

Student Academic Progress (HE) Policy

1. Purpose

The purpose of this Student Academic Progress (HE) Policy is to provide a framework to assess student academic progression across Higher Education courses.

2. Principles

This policy will adhere to the following principles:

- Academic staff support and assist all students to successfully complete their studies
- There are clearly defined academic performance and progress review processes available to students and staff
- Students' academic progress is monitored and reported at subject and course level
- Academic progress issues are addressed quickly to support students' improvement in their studies
- Students are treated equitably and consistently during all stages of a progress review process.

3. Scope

This policy applies to all Melbourne Polytechnic Higher Education courses offered at all locations, and to all Higher Education staff and students.

4. Academic Progress

Students are expected to maintain satisfactory academic progress to successfully complete their studies. Academic performance is progressively monitored, and students provided with initial feedback following the first assessment task in the first four weeks of semester. Students who are not meeting the required standard will be counselled by the Head of Program and an intervention strategy put in place to improve academic progress.

Students are normally expected to complete studies within ten years from the date of commencement. This period may vary to accommodate professional body requirements.

A student's study load may vary based on their progression in the course. International students are expected to maintain a full-time study load and enrol in 48 credit points each semester to complete course requirements within the registered course duration.

5. Unsatisfactory Progress

There are three levels of Unsatisfactory Progress:

- i. Students will be considered At Risk of Unsatisfactory Progress (At Risk) during the semester if they:
 - fail the first summative assessment task for a subject;
 - show evidence of non-engagement, including lack of interaction through the Learning Management System (Moodle), poor attendance/participation in class; or
 - are subject to a condition specified by a previous Academic Progress Panel.

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Students considered as At Risk will be required to attend an Academic Progress Review (see 6.1 below) with the Head of Program/Course Coordinator or delegate. They will remain At Risk until they have completed a semester with no fails.

- ii. Students will have demonstrated Unsatisfactory Progress if they:
- fail 50% or more of the total credit points in which they are enrolled for that semester;
 - fail a specific subject for the second time; or
 - will not complete the course within the normally expected timeframe.

Students demonstrating Unsatisfactory Progress will be required to attend an Academic Progress Review (see 6.1 below) with the Head of Program/Course Coordinator or delegate. Their progress will continue to be considered unsatisfactory until they have completed a semester with no fails.

- iii. Students will have demonstrated Continued Unsatisfactory Progress if they:
- fail 50% or more of the total credit points in which they are enrolled for two successive semesters;
 - fail a specific subject for the third time;
 - fail to meet conditions specified by a previous Academic Progress Panel; or
 - fail to meet the target date for completion of the course agreed at an Academic Progress Review or Panel meeting.

Students demonstrating Continued Unsatisfactory Progress will be required to attend an Academic Progress Panel (see 6.2 below). An Academic Progress Panel can set conditions for any future enrolment or exclude a student from the course. Their progress will continue to be considered unsatisfactory until they have completed a semester with no fails.

Students subject to a condition specified by an Academic Progress Panel will be considered as At Risk in the subsequent semester.

6. Academic Progress Review

6.1 Academic Progress Review

Students identified as At Risk following the first assessment task or during the semester will be required to meet with the Head of Program/Course Coordinator or delegate, if possible before the census date.

Students identified as demonstrating Unsatisfactory Progress following completion of the semester will be required to meet with the Head of Program/Course Coordinator or delegate before enrolment for the subsequent semester.

The Academic Progress Review session provides an opportunity to discuss academic and pastoral support options, intervention approaches and the current course plan to assist with improving the student's academic performance. Discussions will be documented by completion of a [Student Academic Progress \(HE\) Improvement Plan](#) and the Head of Program will review future academic performance with reference to that plan.

It is recommended that students regularly review their performance against the plan to maintain satisfactory academic progress.

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The Academic Progress Review may determine one or more of the following outcomes:

- Require the student to amend their enrolment for the following semester
- Require the student to attend specified academic support programs
- Determine any other conditions that will assist the student to improve their performance.

6.2 Academic Progress Panel

Students who have been identified, as meeting Unsatisfactory Progress (determined at the Chief Examiners Meeting at the end of the semester) will be required to attend an Academic Progress Panel. In preparation for the meeting, students must lodge an Academic Progress Panel Submission demonstrating changes in their circumstances and a proposed action plan to improve academic performance and continued study. Students may bring a support person to the Academic Progress Panel meeting to provide personal support. The support person will not act as an advocate for the student. Meetings will be held before the commencement of the following semester. The Academic Progress Panel can make a determination in the absence of the student attending the Academic Progress Panel and/or lodging a submission.

The International Office will notify the Department of Immigration and Border Protection of any international students who are excluded from their course of study following completion of the Appeals process.

