

Academic Progress Procedure

Purpose

1. The purpose of this Procedure is to give effect to the Academic Progress Policy by outlining:
 - a) the implementation of GHE's early identification and alert processes and the processes for monitoring and support of students at risk of not making academic progress;
 - b) the management of students assessed as making unsatisfactory academic progress.

Scope

2. This Procedure applies to:
 - a) all students enrolled in higher education courses delivered by GHE;
 - b) all academic staff, and professional staff with responsibilities for providing support to students.

Definitions

3. Definitions for key terms are presented in the Glossary of Terms which may be accessed on the GHE website at <https://www.globalhe.edu.au/policy>

Suite documents

4. This Procedure is linked to the Academic Progress Policy.

Procedure

Early identification of support needs

Self-identification prior to commencing study

5. As part of GHE's Getting Started and Personal Support Program (see the **Student Wellbeing, Orientation and Support Procedure**) students are required to complete a 'Getting Started' questionnaire within a week of accepting an offer into an GHE course. The questionnaire enables students to self-assess their expectations and preparedness for study.
6. The Academic Director is responsible for the distribution and analysis of the 'Getting Started' questionnaire.
7. Students who complete the questionnaire receive a personalised email response to guide them to information relevant to their individual academic and/or personalised support needs.
8. Responses to questions designed to identify students who may require additional support are also flagged against the student profile for monitoring as part of the Student Cohort Monitoring requirement (see **Quality Assurance Policy**).

Early monitoring and assessment

9. During the first half of each teaching period the Academic Director, working with Course Coordinators, will ensure that student progress is monitored within units using a variety of mechanisms to identify students at risk of disengagement and poor performance.

10. The key standard mechanism in each unit will be an early assessment task held in the first four weeks as outlined in the **Assessment Policy**. Outcomes of this early assessment will be used to provide feedback to students and to allow an early identification of skills deficits.

Stages of academic progress

11. There are three stages of intervention in the management of unsatisfactory academic progress:
 - a) Stage One – academic progress alert for students requiring additional support on the basis of Stage One criteria;
 - b) Stage Two – identification of at-risk students on the basis of criteria met after one teaching period;
 - c) Stage Three – request to show cause on the basis of criteria met after two teaching periods.

Stage One – academic progress alert

Identification of need for additional support

12. Criteria that are used to identify students requiring additional support include:
 - a) two or more flags identified via the 'Getting Started' questionnaire (first year only);
 - b) failure to attend lectures and/or tutorials (tracked through an Attendance Record Sheet for each tutorial of a unit);
 - c) failure to access the Moodle site for the unit;
 - d) poor performance in the early assessment task;
 - e) two or more applications for a Discretionary Extension (see **Assessment Procedure**) for assessment tasks within the same academic year;
 - f) failure to submit or pass any other assessment task.

Response to identification of Stage One students

13. Students identified as requiring additional support will be sent an email to advise them:
 - a) they may be at risk of performing unsatisfactorily in the current teaching period which subsequently may affect their course progress;
 - b) how this may affect their Student Visa (if applicable);
 - c) of the academic and welfare support services available to assist them in their studies;
 - d) of the option of developing an individualised Student Support Plan to assist them with their studies.
14. Separate to this formal process, the Unit Lecturer is required to monitor student engagement, attendance and progress, to counsel students at risk of not making satisfactory progress and advise them of the options for support.
15. Where a Student Support Plan is requested, it must be agreed and signed by the Course Coordinator and the student and recorded on the student file.
16. International students are encouraged to attend at least 70 per cent of all scheduled contact hours in order to support their learning. The Academic Director will issue a warning letter when international students miss more than 10 per cent of tutorials and again when 20 per cent have been missed.

Stage Two – identification of at-risk students

17. In order to maintain satisfactory course progress in each teaching period of enrolment, students must satisfy all of the following:
 - a) receive a pass grade in 50 per cent of units completed;
 - b) meet specific course rules that require an average or minimum grade;

- c) not have failed the same unit more than twice;
 - d) remain on track to complete their course:
 - i. within the approved maximum period of candidature specified in the course rules, or;
 - ii. for international students, by the expected completion time as stated in their Electronic Confirmation of Enrolment (eCoE) from the time of first enrolment.
18. At the end of a teaching period the Academic Director will ensure that all students not meeting satisfactory course progress requirements receive a notice advising them:
- a) that they have been identified as not meeting academic progress requirements, the reasons for this and their at-risk status;
 - b) of the consequences of unsatisfactory progress;
 - c) how this may impact their Student Visa (where applicable);
 - d) that they should immediately contact the relevant Course Coordinator to discuss a Student Support Plan.

