

## ACADEMIC PROGRESS PROCEDURE

<b>Approving Authority</b>	Executive Management Team
<b>Purpose</b>	This procedure outlines the obligations on students to maintain satisfactory academic progress and the consequences for not doing so.
<b>Responsible Officer</b>	Academic Dean and Head of Marketing and Student Experience
<b>Next Scheduled Review</b>	September 2026
<b>Document Location</b>	<a href="http://www.ozford.edu.au/higher-education/policies-and-procedures/">http://www.ozford.edu.au/higher-education/policies-and-procedures/</a>
<b>Associated Documents</b>	Academic Progress Policy Assessment Policy and Procedure Academic Appeals 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 Consultation 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

### 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 procedure applies to all staff and all 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. 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 temporarily 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. The Institute is required to notify such deferments or suspensions of enrolment of international students 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 and Support Plan***

This is an action plan has been implemented to support 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 to be 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/units of study 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 /units of study 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).

## 4. PROCEDURE

### Mode of Delivery

- 4.1. When the Institute is notified that the Australian Commonwealth or State Government or another Country has issued a Public order, the Institute will review the Public order requirements and implement processes to comply with the Public Order. This may involve shifting from normal delivery to delivering a course exclusively by online or distance learning to an overseas student.
- 4.2. The Institute will take all reasonable steps to support students who may be disadvantaged by:
  - additional costs or other requirements, including for students with special needs, from undertaking online or distance learning; or
  - inability to access the resources and community offered by the education institution, or opportunities for engaging with other students while undertaking online or distance learning.

### Monitoring Course Progress

- 4.3. All students are notified of the Institute's academic progress requirements during Orientation, and the information is available on the Institute's website.
- 4.4. In week 3 (of block mode) and week 5 (of standard mode) of the first trimester, a process to identify and support students who are potentially at risk will be implemented.
- 4.5. All lecturers are required to conduct and submit the results of the first assessment item of any subject at the end of week 3 (of block mode) or week 5 (of standard mode). The results must be submitted to the Academic Dean or delegate.
- 4.6. Students who have failed or not submitted the first assessment item will be contacted and requested to meet with the relevant lecturer or Academic Dean or delegate. This is designed as an interim monitoring strategy of those students who are potentially at risk. The students will have an opportunity to explain their unsatisfactory performance, and the relevant lecturer or Academic Dean or delegate will provide advice to assist the students to achieve satisfactory outcomes for the specific assessment items. Students with low English proficiency will be referred to participate in English support sessions.
- 4.7. At the end of every trimester, after the results have been released, all students' results will be reviewed. Students who have failed more than 50% of their enrolled subjects will be identified as at risk for not meeting the satisfactory course progress requirement.

### Support for Students Course Progress

- 4.8. Students may self-identify as being at risk through discussions with the Student Experience staff at any time during the trimester. The relevant lecturer or Academic Dean or delegate will provide advice to assist the students to achieve satisfactory outcomes.
- 4.9. Students who require academic support are advised to first speak to academic staff responsible for the unit as set out in the *Student Consultation Policy and Procedure*.
- 4.1. All academic staff are trained and experienced in identifying students in need of additional

support and sensitively and confidentially refer them to the relevant academic and learning support services. Academic staff will refer students to the Academic Dean if the support is required at a course level or if they are not available when a student requires support.

- 4.2. Weekly Academic Support sessions are conducted on campus. This is published on noticeboards and Moodle. Programs or other ongoing support appropriate to the needs of students are provided, including:
- study skills;
  - research and referencing skills;
  - stress and time management;
  - exam preparation.

- 4.3. Weekly English support sessions are available for students who require language support. If additional support is required, a referral to Ozford's specialist English Language staff will be provided. Support may be provided, as required, in the following areas:

**Literacy**

- Essential writing tasks.
- The use of group exercises for assessments.
- Providing examples and models of completed tasks, such as those on Moodle in the form of video examples and skills sheets for the First Aid course.
- Ensuring that documents and forms are written and formatted in plain English.
- Advice on using clear headings, highlighting certain key words or phrases.
- Providing explanations of all technical terms used.

**Language**

- Presenting information in small chunks and speaking clearly, concisely and not too quickly.
- Giving clear instructions in a logical sequence.
- Use of practical examples in assessment.
- Encouraging students to ask questions which is sometimes not part of the educational culture of some overseas students.

- 4.10. If required and student identified as at risk of making course progress, an intervention program will be developed for the student.
- 4.11. Domestic students who request access to support services before the census date for their unit of study will be informed, at the time they make that request, that the census date is the date they will incur a FEE-HELP debt. The Institute will make specific effort to ensure support is available to students in a timely manner, and if practical to do so, before the census date. Staff who provide the support services will be informed of the census dates published on Moodle.

**Intervention Program for At Risk Students**

- 4.12. When students fail to pass 50% or more of the units attempted in a compulsory study period, they 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.