The Academic Progress Panel may determine one or more of the following outcomes:

- Require the student to amend their enrolment for the following semester
- Require the student to take a leave of absence for a specified period
- Require the student to attend specified academic support programs
- Grant a special assessment task
- Require the student to transfer to another course
- Exclude the student from the course for a period of 12 months
- Determine any other conditions that will assist the student to improve their performance.

7. Complaints and appeals

A student who has concerns following their Academic Progress Review meeting should contact the Head of Program or Course Coordinator in the first instance. If the student is unable to satisfy any concerns after that contact, they can lodge an Academic Progress Appeal.

Students who attend an Academic Progress Panel and are dissatisfied with a decision of the Academic Progress Panel can lodge an Academic Progress Appeal with the Director of Higher Education. The appeal must be lodged within 20 working days from the date of the Academic Progress Review meeting or the date on the outcome letter from the Academic Progress Panel. A student may appeal under the following circumstances:

- There is evidence that a procedural irregularity has occurred
- There is new or supplementary information not previously available or considered at the time of the meeting
- There is evidence of prejudice or bias
- There is evidence that the condition or penalty is unreasonable or excessive.

All other students can submit a complaint through the Student Complaints and Appeals Policy and Procedure.

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8. Definitions

For the purpose of this policy, the following definitions apply:

Academic Progress Panel: A panel that makes determinations in relation to students with unsatisfactory academic progress.

Academic Progress Review Meeting: A meeting to discuss academic and pastoral support options, intervention strategies and current course plan to assist with improving academic progress.

At Risk of Unsatisfactory Progress: Failing to maintain a satisfactory level of academic performance in the enrolled semester/course of study.

Exclusion: A decision by an Academic Progress Panel that a student is not permitted to continue in the current enrolled course of study for a period of 12 months.

Formative Assessment: An assessment that is used to provide students with feedback on progress which can then be incorporated in subsequent assessment tasks and learning activities.

Intervention: Strategies applied during the semester to assist students to improve academic performance such as attending academic skills support programs or joining a study group.

Satisfactory Academic Progress: Maintaining a satisfactory level of academic performance and progress towards completion of the enrolled course of study.

Submission: A document detailing the circumstances that affected the students' performance during the semester along with planned changes to support improved academic performance and continued study in the course.

Supporting documentation: Evidence to support a submission including but not limited to a letter from a doctor or counsellor, evidence of use of support services.

Unsatisfactory Academic Progress: Failing to maintain satisfactory progress towards completion of the enrolled course of study.

9. Responsibility and Accountability

Task	Responsibility	Notes
Identify At Risk students	Academic staff, Subject Coordinator and Head of Program	
Monitor students' performance during the semester	Academic staff, Subject Coordinator and Head of Program	
Meet with At Risk students during the semester to discuss academic support and other related services/options to assist progress	Head of Program or delegate	Academic Progress Review meeting

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Discuss and document intervention strategies during the semester and monitor students' improvement	Head of Program or delegate	Interventions may include: Attending academic skills support programs Joining a study group Attending counselling Reducing study load
Review Course Plans for At Risk students and determine appropriate action	Head of Program	If possible, before census date
Continue to monitor the students' academic performance during the semester	Head of Program	Follow up Academic Progress Review Meeting
Identify students whose academic progress is considered At Risk or Unsatisfactory and report to Chief Examiners Meeting	Results Review Meeting	
Confirm students who must attend an Academic Progress Panel meeting	Chief Examiners Meeting	
Advise students of submission requirements prior to Academic Progress Panel	Chair of Academic Progress Panel	
Chair Academic Progress Panel (APP)	Director of Higher Education (or delegate)	
Determine outcomes of student progression	Academic Progress Panel	
Consider Appeals arising from APP and determine outcome	APP Appeal Panel	
Monitor academic progress of cohorts	Director of Higher Education	
Report outcomes of Academic Progress Panel to Higher Education Course Advisory Committee	Head of Program	
Monitor decisions and outcomes of academic progress processes	Head of Program	

10. Supporting Documents and Templates

Melbourne Polytechnic Policies and Procedures

- [Academic Progress \(HE\) Panel Terms of Reference](#)
- [Chief Examiners Meeting \(HE\) Terms of Reference](#)
- [International Students Extension of Course Duration Policy](#)
- [Student Academic Progress \(HE\) Procedure](#)
- [Student Complaints and Appeals Policy](#)
- Academic Progress Panel Submission (to be developed)

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Legislation

[Education Services for Overseas Students \(ESOS\) Act 2000 \(Cth\)](#),
[National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 \(National Code 2007\) - Standard 10](#)

11. Policy Control

Approving authority	<i>Academic Board</i>
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