Student Support Plans

19. Student Support Plans are developed for individual students. Plans may include any or all of the following requirements or recommendations:
- a) enrolling in an academic skills course;
 - b) improving attendance at lectures and/or tutorials;
 - c) reducing unit load;
 - d) seeking support (such as counselling) with personal issues that are influencing progress;
 - e) seeking mentoring;
 - f) enrolling in a suitable alternative unit within a course or a suitable alternative course at the next available opportunity;
 - g) applying for special consideration.
20. Where it is believed that a reduction in unit load will assist an international student in meeting satisfactory academic progress:
- a) the Academic Director will consult with the Manager, Quality and Compliance if a student is not expected to complete their course before their Student Visa expires and will provide a written revised date for anticipated course completion;
 - b) the student must contact the Manager, Quality and Compliance to discuss how a reduced load may affect their eCoE and, consequently, their Student Visa (see **Extension of maximum period of candidature** section in this Procedure).
21. The Student Support Plan must be agreed and signed by the Course Coordinator and the student and recorded on the student file.

Stage Three - Show Cause

Submissions

22. A student who is identified as not meeting satisfactory academic progress under the criteria specified at Stage Two at the end of two consecutive teaching periods of enrolment will be deemed a Stage Three student and required to submit a case to a Student Progress Panel showing cause as to why they should not have conditions placed on their future enrolment or be excluded from GHE for a period of time.

23. The Academic Director will convene a Student Progress Panel to consider all Show Cause cases at the end of each teaching period when results are known. Other members of the Panel will include:
 - a) the relevant Course Coordinator;
 - b) a member of academic staff who is independent of the student.
24. The Academic Director is responsible for ensuring that Show Cause notifications are sent. Notifications will include advice as to where students may seek support for the development of a written case where appropriate.
25. The deadline for a student to make their submission is detailed in the notice and shall be 10 working days from the date of the notice.
26. If a student does not respond or provide a written case within the time specified in the Show Cause Notice, they will be excluded automatically from GHE for a period of one year.
27. If the student does submit a case, it must address:
 - a) comprehensive reasons why they have failed to meet academic progress requirements;
 - b) why they should be permitted to continue with their studies without conditions or be excluded for a period of time;
 - c) what strategies they have put in place to prevent the adverse circumstances recurring, if applicable.
28. A student may present their submission in person, provided the student has made a prior written submission supported by documentary evidence. The student may be accompanied by a support person approved by the Academic Director.
29. It is the responsibility of the Academic Director to ensure that assessment of the submission:
 - a) examines all the evidence submitted by the student, including the student's academic record and the student's submission;
 - b) assesses the probable impact on future academic performance of any matters that may continue into the next teaching period/s, and of any remedial actions or strategies taken or proposed by the student.

Outcomes of Show Cause assessment

30. Following assessment of a Show Cause submission a decision is made whether to:
 - a) permit the student to continue without conditions;
 - b) permit the student to continue with conditions placed on their enrolment and academic performance in the next teaching period. Such conditions may include:
 - i. restricting the maximum number of units or credit points in which a student can enrol, with the requirement that the student successfully complete a nominated percentage of their enrolment;
 - ii. specifying units in which a student can enrol, with the requirement that the student successfully complete the nominated units;
 - iii. excluding the student from the course for a period of not normally less than one year and not normally more than three years.
31. The Academic Director will advise the Registrar of their decision on the student's Show Cause submission.
32. The Registrar will advise students of the outcome of the decision within 10 working days of receipt of the student's submission.
33. The notice will also inform the student of their right of appeal under the **Student Complaints, Grievances and Appeals Policy**.

