Academic Progress Policy and Procedure

Purpose

This policy and procedure provide a framework to identify and track student academic progress to apply interventions for those in need of support and the consequences of unsatisfactory progress at Australia Advance Education Group Pty Ltd (AAEG) trading as the Sydney International School of Technology and Commerce (SISTC). This may include the cancellation of unit and/or course enrolment and Show Cause opportunities.

Scope

This policy and procedure apply to all students studying for our coursework qualifications.

Definitions

Unless otherwise defined in this document, all capitalised terms are defined in the glossary.

Risk Level means the level of satisfactory or unsatisfactory progress achieved by a student. We identify Risk Levels 0-3, where level 0 is demonstration of satisfactory progress and levels 1-3 are when unsatisfactory progress has been demonstrated and specific interventions apply.

Policy

Principles

We:
- are committed to maintaining academic standards for all students, maximising opportunities for student success and ensuring that all Unit and Course learning outcomes, and graduate qualities are offered
- apply clearly established, defined, and allocated academic progression tracking levels from 0 – 3 from satisfactory progress through to at risk and non-completion categories
- provide academic support to enable students to make satisfactory or better progress through Units of study and across the Course (Risk Level 0 as shown in the Academic Progress Procedure).
- set clear expectations and accountabilities for both Staff and students when working together to achieve successful student academic outcomes
- apply our academic progress tracking processes fairly, consistently, and impartially for each student
- ensure that processes related to academic progression are consistent, transparent, and accessible to all students.

Our Responsibilities

We:
- monitor ongoing student academic progress at Unit and Course levels
- offer supportive interventions as applicable
- offer further academic and/or non-academic support to students as required, in accordance with Student Support Policy and Procedure so that they can take steps to improve their performance, including: online databases, software tools, and relevant research materials, study groups, academic advice (course selection and progress monitoring); non-academic support: external student counselling services, student advocacy via the Student Voice Advisory Group (SVAG)
- acknowledge individual student circumstances may affect their ability to study or demonstrate satisfactory progress and will ensure that suitable support services are made available
- monitor continued unsatisfactory progress and ensure that all interventions have been applied before determining appropriate consequences.

Consequences may include, but are not limited to, exclusion from a Course for a period or cancellation of Course or Unit enrolment where appropriate appeal or show cause opportunity will be communicated in such circumstances.

Student Responsibilities

It is the responsibility of each student to make every effort to engage with learning and complete all assessment tasks to achieve satisfactory academic progress and success within Units and across their Course.

Students are expected to complete the Course within the Standard Full time and/or Standard Part Time duration and within the Maximum Course Duration.

It is also the responsibility of each student to ensure that they:

- comply with the process and any conditions, requirements or actions imposed (check consistency of wording)
- understand that where academic progress is not maintained, associated interventions and actions will be implemented
- understand that interventions may impact student unit enrolments and/ or their Course duration which may incur additional fees to retake Units
- understand that any request for refunds of tuition fees is considered according to the Student Refund Policy and Procedure and the request form must be completed
- read and promptly act upon all notifications and correspondence including any advice from the Academic staff
- ensure their current contact details are always up to date by ensuring any changes are reported within 3 days of any change and accordingly claims of not receiving any email are not accepted.

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Procedure

Overview of Students' Academic Progress

The flow chart on page 9 demonstrates our approach, tracking and supportive response to student academic progress through their Course with responses and impacts on student study pathways. It also provides a high-level overview of various satisfactory and unsatisfactory study patterns. Details of the process and how we identify and monitor unsatisfactory progress, and interventions for various categories of unsatisfactory progress are outlined in the following sections.

Students' Academic Progress Risk Levels

Students' academic progress may range from satisfactory to unsatisfactory during their Course, and various risk levels with appropriate interventions will apply. Overview of students' academic progress is presented in the table below.