- 4.13. The at risk Students shall be required to attend a meeting with the Academic Dean or delegate to discuss their academic support needs and progress. The students will be formally notified of this requirement by the Head of Marketing and Student Experience via an Unsatisfactory Academic Progress Warning Letter, sent by email or otherwise delivered securely to the student.
- 4.14. During the meeting, a discussion will be made between the student and the Academic staff to identify the cause of lack of satisfactory academic progress. Students records including attendance, submitted assessments and other work will be used to assist in identifying the cause of lack of progress.
- 4.15. Agreed intervention strategies will be documented and implemented based on the identified needs of the students at the discretion of the Academic Dean or delegate.
- 4.16. If the student has not previously engaged with the support services offered by the Institute, the student will be made aware on the availability of support services provided by the Institute and information on how to access such services.
- 4.17. If there is record that the same student has previously failed to successfully complete a unit of study in their course of study, the previous Intervention Program record will be reviewed during the intervention meeting, and a revised action plan to be developed to assist student in making satisfactory progress.
- 4.18. If a student demonstrates low levels of participation in the unit of study, such as where the student has not attended any classes or engaged with any of the unit content online, the Intervention Program will include action plan on improving student engagement and commitment to learning.
- 4.19. If a student's cause of poor academic progress is due to personal factors not related to academic capacities, a Student Experience team member will join the Intervention meeting to provide required support to students in line with the Student Support and Services Policy. Students will be referred to participate in personal support services, such as external counselling programs, mental health and wellbeing enhancement programs or other professional support services as required.
- 4.20. Other strategies may include:
  - requiring the students to undertake additional English language support sessions if the student has been identified as having low literacy ability – this will be arranged with the English support staff
  - providing students assistance with study skills (can be actioned by the Head of Department by scheduling consultation time with other professional staff as appropriate)
  - advising and supporting students to improve class attendance to a minimum of 80%
  - amending the study plan or changing courses or specialisations
  - other intervention strategies considered appropriate.
- 4.21. Any agreed intervention strategy will be documented, signed by both parties and a copy held in the student's files. The student's progress will be monitored by the Academic Dean or delegate in the consecutive trimester.

- 4.22. Students who fail to attend requested meetings will be deemed to have not participated in the academic intervention measures and assistance. An email will be sent to students to provide advice on improving academic performance.
- 4.23. The Unsatisfactory Academic Progress Warning Letter and a record of the meeting will be kept in the student's file.
- 4.24. At the end of the consecutive trimester, after the results have been released, the at-risk student's academic performance will be reviewed.
- 4.25. If an at-risk student has again failed 50% or more of his or her enrolled units (i.e., failed 50% or more of the units enrolled in two consecutive trimesters), the student is officially identified as making unsatisfactory academic progress and not meeting the course progress requirements.

#### **Reporting unsatisfactory course progress – applicable to international students only**

- 4.1 The Head of Marketing and Student Experience will then notify the at-risk student in writing of the Institute's intention to report the student for a breach of satisfactory academic progress requirements via an Intention to Report letter. 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.
- 4.26. The student will be referred to the *Academic Appeals Policy and Procedure* if the student wishes to lodge an appeal. The appeal will take place under the procedures set out in the *Academic Appeals Policy and Procedure*. The student will be informed that during the appeal process, the student must remain enrolled, attend classes and continue the study program.
- 4.2 The Head of Marketing and Student Experience will report the student default 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.
- 4.27. The impact of any decision relating to the implementation of intervention strategies on the expected course duration for a student will be examined at all stages of this review and monitoring process. Any likely or possible variation in a student's course duration will be noted in the student's file. When the Institute knows that the student cannot reasonably complete a course, as specified in the student's original course plan and CoE, the student will be informed, and a new CoE will be issued. However, the Institute will only issue a new CoE when they can accurately predict the study extension duration the student will require.
- 4.28. Where applicable, the following documents will be maintained in the student's files and on Student Management System:

- Unsatisfactory Academic Progress Warning Letter (initial)
- Notes from Intervention Sessions
- Intention to Report Letter
- Appeal Documents.

### **Reporting Student Progression and Support Provided**

- 4.29. A Student Progression Report prepared by the Academic Dean will be provided to the Academic Board every trimester. The information provided will include:
- a list of students identified as being at risk;
  - the basis of admission for the students, including identification of students who were admitted through articulation arrangements; and
  - actions taken to monitor and support the individual student.

## **5. QUALITY ASSURANCE**

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

- 5.1. internally approved by the Executive Management Team on development or review;
- 5.2. externally reviewed as part of any independent review of the Threshold Standards approved by the Governing Board;
- 5.3. internally reviewed by the Responsible Officer every year from the date of approval (if not earlier); and
- 5.4. referenced to the applicable Threshold Standard and/or other legislation/regulation.



## 6. FEEDBACK

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

## 7. ACKNOWLEDGEMENT

This procedure 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
2.0	June 2018	Initial version	EMT
3.0	November 2020	Internal review	EMT
4.0	June 2023	Internal review	EMT
4.1	September 2023	Internal Review – minor formatting changes, alignment of definitions and add external referencing	EMT
5	February 2024	To meet new Support for students policy requirements under section 19-43 of HESA	EMT
Related legislation/ regulation/standard	Tertiary Education Quality and Standards Act 2011 Higher Education Standards Framework (Threshold Standards) 2021 Education 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 Higher Education Support Act 2003 (HESA) Higher Education Provider Guidelines 2023 (HEP Guidelines)		

Note. EMT = Executive Management Team.