

ACADEMIC PROGRESS PROCEDURE

Approving authority	Executive Management Team
Purpose	This procedure outlines the obligations on students to maintain satisfactory academic progress and the consequences for not doing so.
Responsible Officer	Academic Dean
Next scheduled review	November 2023
Document Location	http://www.ozford.edu.au/higher-education/policies-and-procedures/
Associated documents	Academic Appeals Policy and Procedures Student Support & Services Policy and Procedures Completion within Expected Duration Policy and Procedures Academic Progress Procedures

1. PRINCIPLES

- 1.1 Ozford Institute of Higher Education (hereafter referred to as “the Institute”) seeks to support all students in achieving success in their studies and in reaching their potential. 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 students’ needs.
- 1.2 The Institute is committed to the maintenance of academic standards and high quality graduate outcomes for all courses. However, students are also expected to attend classes and maintain a satisfactory level of academic performance to be permitted to progress through a course. Students who do not meet the required levels of academic performance will be identified and offered advice and support, and may be required to demonstrate why they should be allowed to continue in the course.
- 1.3 The Institute has an obligation to monitor academic progress by setting appropriate standards, workloads and continuous assessments for students to complete their courses.
- 1.4 Where the student whose academic progress is under consideration is a fee paying overseas student, Standard 8 of the - National Code 2018 applies.

2. SCOPE

This procedure applies to all students who are currently enrolled at the Institute.

3. DEFINITIONS

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 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.

Satisfactory progress

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

Unsatisfactory progress

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

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 to be 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 50% or more of a study load (EFTSL) 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.

Intervention strategy

This occurs where an action plan has been implemented for an at-risk student to mitigate the likelihood of the student being assessed as making unsatisfactory progress.

Academic monitoring

This is where a student who fails to pass 50% or more of the units attempted in a study period will have his or her subsequent academic performance monitored. This may involve the implementation of one or more intervention strategies to mitigate further failure.

ESOS National Code

The ESOS National Code refers to the National Code of Practice for Providers of Education and Training to Overseas Students 2018 established under the Education Services for Overseas Students Act 2000.

PRISMS

The Provider Registration and International Students Management System (PRISMS) provides Australian education providers with the Confirmation-of-Enrolment (CoE) facilities required for compliance with the Education Services for Overseas Students (ESOS) Legislation.

4. PROCEDURES

- 4.1 In Week 3 (of Block Mode) and Week 5 (of Standard Mode) of the first trimester of a student's enrolment, a process to identify and support students who are potentially at risk will be implemented.
- 4.2 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 Head of Department.
- 4.3 Students who have failed/not submitted the first assessment item will be contacted and requested to meet with the relevant lecturer or Head of Department. This is designed as an interim monitoring of those students who are potentially *at risk*. The students will have an opportunity to explain their unsatisfactory performance of the assessments and the relevant lecturer or Head of Department will provide advice to assist the students to achieve satisfactory outcome for the specific assessment items. Students identified with low English proficiency will be referred to participate in English support sessions.
- 4.4 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.
- 4.5 Students will be advised accordingly and shall be required to participate in a meeting to discuss their academic support needs and progress with the Head of Department. The students will be formally notified of this requirement by the Head of Student Services and Administration (HOSSA) by way of an Unsatisfactory Academic Progress warning letter sent by email to the students address or otherwise delivered securely to the student.
- 4.6 During the meeting, the students will be encouraged to provide an explanation for the lack of satisfactory academic progress. Agreed intervention strategies will be implemented based on the identified needs of the students at the discretion of the Head of Department. They may include:
 - requiring the students to undertake additional English Language support session;

- providing students assistance with study skills (This can be actioned by the Head of Department scheduling consultation time with other professional staff as appropriate);
 - advising and supporting students in improving class attendance to a minimum of 80%;
 - amending the study plan or changing courses/specialisations;
 - referring students to participate in personal support service, such as external counselling programs, health and wellbeing enhancement programs, or other professional support services;
 - other, as considered an appropriate intervention strategy.
- 4.7 Any agreed intervention strategy will be documented, signed by both parties and a copy held on the students' files. The student progress will be monitored by the Head of Department in the consecutive trimester.
- 4.8 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.
- 4.9 The warning letter and a record of the meeting will be kept in the student's file.
- 4.10 At the end of the consecutive trimester after the results have been released, the "at-risk" students' academic performance will be reviewed.
- 4.11 If as part of the review 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 consequently not meeting the course progress requirements.
- 4.12 The HOSSA 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 letter will inform the student that he or she has been identified as making unsatisfactory academic progress, and it is the intention of the Institute to cancel the student's enrolment and report this to the Department of Education and Department of Home Affairs via PRISMS and the student is able to access the Institute's Academic Appeal process within 20 working days.
- 4.13 The above-mentioned student will be referred to the Academic Appeals Policy and Procedures if he or she wishes to lodge an appeal. The appeal will take place under the procedures set out in the Academic Appeals Policy and Procedures. The students will be informed that during the appeal process, the student must remain enrolled, attend classes and continue with their study program.
- 4.14 If no appeal is received or the student chooses not to access the appeals processes within the 20 working-day period, withdraws from the process, or the process is completed and results in a decision supporting the Institute, the HOSSA will notify the Secretary of Department of Education through PRISMS as soon as practicable, of the student not achieving satisfactory course progress.
- 4.15 At all stages of this review and monitoring process, the impact of any decision relating to the implementation of intervention strategies on the expected course duration for a student will be examined. Any likely or possible variation in a student's course duration will be noted in the student's file. The student will be informed and a new CoE will be issued, when the Institute knows that the student cannot reasonably complete his or her course, as specified in the student's original course plan, within the expected duration as specified on the student's CoE. However, the Institute will only issue a new CoE when they can accurately predict how long an extension of duration of study the student will require.
- 4.16 Where applicable, the following documents will be maintained in the student's files and on Student Management System:
- Unsatisfactory Academic Progress (Initial) Warning letter;
 - Notes from intervention sessions ;

- Intention to report letter;
- Appeal documents.

4.17 A Student Progression Report prepared by the Academic Dean and HOSSA is provided to the Academic Board every trimester. Information provided include:

- List of students identified as at risk
- The basis of admission for the students including identification of students who were admitted through articulation arrangements
- Actions taken to monitor and support the individual student

5. QUALITY ASSURANCE

To ensure that this procedure is fit for purpose and meet the requirements of the HES 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 HES Threshold Standards approved by the Governing Board;
- 5.3 internally reviewed by the Responsible Officer every three years from the date of approval (if not earlier).
- 5.4 referenced to the applicable HES threshold Standard and/or other legislation/regulation.

6. FEEDBACK

Feedback or comments on this procedure is welcomed by the listed Responsible officers of the Institute.

7. VERSION CONTROL

Version	Date approved	Description	Approved by
2.0	June 2018	Initial version	EMT
3.0	November 2020	Internal review	EMT
Related legislation/ regulation/standard	HES Threshold Standards 2015 ESOS National Code 2018 Standard 8		