

NAME OF POLICY	REDUCED ACADEMIC PERFORMANCE POLICY
Number	WU-2025-ACAD-0005
Sponsor	Vice Chancellor
Owner & Administrator	Quality Assurance Office
Approver	Senate
Review Committee	Policy Drafting Committee
Effective Date	1 July 2025
Review Cycle	Every Two Years

Preamble

When a student is struggling academically, the course of appropriate remediation is often as varied as the child himself. There is no one way to bring a child up to speed which is why blanket policies of retention and social promotion are so ineffective. Alternative strategies are not just preferable; they are necessary.

Policy Purpose

This policy outlines strategies to support students experiencing reduced academic performance. It aims to provide targeted, flexible interventions that accommodate individual learning needs while minimizing disruption to academic progress.

Policy Scope

This policy applies to all students identified as experiencing academic challenges in any course or subject area within the university.

Policy Guidelines

1. Relate Schoolwork to Student Interests

Lecturers should model and relate academic content directly to students' interests and needs. For example, directing a science-inclined student struggling in reading to science literature. They may also apply merit promotion, using specific tests as criteria for retention based on the student's best results.

2. Introduce Academic Incentive Models

Lecturers can design and implement academic incentive programs that highlight viable alternative strategies for supporting struggling students. They should also create intense



remediation sessions in basic subject areas, ensuring minimal interference with regular classroom instruction.

3. Recommend School-Based Support Services

Lecturers should refer students to stress counseling and study skill programs available within the institution to help improve academic performance more effectively.

4. Encourage Participation in Extended Day Programs

Lecturers can identify students needing academic support and recommend them for inclusion in high-quality extended learning programs. Criteria may include academic performance, absenteeism, or faculty referrals. Final participation decisions rest with students and parents.

5. Integrate Cognitive and Affective Curriculum Strategies

Lecturers should enhance curriculum delivery by incorporating life skills, goal-setting, and critical thinking alongside academic instruction. Evaluation and reward mechanisms should be included for students who improve through this blended strategy.

6. Provide Individualized Instruction

Lecturers need to offer targeted, personalized instruction to help struggling students maintain the minimum required academic average, supported by structured academic interventions.

7. Organize Rebound/Remedial Programs

Lecturers may set up a Rebound/Remedial Program for students with ongoing academic challenges. The program should run for at least nine weeks in a self-contained class of no more than fifteen students, providing focused, individual instruction.