intervention is designed to reduce the likelihood of a student falling into the “At Risk” category.

1.3.2. Monitoring and follow up

Once an early intervention strategy has been agreed with a student, academic staff will schedule follow up monitoring meetings with the student. For these follow up meetings academic staff will be provided with data on student progress and assessment outcomes by the Academic Support Officer.

In order to be effective, the early 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.

1.3.3 Failure to attend early intervention meeting for students identified as potential to be “At Risk”

Every effort by the college will be made to contact the student to request their attendance at an intervention meeting. However, ultimately at this early stage, it is the responsibility of the student to make the decision to attend. Failure to attend will be noted in the student management system and will be factored into future decisions about the student’s academic progression.

2. Students identified “At Risk”

2.1. Determination of “At Risk”

A student is deemed to be “At Risk” when they:

- fail more than 50% of units enrolled within a Study period (one semester or trimester, approximately 12-15 weeks).; or
- are unable to complete the course within the time specified on their enrolment/CoE.

The student must be given sufficient opportunity to engage in any “At Risk” intervention strategy. This will include consulting the student to determine the most appropriate additional support that may be provided. Students may also seek advice, advocacy or guidance from the Academic Board Student Representative.

2.2. Warning Letter

When a student is identified as being “At Risk”, Student Administration will issue a warning letter. This warning letter will include:

- the details of why Lyons College believes the student is “At Risk”;
- what actions the student needs to take to maintain their enrolment;
- what academic support is available to the student;
- what non-academic support is available to the student; and
- possible outcomes including being discontinued.

The warning letter may be in electronic form and be emailed to the student.

2.3. Student consultation and engagement

The student must be given sufficient opportunity to engage in any “At Risk” intervention strategy. This will include consulting the student to determine the most appropriate additional support that may be provided. Students may also seek advice, advocacy or guidance from the Academic Board Student Representative.

At this stage, the student has the opportunity to discuss with the relevant academic staff regarding the “At Risk” intervention strategy. Through the consultation and engagement process, the most appropriate strategies and additional support will be determined. This may include:

- i. Refer the student to counselling and advice and/or
- ii. Development of an individual academic performance improvement strategy and/or
- iii. Other intervention strategies as deemed necessary.

Students will also be provided to the opportunity to access counselling or other support services under the *Student Support, Welfare and Wellbeing Policy and Procedure*.

2.4. Monitoring and follow up

Once an “At Risk” intervention strategy has been provided to the student, academic staff will schedule follow up monitoring meetings with the student. For these follow up meetings academic staff will be provided with data on student progress and assessment outcomes by administration staff.

In order to be effective, the “At Risk” intervention strategies will remain in place until the student demonstrates they no longer need the assistance of the intervention. Academic 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.

If the student engages in the “At Risk” intervention strategy and meets the expectations that have been set (by the timeframes outlines in the warning letter) and is no longer deemed “At Risk”, no further action is required. The warning letter will be kept on the student file on Meshed.

If the student does not engage with the intervention strategy or does not meet the expectations that have been set or does not do so within the timeframes outlined, their progress may be deemed as unsatisfactory.

Where a student who is identified as ‘At Risk’ fails to attend an intervention strategy meeting within 5 working days of issue of the course progress letter, they will receive an Intention to Report – Failure to Attend Intervention Strategy letter. The student will have 20 working days to appeal the decision as per the Complaints and Appeals policy.

Where required, Lyons College will report via PRISMS within 14 days of an international student not achieving satisfactory course progress, provided the student does not access the complaints and appeals process, or withdraws from the complaints and appeals process, or the complaints and appeals process results in favour of the original decision.

3. Unsatisfactory Progress and Consequences for Students

3.1. Determination of Unsatisfactory Progress

Student progress is deemed unsatisfactory if they have been issued a warning after being identified as “At Risk” and they:

- fail more than 50% of the units enrolled in a subsequent study period; or
- fail the same unit a third time; or
- exceed the maximum length of enrolment.

3.2. Warning Letter

Students will be notified of their unsatisfactory performance in writing, detailing the reasons why their performance is unsatisfactory. This will be recorded and maintained on the student’s file on Meshed. Students may also seek advice, advocacy or guidance from the Academic Board Student Representative.

3.3. Student Response

The student will have the opportunity to respond in writing and demonstrate why their enrolment should not be terminated. The student may also be invited to present their case to the Lyons College's panel members. The student will be able to have a support person attend if they are presenting to the panel members.

3.4. Lyons College's Panel Members Determination

After consideration of any submission made by the student, Lyons College may:

- Impose conditions on the student's enrolment;
- Require the student to undertake certain actions, such as, attending academic workshops, seminars or counselling;
- Require the student take a leave of absence for a specified period;
- Undertake any combination of the above actions; or
- Discontinue the student. This results in the termination of their enrolment, after a period of 12 months (or longer if specified by Lyons College) they will be eligible to re-apply for their course of study. Students who reapply for admission to a course after exclusion, must be approved by the Registrar (or delegate) to resume their studies. Students may be required to submit documentation as evidence to demonstrate their ability to succeed in the future in their chosen course.

3.5. Student Outcome Letter

The student will be notified in writing of the outcome after they have had the opportunity to respond. The written response must contain the reasons why Lyons College has determined the outcome as well as provide details of the student's rights to appeal the decision. All materials in relation to 'At Risk' students will be maintained on the student's file in Meshed.

