

Academic Progress Policy



Purpose/objective

This Policy sets out the overarching principles governing student academic progress at the Australasian Academy of Higher Education (AAHE). The Academic Progress Procedure explains how the Policy is implemented.

Scope

This Policy applies to all staff and students at the Australasian Academy of Higher Education.

Definitions

Terms used in this document are defined in the AAHE Glossary.

Policy

1. Principles

1.1 Student progress is a partnership between AAHE and its students and staff.

- Each AAHE student is expected to familiarise themselves with the requirements of their course and of the units in which they enrol, to attend class regularly and to prioritise their studies.
- AAHE will ensure that all students are aware of what is expected of them, including the course rules and progress requirements, before students commence their studies.
- Students are encouraged to seek assistance when issues arise and are expected to follow the advice AAHE staff give them to support their progress.
- AAHE recognises that a student's circumstances may hinder their progress at times and that some students face significant disadvantages. To minimise these risks, AAHE will ensure that each student has ready access to appropriate academic and student support services.
- Teaching staff will monitor student attendance and engagement from the beginning of the semester, so that students who are having difficulties can be identified as early as possible and offered appropriate support.
- AAHE will intervene where necessary to support student progress and may exclude any student whose progress does not improve.

1.2 All actions related to student progress will be implemented in a fair, consistent and transparent way.

2. Satisfactory progress

- 2.1 An AAHE student is considered to be **making satisfactory progress** when they:
- have passed more than 50% of the credit points of units they attempted in the semester under review, including all core units and any units the student was advised that they were required to pass, and
 - are on track to complete their course requirements within the required timeframe (which for a domestic student is the maximum period of study set for the course and for an international student is the course duration on the Confirmation of Enrolment, which must not exceed the CRICOS registered duration).
- 2.2 An AAHE student is considered to be **at risk of not making satisfactory progress** when:
- they have failed 50% or more of the credit points of units they attempted in the last semester, or
 - they have failed a core unit once or the same non-core unit twice, or
 - they may not be able to complete their course requirements within the required timeframe, or
 - the Assessment and Academic Progress Committee (AAPC) is concerned about the student's progress for some other reason; for example, because the student seldom attends classes, repeatedly requests extensions or has failed to submit work or to respond to an invitation to a meeting.
- 2.3 An AAHE student is considered to be **not making satisfactory progress** when they:
- have not met the progress conditions set for them at the end of the previous semester, or
 - have failed a core unit twice, or
 - cannot or have not completed their course within the required timeframe.

Related documents and relevant legislation

Academic Progress Procedure

[Higher Education Standards Framework \(Threshold Standards\) 2021](#)

[National Code of Practice for Providers of Education and Training to Overseas Students 2018](#)

Document information

Version	Approved by	Approved on	Implementation date	Changes made
1	Academic Board	25/07/2023	01/10/2023	

Academic Progress Procedure

1. Informal progress monitoring and early intervention

- 1.1 Prior to the start of semester, the Admissions Officer will prepare a list of students who may require additional support based on identified academic risk factors and personal circumstances. The list will be made available to the AAHE Student Support Officers and Unit Coordinators.
- 1.2 A Student Support Officer or Unit Coordinator may contact a student at any time when the student appears not to be engaging in their studies, as evidenced by a lack of activity on the unit site or failure to attend classes, to ascertain the reason and ensure that the student is aware of the support that is available.
- 1.3 In accordance with the Assessment Policy requirement that each AAHE unit have at least one assessment task that must be completed by the end of Week 3 of the semester and marked and returned to students with formative feedback before the census date, the Unit Coordinator will notify the Course Coordinator regarding any student who does not attempt the task, or who attempts the task and fails.
- 1.4 The Course Coordinator or Student Support Officer will contact the student before the census date to remind them of AAHE's progress requirements and the support services that are available.
- 1.5 Where appropriate, the student will be invited to a meeting with a Student Support Officer to discuss strategies for improvement and, where appropriate, to develop a Learning Plan.
- 1.6 The Learning Plan will depend on the nature of the difficulties the student is facing, but may include:
 - attendance at academic skills workshops or language support sessions
 - referring the student for personal counselling or financial or accommodation advice
 - a combination of the above.
- 1.7 Where the difficulties the student is facing appear insurmountable, the student may be advised to intermit or to reduce their study load (taking into account the time limits on course completion and any visa implications for international students).
- 1.8 Any student who has not engaged with their studies and whom an AAHE staff member has not been able to contact before the census date will have their enrolment in their course withdrawn and will be notified accordingly. Engagement with studies includes attending orientation sessions, accessing learning materials and resources, attending classes, submitting assessments and responding to AAHE communications.

