OZFORD
Institute of Higher Education

ACADEMIC PROGRESS POLICY

Approving Authority	Academic Board
Purpose	This policy outlines the obligations for students to maintain satisfactory academic progress and the consequences for not doing so.
Responsible Officer	Academic Dean and Head of Marketing and Student Experience
Next Scheduled Review	September 2026
Document Location	http://www.ozford.edu.au/higher-education/policies-and-procedures/
Associated Documents	Academic Appeals Policy and Procedure Assessment Policy and Procedure Completion within Expected Duration Policy and Procedure Deferring, Suspending or Cancelling a Student's Enrolment Policy and Procedure Special Consideration Policy and Procedure Student Grievances and Appeals Policy and Procedure Student Support and Services Policy and Procedure Time limits for Completion of an Award Course Policy Academic Progress Procedure

1. PRINCIPLES

Ozford Institute of Higher Education (hereafter referred to as 'the Institute') seeks to support all students in achieving success in their studies and reaching their potential.

The Institute is committed to the maintenance of academic standards and high-quality graduate outcomes for all courses. The Institute has an obligation to monitor academic progress by setting appropriate standards, workloads and continuous assessments for students to complete their courses.

Students are expected to attend classes and maintain a satisfactory level of academic performance to be permitted to progress through a course. The Institute's student cohort comes from a variety of cultural, educational and socio-economic backgrounds. This brings different motivations, expectations and achievement levels. Students who do not meet the required levels of academic performance will be identified and offered advice and support. This may involve a need for early intervention and support if students are identified as being at risk of not achieving success in their studies. Intervention strategies will be implemented to address individual student needs.

2. SCOPE

This policy and the accompanying procedure applies to all staff and students who are currently enrolled at the Institute.

3. DEFINITIONS

Confirmation of Enrolment (CoE)
The Confirmation of Enrolment (also called a CoE) is an official statement from the Institute via PRISMS that lists the student's details, course and the start and end dates of the course.

The Confirmation of Enrolment (COE) is an official document issued to international students by universities and other education providers in Australia. It confirms that the student has accepted a place in a course and has paid required tuition fees and Overseas Student Health Cover (OSHC). The COE is required by the Department of Home Affairs for the purpose of issuing a student visa.

Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS)
The Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) is an official Australian Government website which lists all Australian education providers that offer courses to students studying in Australia on student visas. CRICOS also lists the courses registered for delivery to international students offered by each provider.

Compulsory Study Period
A study period is a discrete period of study within a course, namely, a trimester at the Institute. A compulsory study period is one in which the student must enrol unless granted a deferment or suspension from enrolment or a leave of absence under Standard 9 (Deferring, Suspending or Cancelling the Student's Enrolment) of the National Code 2018. A compulsory study period does not include periods in which the student can elect to undertake additional studies.

Compassionate and compelling
Compassionate or compelling circumstances are generally those 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:

- serious illness or injury where a medical certificate states that the student is unable to attend class;
- bereavement for the death of close family members such as parents or grandparents (documented evidence must be provided);
- serious illness, accident or family incident which requires immediate travel which has impacted the student to studies;
- the inability to begin study on the course commencement date stated on the CoE due to delay in receiving a student visa if relevant;
- major political upheaval or natural disaster in the home country requiring their immediate travel and this has impacted on the student's studies;
- a traumatic experience supported by police or psychologist's reports which could include but is not limited to:
  - involvement in or witnessing of an accident; or
  - a crime committed against the student; or
  - the student being a witness to a crime and this has impacted on the student.

Notes:

- *misreading the examination timetable, examination anxiety or returning home will not be accepted as Compassionate and Compelling circumstances;*
- *religious or faith-based issues are not in themselves grounds for special consideration. However, they may be used in support of an application that meets the Compassionate and Compelling circumstances set out above.*

Deferring or Suspending Enrolment
Deferring or suspending a student's enrolment means to temporary hold, delay or postpone the student's study. A student may request a temporary deferment or suspension to his or her enrolment on the grounds of compassionate or compelling circumstances. A provider may also initiate suspension of a student's enrolment

due to poor performance or serious violation of student codes of conduct by the student. Education Providers are required to notify such deferments or suspensions of enrolment to the Department of Education through PRISMS.

Distance learning

Distance learning is any learning that an overseas student undertakes off campus and does not require an overseas student on a student visa to physically attend regular tuition for the course on campus at the provider's registered location.

Intervention Strategy

This is an action plan that is implemented for an at-risk student to mitigate the likelihood of the student being assessed as making unsatisfactory progress.

