

TAFETalks: Engage to Excel Personalised student engagement strategies

Early intervention practices to identify and support academically 'at risk' students at TAFE Queensland



Student success and retention

- Applicant Digital Capability Self-Assessment
- Student online orientation survey + Student Digital Capability Survey
- Early Experience Survey
- Student Satisfaction Survey
- Withdrawal survey
- Academically 'at risk' student dashboard



Academically ‘at risk’ student background

- Identify categories and metrics that may contribute to a student being considered academically ‘at risk’
- Make individual student information more accessible
- Provide relevant early intervention strategies

“A TAFE Queensland student is considered academically ‘at risk’ if there is the possibility of not completing their studies (unit and/or qualification) within the recommended timeframes. A student may require temporary or ongoing informal or formal intervention to succeed academically”.

Academically 'at risk' student identification

At Risk Score Calculation

A students 'At Risk Score' is calculated each morning using the metrics shown below.

Metric	Score
< 3 Connect logins in first ten days	25
No Connect logins in last five days	25
< 3 Unit visits in first ten days	25
No Unit visits in last five days	25
First Assessment Due Date missed ⓘ	25
BKSB Benchmarks ⓘ	20 (Two below) 10 (One below)
No Teacher Unit visits	5
Orientation declaration not completed	5

The total score is then converted to a percentage, giving us the At Risk Score for each student/unit.

Note that the LMS/SMS Data in the DataWarehouse is refreshed early morning with the previous days data. The At Risk Score, and the data below, is not updated during the day.

At Risk Score

92

91

74

62

50

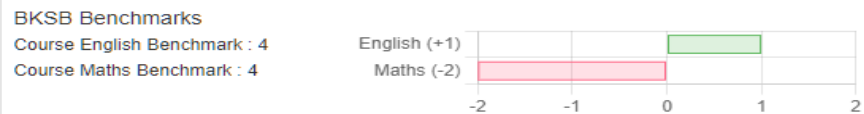
57

Academically
'at risk'
student
identification

At Risk Score Details

Student Details

Student Id	*****
First Name	Logan
Last Name	*****
Email Address	logan_*****@*****.com
Under 18	✗
Aboriginal and Torres Strait Islander Status	No
International Student	✗
Disability Indicated ⓘ	✗
Disability Support Requested ⓘ	✗



Studiosity Interactions ⓘ	0
Connect Last Accessed Date ⓘ	16/10/2022 12:10 PM
Connect Account Active	✓
Deactivation Date ⓘ	21/02/2023

- Student Details
- All Unit Progress Report

	0-31 Days
	32-62 Days
	63+ Days

Identifying and supporting academically 'at risk' students



1. Scan student group regularly to identify anyone needing support



2. Determine the area of concern



3. Discuss with colleagues and support team the need to follow up with further support



4. Meet with student to discuss concerns and develop a plan and document accordingly



5. Action the plan




6. File documentation




Identifying and supporting academically 'at risk' students



0-31 Days

	CONCERN/ INCIDENT/ TRIGGER	INTERVENTION
<p>Attraction and initial connection</p> 	<p>Student is unclear about what the course requires of them.</p>	<ul style="list-style-type: none"><input type="checkbox"/> Review information re requirements and ensure individual learners know prior to their enrolment/ commencement<input type="checkbox"/> Ensure all students are enrolled and aware of the date/ time of orientation<input type="checkbox"/> Ensure course marketing provides clear information about what a student can expect whilst studying including course work to be completed.<input type="checkbox"/> Identify any support requirements<input type="checkbox"/> Ensure that prospective students understand the Digital Capability skills required to study
	<p>SMS indicators identify priority groups/ study mode- Students with disability, Aboriginal and or Torres Strait Islander</p>	<ul style="list-style-type: none"><input type="checkbox"/> Apply Reasonable adjustment for students who have an identified learning difficulty, disability, or other unique circumstance/ or alternative assessment arrangements.



	CONCERN/ INCIDENT/ TRIGGER	INTERVENTION
 Integration into organisation	<input type="checkbox"/> Student fails to attend/ complete orientation	<ul style="list-style-type: none"><input type="checkbox"/> Ensure all students complete Student Online Orientation (SOO) online or F2F within first week of commencement.<input type="checkbox"/> Encourage students to complete SOO declarations, staff to analyse completions per unit/qualification/cohort/region<input type="checkbox"/> Provide student with timely access to digital learning content<input type="checkbox"/> Encourage student to access early and engage quickly<input type="checkbox"/> Re-enforce support options available if required e.g. library support, TAFE password manager
	<input type="checkbox"/> Late enrolments	<ul style="list-style-type: none"><input type="checkbox"/> Ensure the student is orientated on day one of class and provided opportunity to get up to date and on track quickly<input type="checkbox"/> Provide student with timely access to digital learning content<input type="checkbox"/> Encourage access early and engagement