Academic progress levels	Criteria
Risk Level 0	- Satisfactory progress demonstrated through engagement in study by accessing learning materials, submitting assessments, and successfully undertaking and completing first and/or second unit in the Course, **and/or** - Satisfactory progress demonstrated through passing the unit/s previously failed multiple times, **and/or** - Satisfactory progress demonstrated through maintaining minimum pass rate of 50%, **and/or** - Satisfactory progress demonstrated through completing the Course within the Standard Full Time and/or Part Time Course duration.
Risk Level 1	- A noticeable decline in academic performance compared to previous semesters (lower grades, incomplete assignments, missed deadlines, or decreased participation in class activities) - Frequent absences without valid reasons. - Struggling to grasp and understand key concepts or unit material (confusion, seek additional clarification, or require extra assistance to keep up with the unit) - Demonstrating inadequate preparation for exams, quizzes, or assignments (unprepared, unsure of the subject matter, or unable to effectively apply knowledge during assessments) - Facing challenges related to access to necessary resources, such as textbooks, technology, or academic support services. - Experiencing personal difficulties or setbacks that impact their academic performance, such as health issues, family problems, or financial constraints. - Failing to meet the established milestones or benchmarks for satisfactory academic progress within the course (failing to complete prerequisite units, repeating failed units, or not making sufficient progress towards degree completion within the expected timeframe)
Risk Level 2	- Demonstrating ongoing signs of inactivity or poor progress in their studies. (Lack of engagement, incomplete assignments, or limited participation in class activities) - Formally identified as 'at risk' for failing the same unit or units twice. - Formally identified as 'at risk' due to non-compliance with the minimum pass rate requirement 50%. - Exceeding Standard Part-Time Course Duration with Lack of Academic Progress
Risk Level 3	- continuing to exhibit signs of inactivity or poor progress in their studies, indicating an ongoing struggle to engage with the course material and meet the academic requirements. - Formally identified as 'at risk' for failing the same units for the third or subsequent time - Formally identified as 'at risk' due to ongoing non-compliance with the minimum pass rate requirement of 50%. - Failure to complete the course within the maximum duration allowed.

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Academic Progress within the Standard and the Maximum Course Durations

Each Course has a specified Standard Full Time and Part Time duration as well as a Maximum Course Duration within which students are expected to complete the Course.

Maximum Course Duration for a Course starts on the day the student enrols in the first Unit of the Course and is called Course Commencement Date. Maximum Course durations are outlined by AQF level below:

Course Level	Standard Full Time Duration	Maximum Course Duration
Diploma	12 months (52 weeks)	12 months (52 weeks)
Bachelor	36 months (156 weeks)	36 months (156 weeks)
Graduate certificate	3 months (26 weeks)	3 months (26 weeks)
Graduate Diploma	12 months (52 weeks)	12 months (52 weeks)
Master	24 months (104 weeks)	24 months (104 weeks)

Identifying unsatisfactory academic progress

There are three categories of students who demonstrate unsatisfactory progress:

Students who show signs of inactivity or poor progress

- Students who show signs of inactivity or poor progress before they formally become 'at risk' based on poor progress, include but are not limited to students:
  - who do not access and/or engage with the student learning portal or learning materials in a timely manner or
  - who request multiple medical/compassionate (MC) grades or
  - who withdraw three or more times from Units or
  - who do not successfully complete their first and/or subsequent Units.
- Satisfactory progress can be demonstrated by engaging in study, accessing learning materials, participating in and/or viewing webinars, submitting assessments, and successfully undertaking and completing first and/or subsequent units.

Students who are formally 'at risk'.

- A student is deemed formally 'at risk' if they:
  - have failed any Unit for a second time or subsequent time (that is, received a Fail, DNS or WF grade) or
  - have not maintained a minimum pass rate of 50% of Units officially enrolled in (that is, post census date enrolment) after attempting a minimum of 4 Units, excluding Units with MC and WNF.

- Students who are formally 'at risk' are not eligible for external concurrent enrolment. Where a student is already enrolled in concurrent Units, we reserve the right to cancel student enrolment from one or both Units for the purpose of assisting the student to improve their academic performance.
- Satisfactory progress can be demonstrated when students successfully undertake and complete Unit/s which they previously failed multiple times and/or have maintained a minimum pass rate of 50%. If satisfactory progress has been demonstrated, they cease to be formally 'at risk.'

Students who exceed the Standard Maximum Course duration

- Students who do not complete the Course within the Maximum Course Duration are considered to not have met the Course requirements and therefore their Course enrolment will be cancelled, and they will no longer be able to study the Course.

Monitoring of student academic progress

- The academic progress of students is monitored by the Associate Dean Learning and Teaching at the Unit level both during and after each study period to ensure they are making satisfactory progress.
- Students identified under one of the categories listed above are reviewed to identify appropriate support and interventions outlined below.
- Please see the flowchart on page 9 outlining various student academic progress scenarios.

Interventions for students with poor and/or unsatisfactory progress

Risk Level 1 Interventions

- Students who are inactive, non-engaged or poorly progressing:
  - We intervene where any of these behaviours are identified to offer one or more student support services outlined in the Student Support Policy and Procedure.