34. Where it is believed that a reduction in unit load will assist an international student in meeting satisfactory academic progress:
 - a) the Academic Director will consult with the Manager, Quality and Compliance and will provide a written revised date for anticipated course completion;
 - b) the student must contact the Manager, Quality and Compliance to discuss how a reduced load may affect their eCoE and, consequently, their Student Visa (see **Extension of maximum period of candidature** section in this Procedure).
35. If a condition has been placed on a student's re-enrolment, there must be an automatic consequence for non-compliance. This is normally a period of exclusion.
36. If a student is excluded but has enrolled in units for the following teaching period and accessed the appeals process, they must be allowed to remain enrolled while the appeal is ongoing. If the appeal is finalised after the census date for that teaching period and upholds the original decision, the student will be permitted to remain enrolled in their units for that teaching period. At the end of that same teaching period the student will either be asked to show cause or have the exclusion applied.
37. If a student is excluded and has enrolled in unit(s) for the following teaching period and not accessed the appeals process, the Assistant Manager Student Support Services will withdraw the student from the unit(s) and record the exclusion on the student's file.
38. If an international student is excluded, they will be notified in writing of GHE's intention to report the student in PRISMS for not achieving satisfactory academic progress, including the reasons for the intention to report, and their right to access the complaints and appeals process within 20 working days as per the **Student Complaints, Grievance and Appeals Policy**.
39. GHE will only report unsatisfactory academic progress in PRISMS once the following conditions apply:
 - a) the internal and external complaints processes have been completed and the decision or recommendation supports the original decision, or
 - b) the student has chosen not to access the internal and external complaints and appeals process, or
 - c) the student withdraws from the internal or external appeals process by notifying the Manager, Quality and Compliance in writing.

Extension of maximum period of candidature

40. In specific circumstances students may be granted an extension to their maximum period of candidature.

Domestic students

41. For domestic students, the Academic Director may grant an extension of time up to one year (or part-time equivalent) beyond the normal maximum period of candidature to enable a student to complete a course. Generally, an extension will only be approved where progress has been delayed due to circumstances which are beyond the student's control.

International students

42. For international students, the expected completion time is that which is stated in their eCoE issued by GHE for student visa purposes.
43. Extension of the completion date and the eCoE is possible in limited circumstances. These include:
 - a) enactment of a Student Support Plan that permits a student to take less than a full-time load;
 - b) compassionate or compelling circumstances as defined below;

- c) a unit not being offered to enable standard progress;
 - d) the outcome of a deferment or suspension of enrolment;
 - e) failure of a unit(s).
44. Compassionate and compelling circumstances means those circumstances that are generally beyond the control of the student and which have an impact upon the student's course progress or wellbeing. These could include, but are not limited to:
- a) serious illness or injury, where a medical certificate states that the student was unable to attend classes;
 - b) bereavement of close family members such as parents or grandparents;
 - c) major political upheaval or natural disaster in the home country requiring emergency travel when this has impacted on the student's studies; or
 - d) a traumatic experience that could include involvement in or witnessing of a serious accident; witnessing or being the victim of a serious crime when this has impacted on the student (note these cases should be supported by police or psychologists' reports);
 - e) GHE being unable to offer a pre-requisite unit; or
 - f) inability to begin studying on the course commencement date due to delay in receiving a student visa.
45. International students who require an extension to their eCoE will be advised to complete the Student Visa Extension Application form.
46. The Course Coordinator will complete the relevant section of the Student Visa Extension Application form, listing the reason for the extension to enable the student to complete the course.
47. The Academic Director will assess the application and advise the student and the Manager, Quality and Compliance of the outcome within 10 working days of receipt of the application.
48. Where the application is approved, the Manager, Quality and Compliance will report the required change to the eCoE via PRISMS.
49. Where the application is rejected the student will be advised:
- a) of their right of appeal under the **Student Complaints, Grievances and Appeals Policy**
 - b) to contact their Course Coordinator to develop and agree on a Student Support Plan to facilitate their completion within the original duration of their eCoE and/or the completion of some units in online mode (offshore) with an alternative higher education provider.
50. The Student Support Plan must be agreed and signed by the Course Coordinator and the student and recorded on the student file.
51. Where any decision in relation to student progress extends the duration of the student's enrolment, it must not exceed the CRICOS registered duration and the student is advised to contact the Department of Home Affairs to seek advice on any potential impacts on their visa, including the need to obtain a new visa.

Applications for consideration of compassionate and compelling circumstances

- 52. All applications for compassionate and compelling circumstances relating to this Procedure must be made in writing to the Academic Director.
- 53. The application must be made in writing (email or letter) explaining the nature of the compassionate or compelling circumstance, attaching any relevant evidence.
- 54. The Academic Director must assess the application within five working days of receipt of the application and approve/reject in accordance with the defined compassionate or compelling circumstances.

