



Greystone Institute Students at Risk Policy and Procedures

1. Purpose

Greystone Institute is committed to supporting all students throughout their academic journey. Recognising that some students may encounter challenges that hinder their academic progress, this policy establishes a structured approach to identifying and supporting students who may be at risk of not successfully completing their studies. It aims to ensure timely intervention and access to appropriate academic and personal support services, promoting student success throughout the academic journey.

This policy should be read alongside the *Greystone Institute Unsatisfactory Progress Policy and Procedures*.

2. Scope

This policy applies to all higher education students enrolled at Greystone Institute, and informs the practices of academic and student support staff in identifying and assisting at-risk students.

3. Definitions

- **Students at Risk:** A student may be classified as 'at risk' if they are not making satisfactory academic progress. Indicators include, but are not limited to:
 - Documented medical, psychological, or disability-related concerns
 - Low English language proficiency
 - Failure to complete a required assessment task
 - Failure to pass a unit in a block
 - Poor attendance
 - Breach of the Student Code of Conduct or other institutional policies
 - Limited class participation or engagement
 - Risk of not completing the program within the designated timeframe
- **Unsatisfactory Progress:** A student who has been identified as 'at risk' and subsequently fails one or more units in the following block is considered to be making unsatisfactory progress. Without an intervention plan, this may result in discontinuation of enrolment.

4. Policy Statement

Greystone Institute is committed to supporting all students and providing equitable opportunities for academic success. Early identification of students at risk is essential to ensuring timely and effective support. The Institute will:

- Implement clear procedures for early identification and intervention.
- Provide structured referral pathways and access to both internal and external support services.
- Encourage students to engage with available support services, with information accessible via the Greystone Institute website in line with the *Information for Students Policy and Procedures*.

This policy is guided by principles of fairness, equity, and academic support.

5. Roles and Responsibilities

Academic Staff: Responsible for early identification of students showing signs of academic difficulty and referring them for appropriate support.

Unit Coordinators: Will be informed of at-risk students enrolled in their units, particularly those repeating a unit with different teaching staff.

Students: Encouraged to self-identify and seek assistance when facing academic or personal challenges

6. Procedures

6.1. Identification of At-Risk Students

Students may be identified as at risk through multiple channels, including:

- Monitoring of academic performance
- Review of attendance records (e.g., frequently missing classes)
- Limited LMS engagement
- Observations and referrals by academic or support staff
- Voluntary self-identification by students

6.2. Risk Status

Greystone Institute has implemented a three-tier Risk Status system to identify students who may be at risk and to guide appropriate support strategies. Students identified as 'at risk' are added to the *Students at Risk Register* and are monitored either from the beginning of the relevant unit or from the point they are deemed at risk. These students are encouraged to engage with Student Support Services and participate in support activities recommended by their Unit Coordinator. The table below outlines the Risk Status levels, including the indicators used to assess risk and the corresponding communication protocol.

Risk Status	Indicator	Communication Protocol
Level 1: Satisfactory	• Achieves at least 50% in each unit per teaching block. • Meets attendance and engagement expectations, such as participating in lectures, tutorials, and online activities.	Students in this category receive regular progress updates each block and have ongoing access to feedback via the LMS. Communication is supportive and affirming, highlighting their accomplishments and motivating them to sustain their strong academic performance.
Level 2A: Potentially at risk	• In the view of the lecturer, student appears to be struggling with course, evidenced by late submission of assessment tasks, repeated requests for extensions across one or more units, poor	Lecturers clarify the situation with the student through an informal discussion. If problems exist, lecturers may then consult with the student and/or program coordinator to determine appropriate support measures, as needed.



	academic performance or non-engagement in learning activities, or language difficulties.	Communication is low-key and exploratory, providing opportunity for the student to reflect on their progress and needs.
Level 2B: At risk	- Fails a compulsory unit once. - Fails 50% or more of enrolled credit points in a single block. - Shows poor attendance (e.g., frequently missing classes) or limited LMS engagement. - Requests multiple extensions or deferrals, suggesting potential personal, language, or study-related difficulties.	Within five business days of being formally identified, the student is sent a personalised email and an official letter detailing the specific areas of concern. This is followed by an invitation to meet to explore appropriate support options and draw up a formal support plan. Communication is framed in a supportive and proactive manner, emphasising the goal of helping the student address current challenges and succeed.
Level 3: Unsatisfactory	- Continues to perform poorly after prior intervention measures have been implemented. - Fails 50% or more of credits across two consecutive teaching blocks. - Repeatedly fails the same unit, indicating persistent academic difficulties. - Fails all the enrolled units in any teaching block. - Is unable to complete the program within the prescribed timeframe or does not comply with agreed-upon conditions in their intervention plan.	Certified results are submitted to the Dean's office, which then issues a formal letter and email to the student. This is followed by a scheduled meeting to address the seriousness of the situation, discuss potential conditions (such as a reduced study load), and outline possible consequences (including suspension or termination of enrolment if no improvement is made). Communication is direct and informative, underscoring the urgency of the matter, the gravity of the student's academic standing, and the availability of appeals or additional support.

6.3. At-Risk Meetings

Students formally identified as at risk are invited to attend a meeting with academic staff. This meeting constitutes the student's At-Risk Committee. The Committee:

- discusses the underlying causes of the student's academic difficulties, and
- develops a tailored support and intervention plan.

6.4. Conditions and Support Measures

The At-Risk Committee may implement conditions such as:

- Reduced study load
- Mandatory attendance at academic skills workshops
- Participation in English language support sessions.

Non-academic concerns may result in referrals to counselling or other support services. Students will be informed of any conditions imposed and provided with information on the appeals process.

6.5. Ongoing Assessment and Discontinuation

If a student remains at risk for two consecutive blocks without demonstrable improvement, the At-Risk Committee may determine that the student has made unsatisfactory progress, which may lead to discontinuation of enrolment. See *Greystone Institute Unsatisfactory Progress Policy and Procedures* for further details.

7. Related Legislation and Standards

- National Code of Practice for Providers of Education and Training to Overseas Students 2018
- Education Services for Overseas Students (ESOS) Act 2000
- Higher Education Support Act 2003 (HESA)
- Tertiary Education Quality and Standards Agency (TEQSA) Act 2011
- Privacy Act 1988

8. Policy Review

This policy will be reviewed every 5 years, or earlier if required, to ensure alignment with changes in legislation, regulatory standards, compliance requirements, or organisational operations. Earlier reviews may be undertaken in response to audits, incidents, or identified opportunities for improvement.

8.1. Details

<i>Policy Title</i>		Greystone Institute Students at Risk Policy and Procedures		
<i>Approved by</i>		Academic Board		
<i>Next Review Date</i>		11.2030		
<i>Version</i>	<i>Date</i>	<i>Effective Date</i>	<i>Comment/Note</i>	<i>Author/Reviewed by</i>
1	01.2024	01.2024	Original	Mitchell Ross
2	05.2025	05.2025	CRICOS resubmission	GI Team
3	11.2025	11.2025	Review and alignment with new template	RO / MR
4	08.2026	07.09.2026		DI/ RO