Risk Level 2 Interventions

- Students who are inactive, non-engaged or poorly progressing:
  - If the student continues any of these behaviours, they are advised in writing and invited for interview by the Deputy Director Student Services (DDSS) that:
- modification to student enrolment (with or without conditions) has been made, such as reduction in study load and
- they are strongly encouraged to seek academic or non-academic support outlined in the Student Support Policy and Procedure, as appropriate and
- if no satisfactory progress is demonstrated, Risk Level 3 interventions outlined in **Risk Level 3 Interventions** may apply.

- Students who are formally 'at risk' for multiple failure of a Unit.
- If a student fails any Unit for a second time, the student is sent an email advising them that:

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- o they are considered 'at risk' in accordance with this policy and
- o they are strongly encouraged to seek academic or non-academic support outlined in the Student Support Policy and Procedure, as appropriate
- o they may be required to reduce study load and
- if they fail again, Risk Level 3 interventions outlined in **Risk Level 3 Interventions** may apply.
- To support students to achieve successful Academic Progress, interventions are intended to help and to enable skill development for those in need of support.

Where a student attempts variations of a Unit that has the same or significantly similar learning outcomes, each enrolment is considered as a repeat of that unit. Therefore, multiple unsuccessful attempts of units with the same or similar learning outcomes are counted as separate fails of the same Unit and may result in formal 'at risk' procedures being applied as per this section of the Academic Progress Procedures:

- Students who are formally 'at risk' of unsatisfactory progress and/or completion
- If a student does not maintain a minimum pass rate of 50% of Units undertaken after attempting a minimum of four (4) Units, the student will be sent an email advising them that:
  - o they are considered 'at risk' in accordance with this policy and
  - o they are strongly encouraged to seek academic support and/or relevant support services as outlined in the Student Support Policy and Procedure, and
  - o they may not be entitled to undertake any new Units and be invited to a meeting to agree specified conditions. Specifically, students may be required to:
    - reenrol in those Units that they have failed on a unit-by-unit basis and to achieve the minimum pass rate of 50% of Units undertaken, before they are entitled to undertake new Units and/or
    - change the selection of Units or specialisation with the opportunity to undertake alternate Units and/or
    - reduce study load.
- The above relate to restrictions referred to in the section on multiple failure of a Unit.

Risk Level 3 Interventions

- Students who show signs of continuing inactivity or poor progress. For academic support, the ADLT refers the academic support team and for non-academic support refers to the student services team
  - o If poor progress or inactivity continues, despite interventions at Risk Levels 1 and 2, the DDSS may issue the student with a Show Cause Letter providing the student with an opportunity to submit a Show Cause Response and outlining the intention to:
    - require the student to undertake or exit with a lower-level Course or
    - exclude the student from the Course or
    - cancel the student enrolment.
- Students who are formally 'at risk' for multiple failures of a Unit.
  - o If the student fails the Unit a third time, unless otherwise determined, the Associate Dean, Teaching & Learning will issue the student with a Show Cause Letter providing the student with an opportunity to submit a Show Cause Response and outlining the intention to:
    - modify the student enrolment (with or without conditions) or
    - if it is a core Unit, exclude the student from further study for a period of no less than 6 months or

- require the student to undertake or exit with a lower-level qualification or
- cancel student's enrolment.
- Students who are formally 'at risk' for non-compliance with minimum pass rate.
  - If the student does not maintain minimum pass rate of 50% by failing a further Unit attempt after Risk Level 2 interventions, the Associate Dean Learning and teaching issues the student with a Show Cause Letter providing the student an opportunity to submit a Show Cause Response and outlining the intention to:
    - modify the student's enrolment (with or without conditions) or
    - exclude the student from further study for a period of no less than 6 months or
    - require the student to undertake or exit with a lower-level Course or
    - cancel student's enrolment and registration.
- Students who exceed the Maximum Course Duration.
  - If a student does not complete the course within the Maximum Course Duration, they are issued with an official email from the DDSS advising they have not met the Course requirements and therefore their Course enrolment will be cancelled, and they will be issued with their final official transcript of results. If the student is eligible for a lower-level Course award, the student will be exited with that award.

At any time, the student may request or be requested to attend an interview for further clarification and/or support.

Show Cause Process

If the Associate Dean, Teaching & Learning decides to modify, exclude, or cancel a student enrolment in accordance with Risk Level 3 Interventions, the student is sent an email ('Show Cause Letter') advising them of that decision and providing the student with the opportunity to respond and appeal.