Online learning

Online learning is study where the teacher and overseas student primarily communicate through digital media, technology-based tools and IT networks and does not require the overseas student to attend scheduled classes or maintain contact hours. For the purposes of the ESOS framework, online learning does not include the provision of online lectures, tuition or other resources that supplement scheduled classes or contact hours.

At Risk

This is where, for whatever reason, a student is considered as potentially not meeting the course progression requirements. 'At-risk students' are defined as:

- students who, at enrolment, are considered potentially at risk of non-completion without an academic support program.
- students in their first study period who have been identified as at risk of non-completion of a unit through the failure or non-submission of an assessment item.
- a student who fails more than 50% of a study load (equivalent full-time study load) in any study period for the first time or a student who fails the same unit for the second time.
- students who have experienced 'educational disadvantage' (because of illness, disability, disrupted education, family problems or misadventure).
- any students who have been referred directly by an academic staff member.

Satisfactory Progress

This occurs when a student passes 50% or more of the units in which the student has been enrolled in a study period.

Unsatisfactory Progress

This occurs when a student in two consecutive compulsory study periods fails more than 50% of the units in which the student has been enrolled.

Provider Registration and International Student Management System (PRISMS)

Means the Provider Registration and International Students Management System (the electronic system that holds CRICOS and the electronic confirmation of enrolment).

Ozford Institute of Higher Education Pty Ltd ACN 165 694 351 trading as Ozford Institute of Higher Education. CRICOS Provider No: 03429B

Academic Progress Policy Version 4.1

Version Date: September 2023   Page 3 of 7

4. POLICY

Mode of Delivery

4.1 The Institute will not normally deliver a course exclusively by online or distance learning to an overseas student. The Institute will not deliver more than one-third of the units (or equivalent) of a higher education course by online or distance learning to an overseas student. The Institute will ensure that in each compulsory study period for a course, the overseas student is studying at least one unit that is not by distance or online learning, unless the student is completing the last unit of their course.

4.2 The Institute will comply with all Commonwealth or State Government Public orders that require that it deliver a course exclusively by online or distance learning to an overseas student. The Institute will also a course exclusively by online or distance learning to an overseas student if they are unable to travel to Australia due to a Public order by their government. For example, the Institute was required to deliver via distance/online learning for periods during the COVID19 Pandemic to students.

4.3 The Institute will take all reasonable steps to support overseas students who may be disadvantaged by undertaking online or distance learning.

Monitoring Course Progress

4.4 The Institute will clearly outline and inform the overseas student before they commence the course of the requirements to achieve satisfactory course progress in each study period.

4.5 The Institute will monitor overseas students' course progress for each course in which the overseas student is enrolled. The Institute will regularly assess and monitor student attendance, completion of Assessment Tasks and academic progress for each subject in which the student is enrolled.

4.6 The processes for recording and assessing course progress requirements are set out in the Institute's **Assessment Policy and Procedure**.

4.7 Every effort will be made to proactively assist each student to achieve satisfactory academic progress and complete the course within the expected duration. All students are expected to adhere to the requirements of the **Academic Progress Policy and Procedure**.

4.8 The Institute will identify at-risk students, implement intervention strategies and provide specific support. The processes for identifying at risk students include:
- Teaching staff may identify students that are at risk;
- Students may self-identify as being at risk through discussions with the Student Experience staff;
- A student who fails to pass 50% or more of the units attempted in a compulsory study period will be considered as being at risk.

4.9 The Institute's academic monitoring and intervention strategies include working with the students to:
- identify reasons for lack of progress and needs for additional support;
- assess their English language proficiency; and

Ozford Institute of Higher Education Pty Ltd ACN 165 694 351 trading as Ozford Institute of Higher Education. CRICOS Provider No: 03429B

Academic Progress Policy Version 4.1

Version Date: September 2023   Page 4 of 7

- provide students with access to informed services and timely referral to required support including English language support, assistance with study skills, time management skills, exam preparation and using resources.

4.10   Students will be advised that they have been officially identified as being at risk and of the requirement to participate in an intervention program designed to assist them in being successful in their studies and completing the course in the expected timeframe. Participation in the recommended intervention program will be documented. A record of the intervention program will be kept in the student file, and a copy will be given to the student.

4.11   If a student does not attend any classes and the final exam, does not submit any Assessment Tasks for a subject, is not contactable and does not respond to any request to contact the Institute, the student will be deemed to have withdrawn from the subject.