Appeals

- 55. Students have the right of appeal under the **Student Complaints, Grievances and Appeals**

Policy in relation to any decisions made under this Procedure.

Records and reporting

56. The Academic Director will provide as part of the annual Student Cohort Monitoring report to Academic Board via the Teaching, Learning and Quality Committee, aggregated progress data and analysis by cohort and sub-cohort of unsatisfactory progress and outcomes including trends over time.
57. Recommendations from this analysis will be directed towards the implementation of any required strategies tailored to the needs of identified sub-cohorts of students.

Roles and responsibilities

58. Academic Board is responsible for the overarching governance of this Procedure.
59. The Academic Director is responsible for:
 - a) distribution of the 'Getting Started' questionnaire;
 - b) ensuring responses to questions designed to identify students that may require additional support are flagged against the student profile;
 - c) issuing warning letters to international students when more than 10% and 15% of tutorials have been missed;
 - d) ensuring that Show Cause notifications are sent;
 - e) convening Student Progress Panels;
 - f) consulting with the Manager, Quality and Compliance if a student is not expected to complete their course before their visa expires, and providing a written revised date for anticipated course completion;
 - g) granting an extension of time of up to one year (or part-time equivalent) beyond the normal maximum period of candidature for a student to complete a course;
 - h) ensuring that student progress is monitored within units;
 - i) assessing and notifying of outcomes in relation to Show Cause;
 - j) assessing and notifying of outcomes in relation to compassionate and compelling circumstances;
 - k) preparation of the annual Student Cohort Monitoring report including progress interventions and outcomes to academic governance bodies.
60. The Manager, Quality and Compliance is responsible for:
 - a) contacting students in relation to breaches of attendance requirements;
 - b) advising the Commonwealth Government of all changes pertaining to a student's eCoE;
 - c) ensuring compliance with this Procedure;
 - d) ensuring that students are adequately notified of the existence of this Procedure;
 - e) benchmarking GHE policy and standards with those adopted elsewhere in the tertiary sector;
 - f) the monitoring of information available from reviewing records relating to the implementation of this Procedure;
 - g) all records management arising from this Policy and Procedure.
61. The Unit Lecturer is responsible for:
 - a) monitoring student engagement, attendance and progress, and counselling students at risk of not making satisfactory progress;
 - b) recording attendance for each tutorial of the unit.
62. The Course Coordinator is responsible for:

- a) liaising with students in relation to the development of Student Support Plans to facilitate their completion within the original duration of their eCoE;
 - b) signing Student Support Plans.
63. The Registrar is responsible for:
- a) advising students of the outcome of Show Cause submissions;
 - b) withdrawing students if a student is excluded and has been enrolled in a unit for the following teaching period and not accessed the appeals process in relation to Show Cause.
64. All staff are responsible for becoming familiar and complying with this procedure and the related procedures.

Associated information

Related Internal Documents	Academic Progress Policy Assessment Policy Student Disability Policy Student Diversity and Equity Policy English Language Proficiency Policy Quality Assurance Policy Student Complaints, Grievances and Appeals Policy Student Wellbeing, Orientation and Support Policy Glossary of Terms
Related Legislation, Standards and Codes	<i>Tertiary Education Quality and Standards Agency Act 2011</i> <i>Education Services for Overseas Students (ESOS) Act 2000</i> <i>Higher Education Standards Framework (Threshold Standards) 2021</i> <i>National Code of Practice for Providers of Education and Training to Overseas Students 2018</i> <i>AQF Qualifications Pathways Policy</i>
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Change history

Version Control		Version 1.5
Change Summary	22-Jan-20	V1.0 Draft approved by Academic Board (AB) 7 Feb 20 with minor revisions and recommended to Board of Directors (BoD) for endorsement
	6-Mar-20	V1.1 revised version endorsed by BoD 21 Feb 20 with minor amendments plus administrative updates
	7-Jul-20	V1.2 administrative updates
	8-Dec-21	V1.3 update for HESF 2021 and administrative updates
	21-Jun-23	V1.4 administrative updates following TEQSA registration
	08-Jan-24	V1.5 Revision in line with National Code 2018, Standard 8

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Attachment A: 3C Wellbeing and support model