A student is encouraged to respond, which must be in the form of an email or letter ('Show Cause Response') to info@sistc.nsw.edu.au within 10 business days of the date of the Show Cause Letter, and if a Show Cause Response is not received within this timeframe, the decision to modify, exclude or cancel the student enrolment will apply.

The student is requested to outline the factors which led to their unsatisfactory progress, provide reasons why we should not modify, exclude, or cancel their enrolment, with attached relevant evidence.

The Deputy Director of Student Services reviews the student Show Cause Response and determines if the decision to modify, exclude or cancel a student's registration or enrolment, will be set aside (with or without conditions) and the Dean will advise the student by email or letter within 10 business days of the date of receipt of the Show Cause Response. The review of the Show Cause Response will be undertaken in line with the process outlined in Stage 1 – Formal Grievance of the Student Grievance Handling Policy and Procedure.

Students have the right to lodge an appeal if they think that the applicable policy/procedure was not followed and/or natural justice had not been applied, in which case they should follow the Stage 2 – Internal Appeal of the Student Grievance Handling Policy and Procedure.

Exclusion for unsatisfactory progress

If pursuant to the section above the Deputy Director of Student Services determines to exclude a student from a Course, their enrolment is cancelled and they are barred from any further enrolment during the period of exclusion, of not less than 6 months.

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On expiry of a period of exclusion:

- The student does not have an automatic right of re-admission to the Course. The student must apply in writing by emailing info@sistc.nsw.edu.au to request for reenrolment into their original Course of study or to the Course deemed to be its equivalent, if the original Course is not offered, and pay the current application/registration fee.
- The requests for reenrolment are reviewed by the Learning and Teaching committee or the delegate.
- We reserve the right to deny re-admission to the Course based on previous unsatisfactory academic progress.
- Unit fees for the Course (or the Course deemed to be equivalent) current at the time of re-admission will apply.
- A reenrolled student who has undertaken another Course during the period of exclusion is not granted academic credit in relation to Units in a Course from which they have been excluded.
- A reenrolled student shall not be granted academic credit for Units completed at another university or accredited institution of higher education during the period of exclusion.
- Subject to the above, a student may be permitted to continue with their Course and the student will be reenrolled in the Unit with applicable conditions. Reenrolment conditions may include, but are not limited to, passing the next Unit or compulsory enrolment in a particular Unit, completion of recommended academic support. A reonroled student will receive a letter within 10 business days outlining any rules, terms, and conditions of their reenrolment.
- If a reenrolled student does not meet the conditions of re-admission, the Deputy Director of Student Services may at their discretion provide the student with a letter or email advising about termination of their enrolment and therefore their registration is at an end, and they will not be allowed to continue or be re-enrolled to the Course. Students should therefore make every effort to pass Units after re-admission and make full use of student support and academic support services.
- Students have the right to lodge an internal appeal when they think that the applicable policy/procedure was not followed and/or natural justice had not been applied, and/or new extenuating evidence is available, in which case they should follow the Stage 2 – Internal Appeal of the Student Grievance Handling Policy and Procedure.
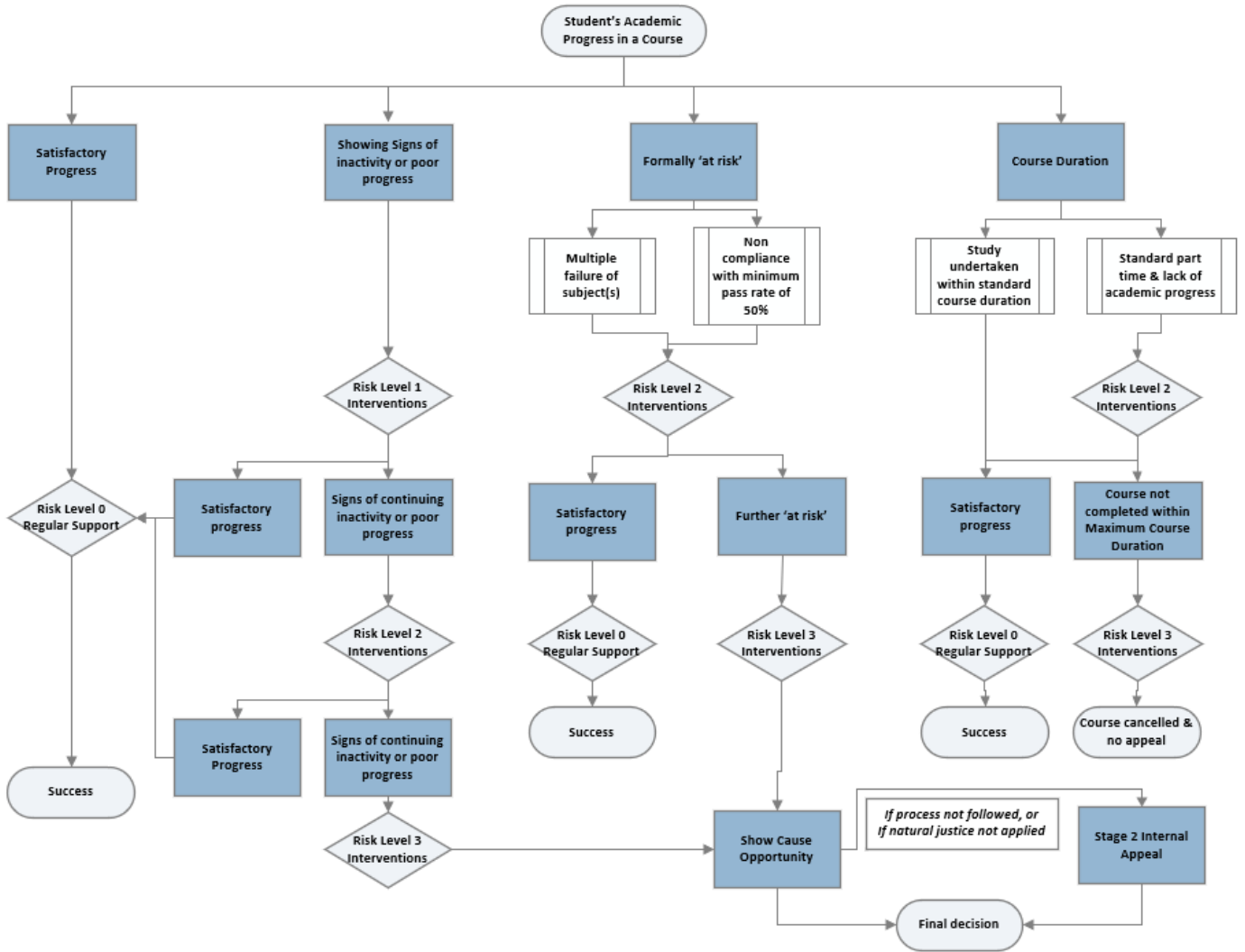
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Related document

