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Related documents	<i>Student Grievance and Resolution Policy and Procedures English</i> <i>Language Proficiency Policy</i> <i>Student Support Policy</i> <i>Students at Risk Policy and Procedures</i>

## 1. Purpose

The purpose of this policy is to provide principles for monitoring and management of students' academic progress and to establish procedures that systematically monitor, record and assesses students' progression, and guide intervention when required at Analytics Institute of Australia (AIA).

## 2. Scope

This policy applies to:

- All higher education students
- Academic staff

## 3. Definitions

- Conditional Enrolment:** Enrolment under a specified set of conditions including, but not limited to: stipulations such as passing a certain percentage of units, enrolling in a reduced number of units, attending study assist programs, attending English programs or other appropriate activities that will assist with student academic progression.
- Exclusion:** where a student's enrolment in a course will be discontinued as a result of unsatisfactory academic progress.
- Intervention Plan:** A plan of action determined by the AIA to assist a student to achieve and improve satisfactory academic performance.
- Maximum Period of Study:** Twice the time taken to normally complete an award plus one year when undertaking full-time study.
- Progression Requirements:** The measure of advancement, through accrual of credit, in a course towards its completion as specified by the Academic Board and defined in the course structure, available on the AIA website

- f. Satisfactory academic performance: An enrolled student has maintained satisfactory academic progress in a trimester when they complete the academic requirements of their course at a satisfactory level by:
- Passing more than 50 percent of the credit points in which the student is enrolled in the trimester;
  - Maintaining a rate of academic progress that enables them to complete their course within the maximum period of study defined by the Academic Board or within the expected course duration specified on an international student's confirmation of enrolment; and
  - Satisfying the requirements of any compulsory placements in their course.
- g. Show Cause: where a student is required to outline in writing, why the student considers enrolment in the course in which the student is currently enrolled should not be discontinued because of unsatisfactory academic progress.
- h. Student at Risk: Students may be classified at risk during a trimester, under this policy.
- i. Unsatisfactory Academic Performance: The criteria of unsatisfactory academic performance, as defined by Academic Board, is where an enrolled student:
- Fails 50 percent or more of the credit points in which the student is enrolled in a trimester; or
  - Will not be able to complete his/her course within the maximum period of study defined by the Academic Board.

#### 4. Principles

- a. Students are expected to maintain satisfactory academic progress and complete all the course progression requirements as defined above and in the relevant course structure.
- b. AIA recognises that students who are at risk of not meeting academic progression requirements require early intervention and support. If, after intervention and the provision of support, a student does not meet the criteria for satisfactory academic performance, the student may be excluded from the course. AIA provides an appeals mechanism for students identified for exclusion.
- c. AIA will identify students who require early intervention and support by:
- Monitoring student performance;
  - Identifying students who are at risk of not meeting progression requirements;
  - Formally advising such students of their academic risk of not meeting progression requirements;
  - Providing intervention strategies to assist students to resolve progression difficulties;
  - Working with students to formulate an intervention plan; and
  - Monitoring the progress of students who are on intervention.

- d. AIA will identify and monitor the academic progress of students placed under conditional enrolment (which involves an intervention plan) by:
- Monitoring the adherence of students at risk to their intervention plan; and
  - Monitoring the academic progress of students who are on intervention.
- e. AIA will identify and monitor the academic progress of students deemed to be "at risk" or who are either subject to intervention or conditionally enrolled. For more information, see the AIA Students at Risk Policy and Procedure
- f. For international students, the expected duration of study specified in the student's CoE must not exceed the CRICOS registered course duration. AIA may extend an international student's enrolment and CoE if:
- Where a student fails a unit in his/her last trimester the student's enrolment may be extended to enable completion of the course;
  - There are compassionate or compelling circumstances beyond the control of the student, which have an impact upon the student's course progress, and there is evidence to support this assessment; or
  - The AIA has implemented an intervention strategy for the student because the student is at risk of not meeting course progress requirements; or
  - An approved deferral or suspension of the overseas student's enrolment has occurred under the AIA Course Intermission Policy or Deferral Policy (deferring, suspending or cancelling overseas student enrolment);
  - A student is delayed in completing their WIL unit after they have finished their coursework because of exceptional, compassionate or compelling circumstances. The duration of the extension of the student's enrolment to complete their WIL component is restricted to a maximum of 6 months from the date the student completes their coursework.
- g. Where the AIA extends the duration of an overseas student's enrolment through the issuing of a new CoE and the student's visa will expire prior to completion of the course, the student will need to apply to the relevant Government department for a new Student visa to complete their study.
- h. When it is determined that compelling grounds exist to extend an international student's enrolment and CoE, copies of the documentary evidence provided to support the claim must be kept on the student's file.