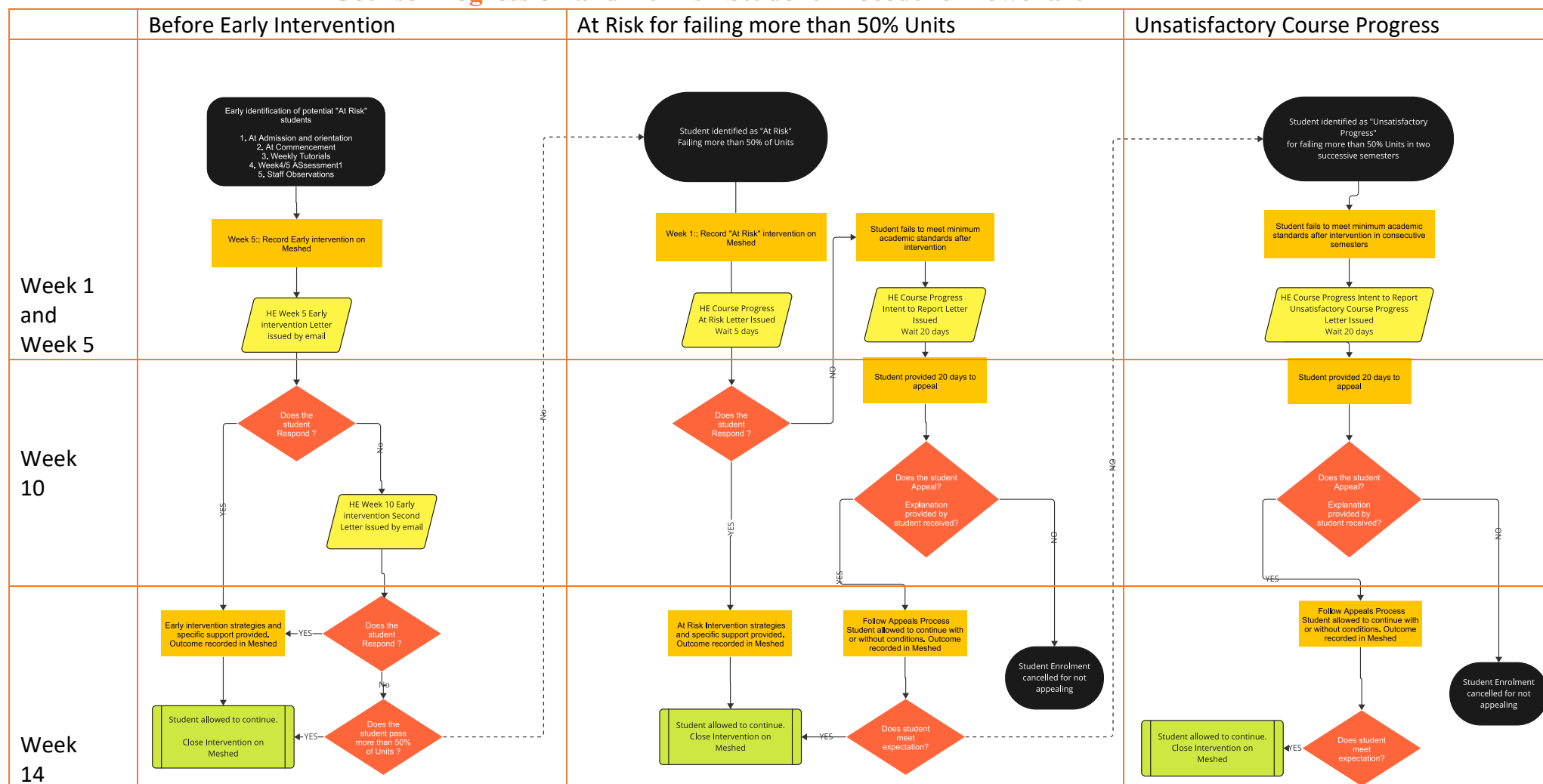
3.6. Appeal

Students have the right to appeal the decisions made about conditions that are placed on their enrolment. Students may appeal on the grounds of new evidence or unfair treatment.

Students who have been sanctioned have the right to appeal any decisions which have resulted in their exclusion from their course of study. For more information, students to refer to the *Student Complaints and Appeals Policy and Procedure*.

| Version | Date | Resolution | Comments |
|-------------|------------|-------------|----------------------------------------------|
| V1.0 | 09/08/2018 | 20180809/ | Initial policy created |
| Version 1.4 | 16/11/2023 | 20231116xx | Procedure reviewed, updated with diagrams |
| Version 2 | 12/11/2025 | 20251112/09 | Define study period |
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Course Progression and At Risk Student Procedure Flowchart



Meshed Letter Templates can be found at the locations below

1. HE Week 5 Early intervention Letter

Report—Add/Edit Email—Student_Course-- HE Week 5 Early Intervention Letter

2. HE Week 10 Early intervention Second Letter

Report—Add/Edit Email—Student_Course-- HE Week 5 Early Intervention Letter

3. HE Course Progress At Risk Letter

Reports—Add new or Edit Letter—Student list failing 50% or more subjects in one semester-- HE Course Progress - At-Risk Warning Letter

4. HE Course Progress Intent to Report Letter

Reports—Add new or Edit Letter—Student list failing 50% or more subjects in one semester-- HE Course Progress - Intention to Report for Failing to Participate

5. HE Course Progress Intent to Report Unsatisfactory Course Progress Letter

Reports—Add new or Edit Letter—Student list failing 50% or more subjects in one semester-- HE Course Progress - Intention to Report (Unsatisfactory Course Progress)