

# Academic Progress Policy

## Purpose

1. The purpose of this Policy is to outline the principles underlying Global Higher Education's (GHE) approach to supporting and managing the academic progress of students and the identification of and support for students at risk of unsatisfactory progress in accordance with Standard 1.3 (Orientation and Progression) of the *Higher Education Standards Framework (Threshold Standards) 2021*.

## Scope

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

## Policy

### Principles

5. GHE will monitor the academic progress of every student and will provide appropriate intervention and support when their academic progress is at risk.
6. GHE actively assesses students from the earliest stage to identify those who may require additional personal or academic support, ensuring that appropriate support is provided in a timely, equitable and consistent manner.
7. In order to assess the effectiveness of interventions and implement any necessary improvements GHE also regularly analyses and reports on the progress of identified sub-cohorts of students to its academic governance bodies in accordance with Student Cohort Monitoring reporting provisions as outlined in the **Quality Assurance Policy**.
8. While all possible interventions will be explored, GHE recognises that continuation in higher education may not provide the best outcome for all students and will support the transition of relevant students to other courses, or in some cases out of formal education, ensuring that these students are provided with due recognition of the learning outcomes they have achieved.

### Application of the 3C wellbeing and support model

9. GHE's 3C model for student wellbeing and support, outlined in the **Student Wellbeing, Orientation and Support Policy**, encourages students to be Connected, Capable and Confident in their academic and personal endeavours.
10. These competencies are embedded in GHE's approach to setting expectations for academic progress.

11. To maintain standard academic progress and maximise their chance of success, students are required to:
  - a) engage with and remain connected to their peers, teaching staff and the broader learning community;
  - b) develop the necessary capabilities, skills and knowledge;
  - c) seek assistance and take responsibility for their own academic success.
12. In turn, to develop connected, capable and confident students, GHE:
  - a) implements mechanisms to assess individual academic support needs and offer appropriate support programs prior to course commencement;
  - b) effectively monitors student progress;
  - c) employs strategies that assist with the early identification of at-risk students, including through appropriate course and assessment design and teaching and learning methods;
  - d) reviews and approves a range of specific support strategies aligned to student cohorts;
  - e) informs students where they are deemed at risk of not maintaining standard academic progress;
  - f) connects with students to work toward an agreed plan of support to enhance their chances of maintaining standard academic progress;
  - g) provides the academic and support services required to implement these plans.

#### **Standard academic progress and maximum period of candidature**

13. The GHE Academic Board approves the criteria for standard academic progress and the criteria by which students are considered at risk, or to be making unsatisfactory academic progress.
14. Standard academic progress is deemed to be the successful completion (pass grade or higher) of:
  - a) four units per Semester for full-time students;
  - b) two units per Semester for part-time students; or
  - c) in specific cases as specified by the student and agreed by GHE at the time of acceptance of an offer.
15. All international students on a Student Visa are required to maintain a full-time load unless a reduced load has been agreed as part of a Student Support Plan consistent with Visa requirements for International Students.
16. Maximum periods of candidature are:
  - a) for a Bachelor's course (AQF Level 7) 12 years;
  - b) for a Master's course (AQF Level 9) is 10 years.
17. Extensions of maximum period of candidature may be possible when students experience circumstances that impede their academic progress, according to the provisions outlined in the **Academic Progress Procedure**.

## Associated information

<b>Related Internal Documents</b>	Academic Progress Procedure 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
<b>Related Legislation, Standards and Codes</b>	<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

<b>Version Control</b>		Version 1.4
<b>Change Summary</b>	20-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 revised for HESF 2021 and administrative updates
	21-Jun-23	V1.4 administrative updates following TEQSA registration

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