## **Responsibilities for academic progress**

### **Students**

- a. Students are responsible for their own academic progress and are expected to maintain a satisfactory level. Students who have been identified as either fulfilling the criteria for unsatisfactory academic performance, or who are at risk of fulfilling the criteria for unsatisfactory academic performance, are expected to take steps to improve their performance including seeking feedback from academic and administrative staff, using available academic and other support services and participating fully in the development and implementation of an intervention plan.

### **Unit Convenors**

- a. Unit Convenors are responsible for providing a supportive learning environment that will enable students to improve their academic performance. Academic staff teaching in a Unit are responsible for monitoring the academic progress of all students enrolled in that unit in accordance with this policy.

### **Learning and Teaching Committee(L&TC)**

- a. L&TC will be responsible for implementing procedures to identify students who have failed to meet progression requirements during the trimester and after the ratification of results each trimester. L&TC will also be responsible for determining if compelling circumstances exist that would result in the extension of a student's course duration.

### **Course Convenors**

- a. Course Convenors, working with Unit Convenors and relevant academic staff, will be responsible during each trimester for the continual monitoring of the academic performance of students in their course/s and will report the results of the monitoring process to the L&TC.
- b. L&TC will consider each student's progression report, prepared by the Registrar, at the end of each trimester to review academic/course progress and detect students whose performance in the trimester has been unsatisfactory. Such students will be deemed to be "at risk". Those identified as at risk, depending on the level of at risk, will be:
  - Provided with academic and other support services to enable them to develop specific skills that will assist them to improve their academic performance;
  - May have conditions imposed on their continued enrolment;
  - Receive direct communication indicating his/her level of risk and the action required from them to maintain satisfactory course/academic progress.

## Other Responsibilities

- a. The Academic Board is responsible for the scheduled review of this policy and procedure.
- b. The Academic Dean is responsible for the operational implementation of this policy and procedure and for reporting to the Academic Board at least once a year as to the origins, numbers and outcomes of students who have unsatisfactory academic performance, and of appeals against exclusion for unsatisfactory academic performance.

## Procedure

### Triggers for identifying students at risk of not meeting Progression Requirements

- a. AIA will identify students at risk of not meeting the AIA's progression requirements by using early-intervention strategies. A range of intervention strategies are available for students thus identified, including counselling, academic and English language assistance (see Students at Risk Policy and Procedure).
- b. At the end of each trimester, the AIA will identify students who meet the criteria for unsatisfactory academic performance.

### Right to complaints and appeals process

If a student is dissatisfied with any of the decisions conveyed in writing by AIA, the student may access AIAs complaints and appeals process within 20 working days of the adverse finding.

### Three stages of unsatisfactory academic performance

- a. At the end of each trimester, the Registrar will generate a progression report of students who satisfy the criteria for unsatisfactory academic performance, and a progression profile for each student identified in the report.
- b. The report will classify students into three stages.
  - If a student appears in the progression report for the first time, they will be classified as being in Stage 1 - student at risk ("Stage 1").
  - If a student who is already in Stage 1 appears in the progression report for the second consecutive time, they will be classified as being Stage 2 ("Stage 2") and will be asked to "show cause" why they should not be excluded from their course. The outcome of a show cause hearing can be either a conditional enrolment or exclusion.
  - If a student is classified as being Stage 2 and is subject to conditional enrolment, and appears in a consecutive progression report, they will be classified as being Final Stage for exclusion ("Final Stage").
- c. Students classified as Stage 1 or Stage 2 who have attained satisfactory academic performance in either Trimester 1 or 2 will have their classification reduced by 1.