Student Grievance Handling Policy and Procedure

Responsibility

Director of Operations

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Document Details

Accountabilities and review cycle		
Delegate *(Records and reporting)*	ADTL	Ref: Academic Integrity and Misconduct Policy
Approval body	Academic Board	
Reporting Body	Academic Board	
Approval date	202304	
Review date	3 years from last review 202604	
Supporting information		
Related legislation	Educational Services for Overseas Students Act & Regulations (ESOS) *(Commonwealth)* https://www.legislation.gov.au/Details/F2021C01320 Higher Education Sport Act (HESA) *(Commonwealth)* **https://www.legislation.gov.au/Details/C2022C00005** Administrative Information for Providers (AIP) *(Commonwealth)* **https://www.dese.gov.au/higher-education-publications/higher-education-administrative-information-providers-october-2021** Higher Education Standards Framework (HESF) *(Commonwealth)* **https://www.legislation.gov.au/Details/F2022C00105** National Code of Practice for Providers of Education and Training to Overseas Students 2018 Standard 3.1 – 3.6 *(Commonwealth)* https://www.legislation.gov.au/Details/F2017L01182	
Acknowledgements and sector benchmarking	Yes	
Supporting documents		
Related documents	Academic Integrity and Misconduct Policy Assessment Policy Assessment Procedure TEQSA - What is contract cheating and methods to reduce it TEQSA - Good practice note: Addressing contract cheating to safeguard academic integrity TEQSA - Report on student academic integrity and allegations of contract cheating by university students	
Superseded documents	NA	
Type and location		
Policy type	Corporate Governance	
	Academic Governance	
	Academic Management	
	Operational Management	
Location/access	Website	
	Student access	
	Staff access	

Document History					
Version No	**Delegate**	**Approving body/ delegate**	**Approval date**	**Amendment type**	**Key changes**
02.00	AD	AB	202304163	Major	Major policy and procedure rewrite