Identifying and supporting academically 'at risk' students



0-31 Days

Integration into organisation

CONCERN/ INCIDENT/ TRIGGER	INTERVENTION
<ul style="list-style-type: none"> <input type="checkbox"/> Appears to have literacy or numeracy difficulties <input type="checkbox"/> bksb results - 1 or 2 levels below benchmark 	<ul style="list-style-type: none"> <input type="checkbox"/> Support student to undertake recommended LLN intervention <input type="checkbox"/> Remind the student of the learning support options available <p>TAFE at School (T@S) –</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers will liaise with the school and request support <input type="checkbox"/> Engage early with student <input type="checkbox"/> Set groundwork for expectations
<ul style="list-style-type: none"> <input type="checkbox"/> Absenteeism- limited/ no attendance <input type="checkbox"/> Student has not engaged in their study within the agreed timeframe 	<ul style="list-style-type: none"> <input type="checkbox"/> Talk one on one with students <input type="checkbox"/> Ensure student is aware of the expectation/ Student Rules <input type="checkbox"/> Commence withdrawal process if three attempts to make contact have been made without response-document contact <input type="checkbox"/> T@S raise issues on Pathway report <input type="checkbox"/> For students under 18 years - Parent/Guardian notified <p>For Apprentices/ Trainees follow absenteeism process</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advise employer

CONCERN/ INCIDENT/ TRIGGER

INTERVENTION

Lack of assessment completion - per schedule

- Teacher to provide assessment support
- Ensure student has accurate instruction regarding assessment submission
- Teacher to direct student to:
 - Content tutorials - e.g. regular scheduled zoom sessions (e.g. twice per week for 1 hour)
 - Studiosity
 - Learning Support
 - Library Services Support
 - Information and Communication Technology Support

Failure to progress

Does not participate in class

Appears to have difficulty focussing on tasks in class

Produces poor quality work

Frequently seeks extensions/postponements

Seems very disorganised or performs erratically

- Provide supportive and motivating learning
 - Provide engaging resources that use media and not only text
 - Re-enforce the information in the Unit Study Guide
 - Ensure student is provided with clear and up-to-date information about planned activities e.g. lab workshops, PPE requirements, guest speakers, assessment due dates
 - Provide student with clear guidance on the self-directed activities to be completed
 - Provide reminders to help student plan their studies
 - Ensure student feels supported/encouraged through the use of reminders
- Teacher to direct student to relevant supports:**
- Counselling Services and Career Guidance
 - Indigenous Student Support
 - International Student Support
 - HE and Pathway Support- including a Counsellor and Disability Support Officer, Indigenous Support Officers, and International Student Support Advisors.
 - For Apprentices / Trainees – Employer
 - Complete 164 FM A Academic Progression Plan

CONCERN/ INCIDENT/ TRIGGER	INTERVENTION
<input type="checkbox"/> Appears to have other learning difficulties	<input type="checkbox"/> Accessibility referral- Implementation of AccessAbility Plan <input type="checkbox"/> Counselling Services and Career Guidance
<input type="checkbox"/> Does not appear to understand or speak English well	Teacher to provide support/ direct student to applicable supports: <input type="checkbox"/> Content tutorials - e.g. regular scheduled zoom sessions (e.g. twice per week for one hour). <input type="checkbox"/> Studiosity <input type="checkbox"/> Learning Support <input type="checkbox"/> Library Services Support <input type="checkbox"/> Information and Communication Technology Support <input type="checkbox"/> Make referral to TELLS (for funded English training)
<input type="checkbox"/> Misconduct <input type="checkbox"/> Breaches Student Code of Conduct	<input type="checkbox"/> Follow TAFE Queensland Policy and Procedures <input type="checkbox"/> Minor or Major <input type="checkbox"/> Academic or Behavioural <input type="checkbox"/> Complete 164 FM A Academic Progression Plan
<input type="checkbox"/> VPC students- did not enrol in VPC, <input type="checkbox"/> Did not apply for Blue Card, Yellow Card etc.	<input type="checkbox"/> Teacher to discuss the consequences with the student. <input type="checkbox"/> Advise line manager <input type="checkbox"/> Complete 164 FM A Academic Progression Plan