- d. In Trimester 3, the L&TC will take the number of units in which the student was enrolled into account when determining how to treat a student. Normally the status of a student with an enrolment of just one unit will not be changed, regardless of performance.

### **Stage 1 – Student at Risk**

- a. The AIA will communicate to each student on Stage 1:
- That they are classified as Stage 1, having satisfied the criteria of unsatisfactory academic performance.
  - That they must meet with a nominated academic staff member, who will act as an academic support advisor.
  - That their performance will be monitored and if it does not improve that they will be classified as Stage 2.
  - The requirements the student needs to meet to have satisfactory academic performance.
  - The availability of support programs to assist the student in improving their academic performance.
- b. A student who is classified as being in Stage 1 may seek an informal review of the classification with L&TC within 10 working days of the date of the notification. L&TC will review the classification of Stage 1 within 10 working days of the date of the student's request to review is received. L&TC will make such enquiries and determinations as it thinks fit. L&TC will exercise academic judgment, taking account of the student's overall performance in the course and other relevant issues.
- c. At the meeting with the academic support advisor, the student and the advisor will formulate an intervention plan to assist the student to improve their academic performance.
- d. The objectives of the intervention plan are to provide advice and information to enable the student access to appropriate learning resources and assistance and other support, to assist the student to improve their academic performance in the next trimester, and to identify actions that will help the student make satisfactory progress in future trimesters. The plan will act as an action plan for the student and a clarification of the expectations of the AIA.
- e. The appropriate intervention plan will vary according to:
- The needs of individual students,
  - The nature of the course, and
  - The range of services available;

- f. The intervention plan may include enrolment in a reduced number of units, within the minimum rate of accrual of credit under course progression requirements, compulsory attendance at study assist programs or other appropriate assistance.
- g. All communication with the student including the intervention plan will be added to their progression profile.

## **Stage 2 – Being asked to Show Cause**

- a. Students classified as Stage 2 are those who are considered to be a very high risk of being unable to successfully complete their course.
- b. AIA will communicate to each student classified as Stage 2:
  - That they are being considered for exclusion from their course; and
  - To show cause, that is, to provide a satisfactory explanation with justification, for why they should not be excluded from the course.
- c. The show cause response should
  - Describe the circumstances that have negatively affected the student's performance in their studies;
  - Discuss the specific effects or impacts of those circumstances;
  - Identify the steps the student has undertaken, or will undertake, to address each of these circumstances with a view to ensuring that effect of future circumstances will not be negative
  - Provide documentary evidence (such as medical certification, police reports or statutory declarations), as appropriate to support the Show Cause response.
- d. The L&TC will consider the following in assessing whether a student has Shown Cause:
  - Valid cause means circumstances beyond the reasonable control of a student, which may include serious ill health or misadventure, but does not include demands of employers, pressure of employment or time devoted to activities outside AIA, unless these are relevant to serious ill health or misadventure. In all cases, the onus is on the student to provide the AIA with satisfactory evidence to establish good cause.
  - Relevant aspects of a student's record in other courses or units of study within the AIA and relevant aspects of academic studies at other institutions provided that the student presents this information to AIA.
  - Carefully and ethically consider the student's ability to complete a unit of study and not accept a Show Cause response that does not provide a reasonable expectation that the issues affecting satisfactory academic performance have been identified and a clear pathway to address those issues has been presented.