4.12   The Institute will determine that a student failed to meet satisfactory course progress, having Unsatisfactory course progress, when a student fails to pass more than 50% of the units attempted in two consecutive compulsory study periods.

Reporting unsatisfactory course progress

4.13   If a student is assessed as having Unsatisfactory course progress, the Institute will notify the student in writing of its intention to report as soon as practicable. The student will be notified in writing that:
- the Institute intends to report the student for unsatisfactory course progress
- the reasons for the intention to report
- the student has the right to access the Institute's Academic appeals process, within 20 working days of the Institute's notification.

4.14   The Institute will maintain the student's enrolment and only report a breach of academic progress in PRISMS if:
- the internal and external appeal processes have been completed, and the breach has been upheld;
- the student has chosen not to access the internal appeal process within 20 working days;
- the student has chosen not to access the external appeals process after the internal appeal processes have been completed; or
- the student withdraws from the internal or external appeals by notifying the Institute in writing.

4.15   The impact of any decision relating to implementing intervention strategies on the expected course duration will be examined at all stages of the monitoring process.

Allowable extensions of course duration

4.16   The student enrolment will only be extended by issuing a new CoE when
- there are compassionate or compelling circumstances, as assessed by the Institute on the basis of demonstrable evidence, or
- the Institute has implemented or is in the process of implementing an intervention strategy for the student who cannot reasonably complete a course within the expected duration as specified on the student's CoE; or

- an approved deferral or suspension of the overseas student's enrolment has occurred under the Institute's Deferring, suspending or cancelling the overseas student's enrolment policy.

4.17   If the Institute extends the duration of the student's enrolment, the Institute will advise the student to contact Immigration to seek advice on any potential impacts on their visa, including the need to obtain a new visa.

Monitoring and Reporting

4.18   A Student Progression Report will be provided to the Academic Board (AB) every trimester.

5.   QUALITY ASSURANCE

To ensure that this policy is fit for purpose and meets the requirements of the Threshold Standards, the policy will be:

5.1   internally endorsed by the Executive Management Team on development or review, before approval by Governing Board (GB), AB or other delegated authority;

5.2   externally reviewed as part of any independent review of the Threshold Standards approved by the GB;

5.3   internally reviewed by the Responsible Officer every three years from the date of approval (if not earlier); and

5.4   referenced to the applicable Threshold Standards and/or other legislation/regulation.

6.   FEEDBACK

Feedback or comments on this policy is welcomed by the listed responsible officer(s) of the Institute.

7.   ACKNOWLEDGEMENT

This policy was developed with reference to the following:
- Central Queensland University, Academic progression Policy and Procedure , 2022 (Academic Progression Policy and Procedure (stylelabs.cloud))
- Deakin University, Academic progress Policy, 2022 (Academic Progress policy / Deakin Policy Library)
- Melbourne University, Academic Progress Review Policy , 2023 (Academic Progress Review Policy (Coursework) (unimelb.edu.au))
- Swinburne University, Academic Progress Policy, 2020 (Academic Progress Policy | Policies | Swinburne University | Swinburne).
- TEQSA, Guidance note: Monitoring and analysis of student performance, Beta version 10, 2020 (Guidance note: Monitoring and analysis of student performance | Tertiary Education Quality and Standards Agency (teqsa.gov.au))
- TEQSA, Good Practice Note: Improving retention and completion of students in Australian higher education, 2020 (Good Practice Note: Improving retention and completion of students in Australian higher education | Tertiary Education Quality and Standards Agency (teqsa.gov.au))

8. VERSION CONTROL

Version	Date Approved	Description	Approved By
1.0	March 2014	Initial version	AB
2.0	June 2018	Internal review	AB
3.0	November 2020	Internal review	AB
4.0	June 2023	Internal Review	AB
4.1	September 2023	Internal Review – minor formatting changes, alignment of definitions and add external referencing	EMT
Related legislation/ regulation/standard	Tertiary Education Quality and Standards Act 2011 Higher Education Standards Framework (Threshold Standards) 2021Education Services for Overseas Students Act (ESOS) 2000 Education Services for Overseas Students Regulations 2019 The National Code of Practice for Providers of Education and Training to Overseas Students 2018 Standards 6 and 8		

Notes:

AB = Academic Board.

EMT = Executive Management team

Ozford Institute of Higher Education Pty Ltd ACN 165 694 351 trading as Ozford Institute of Higher Education. CRICOS Provider No: 03429B

Academic Progress Policy Version 4.1

Version Date: September 2023   Page 7 of 7