2. Formal progress monitoring and intervention

- 2.1 After results are finalised at the end of each semester, the Registrar generates a series of reports for the AAHE AAPC to use to review each student's performance and to determine whether formal intervention is warranted.
- 2.2 The AAPC will also monitor the retention and progression of cohorts of students identified by the Dean, including international students, Aboriginal and Torres Strait Islander students, and students who were granted block credit for prior learning. The AAPC reports its findings and any recommendations to the Academic Board via the Learning and Teaching Committee.
- 2.3 The AAPC will propose an Academic Intervention Plan for any student whom the Committee considers to be **at risk of not making satisfactory progress**.
- 2.4 The Academic Intervention Plan is designed to enable the student to improve their performance and may include any conditions the AAPC deems appropriate in the circumstances; for example, the student may be required to:
 - reduce their study load or change the units in which they are enrolled

- enrol in and pass specified units in the next semester
 - seek assistance with their study or language skills
 - improve their attendance
 - see a counsellor for assistance with personal issues
 - meet with an AAHE staff member for course advice or to discuss other strategies that may be available to address the issues the student is facing; this may include intermitting or, for international students, requesting a temporary suspension on the grounds of compassionate or compelling circumstances.
- 2.5 The AAPC will notify the student in writing regarding the proposed Academic Intervention Plan and will explain the reasons for the decision, the implications of failing to meet the conditions and the process by which a student can request a review of the decision.
- 2.6 Where an international student's course completion date will change due to the implementation of an Academic Intervention Plan, AAHE will issue the student with a new Confirmation of Enrolment and advise them to contact the Department of Home Affairs for advice on potential impacts on their visa, including the need to obtain a new visa.
- 2.7 Each student on an Academic Intervention Plan will have their progress reviewed again when the AAPC meets at the end of the next semester.
- 2.8 Where the AAPC considers that the Plan has been successful in supporting the student to improve their progress, the student will be advised that the Plan is no longer required and the student can continue in their course without conditions.
- 2.9 The AAPC may exclude a student from their course when the student **is not making satisfactory progress**.
- 2.10 The AAPC will notify the student in writing of the proposed exclusion, including the reasons for the proposal, and will explain the process for appealing.
- 2.11 The AAPC will also notify international students that AAHE intends to report them for unsatisfactory course progress as set out in clause 3.9 below and will advise them to seek advice from the Department of Home Affairs on the potential impact on their student visa.

3. Reviews/Appeals process

- 3.1 A student can request a **review of a proposed Academic Intervention Plan** within 10 working days after they are notified of the proposal.
- 3.2 The AAPC will consider the student's response to the proposal and may
- confirm the Academic Intervention Plan
 - remove the Academic Intervention Plan and allow the student to continue without conditions
 - modify the Academic Intervention Plan.
- 3.3 The AAPC will notify the student of the outcome within 10 working days after receipt of the student's request for a review.
- 3.4 A student may **appeal a proposed exclusion** in the format approved by the Dean, within 20 working days after they are notified of the proposal, on one or more of the following grounds:
- compassionate or compelling circumstances
 - significant new information is available
 - there has been a misapplication of procedure
 - the AAPC was biased.
- 3.5 Appeals are referred for a decision to the Dean. The Dean will invite the student to present their case if they wish, within 10 working days and at no cost and with the assistance of a support person who is not an Australian legal practitioner, and will either:
- confirm the proposed exclusion
 - overturn the proposed exclusion.

- 3.6 A student whose appeal is successful and is permitted to continue their studies at AAHE may be placed on another Academic Intervention Plan.
- 3.7 The Registrar will notify the student in writing regarding the outcome and the reasons for the decision and will provide information regarding external avenues of appeal where the internal appeal was unsuccessful.
- 3.8 The Registrar will write to any student who does not lodge an appeal within 20 working days or who withdraws their appeal, to confirm the student's exclusion.
- 3.9 An international student who has been excluded will be reported to the Australian Department of Home Affairs through PRISMS in accordance with section 8.14 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018, after all avenues of appeal (both internal and external) have been exhausted, or the student has chosen not to access the process or has notified AAHE in writing that they have withdrawn from the internal or external appeal process.
- 3.10 A student who has been excluded may apply to the Registrar for readmission in the following year where the student can demonstrate their capacity to complete the course successfully.
- 3.11 A student who is readmitted after exclusion will be permanently excluded if they fail to pass 50% or more of the units in which they enrol subsequently.

4. Communicating the academic progress requirements

The academic progress requirements will be communicated to students through various channels, including offer letters, the Student Handbook, AAHE website and orientation sessions, to ensure that students are aware of what is expected and of the supports that are available to them, and understand what will happen if they fail to make satisfactory progress.

5. Records

All records relating to student progression, interventions and completion must be stored securely and retained in accordance with the Records Management Policy.

Document information

Version	Approved by	Approved on	Implementation date	Changes made
1	Academic Board	25/07/2023	01/10/2023	
2	Academic Board	30/04/2024	01/05/2024	Update to terminology in 1.8 regarding withdrawal of non-engaged students, for consistency with Enrolment Policy, and addition of engagement activity examples