- e. A student must provide their response to the show cause notification within 10 working days of the date of the notification.
- f. LTC will consider the progression profile of the student and the student's response to the show cause letter, and decide on one of the following two options:
  - Option 1: The student to be placed on conditional enrolment for another trimester, remaining classified as Stage 2. LTC will specify the conditions.
  - Option 2: The student is excluded from the course for unsatisfactory academic performance.
- g. LTC will communicate the decision to the student in writing.
- h. The student has the right of appeal against a decision made under the AIA Grievance and Resolution Policy.
- i. If the student does not appeal, they will be deemed to have accepted the conditional enrolment or exclusion

### **Final Stage – Exclusion**

- a. A student will reach the Final Stage if they are classified Stage 2 and continue to have unsatisfactory academic performance.
- b. LTC will normally exclude students classified as Final Stage. However, it is not mandatory that a student at Final Stage be excluded. LTC will exercise academic judgment, taking account of the student's overall performance in the course and other relevant issues. In only very exceptional circumstances will a student who has reached Final Stage more than once not be excluded.
- c. If a student in the Final Stage is not recommended for exclusion, they will remain Stage 2 with any conditional enrolment specified by LTC.

### **Notification of exclusion**

- a. The Registrar will advise the student (normally via student email and express post) of the AIA's decision to exclude them, for unsatisfactory academic performance and inform them that they are entitled to appeal the decision in accordance with the Grievance and Resolution Policy within 20 working days. The notification to international students will state that the AIA is required to report them to:
  - The Secretary of Department of Education, through PRISMS, and that they waive their right to an external review process if they fail to lodge an internal appeal; and



- The relevant Government department, for unsatisfactory academic performance as this may affect the student's visa. The date the notice of decision to exclude is sent will be the 'effective date' of commencement of the period of exclusion.
- b. If the student at the expiry of 20 working days lodges no appeal after the date of the notice of decision to exclude, the Registrar will arrange for the student's enrolment to be cancelled as of the 'effective date'.

### **Effect of exclusion**

- a. A student who has been excluded from their course may not be readmitted to that course for a period of 12 months from the 'effective date' of exclusion. Readmission is not automatically granted. Normally readmission will only be granted if there has been a change in student circumstances that leads AIA to believe that there may be a change in level of student engagement. The student must apply for readmission into the course in the normal way. Where a course entry application deadline falls before the expiry of the 12-month period of exclusion (for the course to which the exclusion applies) the student is entitled to lodge an application. If accepted for readmission, the student may recommence in the trimester immediately after the exclusion period expires, or the next available Trimester. A student who is so readmitted will be classified as Stage 2, and will be subject to an intervention plan.
- b. A student who has been excluded from a specific course may apply for admission to other AIA courses during their period of exclusion, provided they meet the normal application and entry requirements. If, however, a student is admitted to another course, the exclusion from the original course will remain in effect.
- c. A student who has been excluded is not an enrolled student of the AIA during their period of exclusion unless they are subsequently admitted to another course and complete the enrolment process.
- d. AIA will only report the exclusion of international students studying in Australia to the Secretary of Department of Education through PRISMS when:
  - An appeal does not succeed following the expiration of relevant deadlines and/or completion of the AIA's internal and external complaints processes and the decision or recommendation supports AIA; or
  - The student chooses to withdraw from the internal and external appeal processes by notifying the AIA in writing.

### **Effect of exclusion on an Australian student visa**

Australian student visa requirements may be breached where an international student studying in Australia has been excluded for unsatisfactory academic performance. The Education Services for Overseas Student Act 2000 (ESOS Act) and the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (National Code) require that the AIA notify such students to the Secretary of Department of Education, through PRISMS, and to the relevant Government department, for unsatisfactory academic performance as this may affect their student visa.

### **New Students with Poor Prior Records**

Where a new student has been admitted with 50% or more fails from another institution (s), the student will be subject to an intervention plan. The student will not be classified as at risk, but his/her performance will be closely monitored.

## **5. Responsibility**

The Registrar and Academic Dean are responsible for maintenance and implementation of this Policy.

## **6. Legislation and Associated Documents**

The following legislation and guidelines are relevant to this Policy

- Education Legislation Amendment (Provider Integrity and Other Measures) Act 2017
- National Code of Practice for Providers of Education and Training to Overseas Students 2018 (the National Code 2018)
- Education Services for Overseas Students Act 2000

The following Standards in the Higher Education Standards Framework 2015 are relevant to this Policy:

Registration: 1.3.5, 2.2.2, 5.3.7

Accreditation: 1.3.3, 1.3.4, 4.2.1a-g

### **Version History**

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