CONCERN/ INCIDENT/ TRIGGER	INTERVENTION
<input type="checkbox"/> Absenteeism- limited/ no attendance	<input type="checkbox"/> Talk one on one with students <input type="checkbox"/> Ensure student is aware of the expectation/ Student Rules <input type="checkbox"/> Commence withdrawal process if three attempts to make contact have been made without response- document contact T@S - <input type="checkbox"/> Any early indication/ observation of an issue contact the school urgently <input type="checkbox"/> Raise issues on Pathway report <input type="checkbox"/> Talk with guardian For Apprentices/ Trainees follow absenteeism process <input type="checkbox"/> Advise employer
<input type="checkbox"/> Lack of assessment completion - per schedule Student has not engaged in their study within agreed timeframe	<input type="checkbox"/> Teacher to provide assessment support- regular scheduled zoom sessions (e.g. twice per week for one hour). <input type="checkbox"/> Ensure student has accurate instruction regarding assessment submission Teacher to direct student to: <input type="checkbox"/> Studiosity <input type="checkbox"/> Library Services Support <input type="checkbox"/> Information and Communication Technology Support <input type="checkbox"/> Complete 164 FM A Academic Progression Plan

CONCERN/ INCIDENT/ TRIGGER

- Failure to progress
- Does not participate in class
- Appears to have difficulty focussing on tasks in class
- Produces poor quality work
- Frequently seeks extensions or postponements
- Seems very disorganised or performs erratically

- Student isn't making any progress

INTERVENTION

- Provide supportive and motivating learning
- Provide engaging resources that use media and not only text
- Re-enforce the information in the Unit Study Guide
- Complete 164 FM A Academic Progression Plan

- Teacher to direct student to TAFE Queensland supports

- International students** - notify TAFE Queensland International Education of non progression
- Apprentices/ Trainees**- Advise employer, and Apprentice Network Provider for support and potentially DESBT

- Make a recommendation to the Educational Manager for the commencement of formal disciplinary action.
- Make a recommendation to the General Manager regarding cancellation of enrolment.

- Apprentices/ Trainees**- Escalate employer, and Apprentice Network Provider for support and potentially DESBT



04

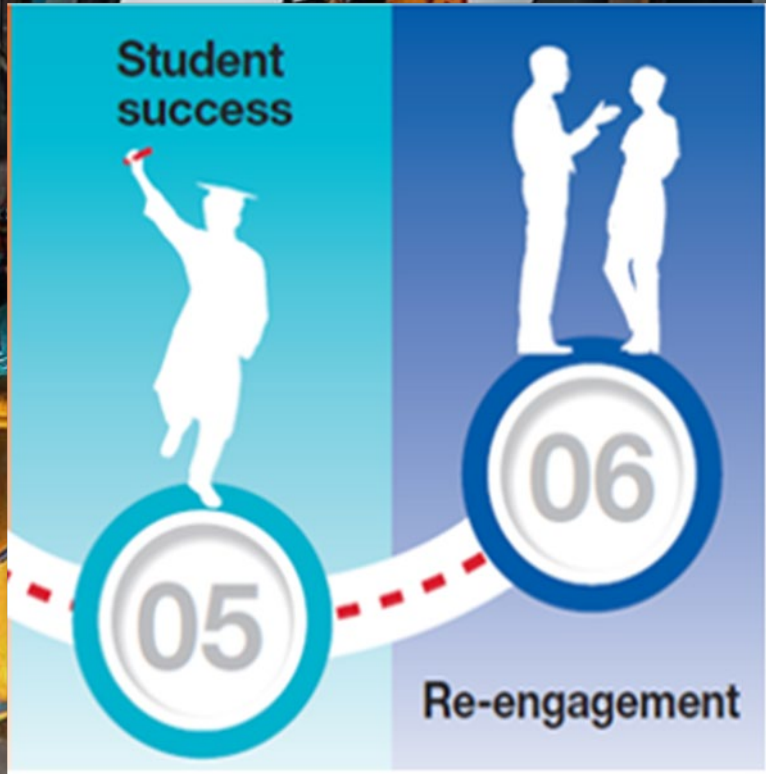
Engagement
and completion

CONCERN/ INCIDENT/ TRIGGER

- ❑ **CONTINUED/ ONGOING/ PROGRESSIVE INTERVENTIONS**

INTERVENTION

- ❑ Documented on a 164 FM A Academic Progression Plan
- ❑ **International students** - notify TAFE Queensland International for progression to home affairs
- ❑ **Apprentices/ Trainees**- Escalate to Educational Support Manager, Employer, and Apprentice Network Provider for support and potentially DESBT
- ❑ **T@S** - advise school, report on Pathways and advise parents/ guardians as appropriate



- ✓ Engage with students early
- ✓ Make sure students have everything they need to learn
- ✓ Educators know where they can get support



Educators' feedback

The data provides the information required to **raise issues** with your manager and supports you to take action at the educator, team and organisational level

The data was **really useful** and supported them to identify students experiencing issues early

Great opportunity to have an overview of cohort and drill down to individual students

Great tool to use regardless of where a student is at in their studies

The data is useful to have access daily, and in real time

Teachers are talking to other teachers about student progression with some teams noting 'students at risk' as a standing agenda item

Data provided evidence and confirmation of what they were seeing in class and provided concrete examples for discussions with students



Thank you

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