Student Academic Progress (HE) Procedure

Section 1 - Purpose

(1) This procedure supports the [Student Academic Progress (HE) Policy](#) by:

    a. describing how Higher Education students academic progress is identified and monitored.

    b. describing how Higher Education students who are not maintaining satisfactory academic progress requirements are supported.

    c. describing how Higher Education students whose academic progress does not improve will be managed.

Section 2 - Scope

(2) This procedure applies to all Melbourne Polytechnic Higher Education award courses and includes:

    a. All delivery locations (onshore and offshore)

    b. Courses offered through partners

    c. Academic teaching and administrative staff

    d. Support Services staff

    e. All student cohorts (domestic and international).

Section 3 - Procedure

Early Intervention triggers and strategies during the semester

(3) Teaching staff and/or Subject Coordinators use various triggers during the semester to initiate timely intervention strategies to support students to maintain satisfactory academic progress.

Triggers	Possible Intervention strategies
Engagement through the Learning Management System (Moodle)	Monitoring and contacting students who are not engaging to determine their current circumstances and discuss suitable support options including: • student counselling • special consideration due to illness • disability support • learning/study skills support • time management sessions • Studiosity Promoting help-seeking behaviours to students by normalising access to support services.

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Page 1 of 14

Triggers	Possible Intervention strategies
Class attendance and participation	Progressive reporting of class attendance and participation during the semester to the Subject Coordinator as an escalation point for further follow up. Prompt notification to the International Office of any international students not attending classes. Reminding all students of the importance of attending classes to reduce the possibility of falling behind in their studies.
Early assessment tasks (formative and summative assessment tasks)	Identifying that commencing students may require more assistance than later year students and applying an appropriate intervention. As part of assessment design, it is recommended that subjects with commencing students include an intervention strategy to support students who fail to submit the first assessment. Providing assessment feedback to help the student improve their learning and demonstrate learning in subsequent assessment tasks. Supporting students to improve their performance via a buddy system, study groups and/or other support options. Having regular informal discussions with students to check they are on track and improving their performance. Reviewing and revising support options as required to address individual student needs.
Students who attended an Academic Progress Panel meeting in the previous semester and were permitted to continue in the course with conditions	Monitoring student performance during the semester, having regular check ins and providing additional support as required.
Prior to census date	Sending reminders to all students with a list of support services and contacts. Encouraging students to speak with a teacher and/or Subject Coordinator if they require assistance with studies, to review course plan, thinking of withdrawing from the course and/or to explore options for continued study.

Supporting your Success Briefing Session

(4) The Directorate Administrator Higher Education or delegate organises a Supporting your Success Briefing Session early in the semester (semester one and semester two) to help students stay on track with their studies.

(5) The session will focus on the benefits of maintaining satisfactory academic progress and include information about:

a. academic progress requirements and expectations

b. ways for students to seek assistance as needed

c. how to reach out to teaching staff for help

d. learning/study skill support programs and building strong study habits

e. other support services including student counselling

f. how to access the support services and key contacts

g. Teaching areas, academic support services and other relevant areas jointly participate in the Supporting your Success Briefing Session.

h. The Directorate Administrator Higher Education or delegate emails all students (both Melbourne Polytechnic and private email address) encouraging them to attend the Supporting your Success Briefing Sessions.

First Stage - At Risk of Unsatisfactory Academic Progress end of semester intervention strategy

Academic Progress Review Meeting (APR)

(6) The Results Review Meeting prepares an exception report each academic progress review period that identifies students at risk of unsatisfactory academic progress and submits the report to the Examinations and Integrity Committee.

(7) The Examinations and Integrity Committee review and approve the list of students identified at risk of unsatisfactory academic progress.

(8) Students are contacted via email (both Melbourne Polytechnic and private email address) and invited to attend an Academic Progress Review meeting with the Head of Program or delegate before enrolling in the following semester.

(9) The student and the Head of Program or delegate discuss the following:

    a. the circumstances affecting the student's performance during the semester
    b. any current issues affecting the student
    c. available learning support programs and other support services.

(10) The student and the Head of Program or delegate jointly determine the interventions that will best support the student to progress in the course.

(11) The Academic Progress Review may determine one or more of the following conditions:

    a. recommend or require the student to complete an [Academic Improvement Plan](#) for the following semester.
    b. recommend or require the student to reduce their study load for the following semester. (Note: may result in visa implications for international students)
    c. recommend or require the student to attend specified academic learning support programs such as time management.
    d. collaboratively determine any other interventions that will assist the student to improve their performance.

(12) Where Academic Progress Review determines an intervention is required, the student is responsible for taking the necessary action to carry out intervention strategies to improve their performance in the course.

(13) If it is determined the student would benefit from completing an [Academic Improvement Plan](#), inclusions are discussed before:

    a. a signed copy is sent to the HE@melbournepolytechnic.edu.au
    b. a copy retained by the Head of Program
    c. a copy provided to the student for their reference

(14) If an international student is identified at risk of unsatisfactory academic progress, the Head of Program loads a copy of the [Academic Improvement Plan](#) on the International Student List on SharePoint.

(15) If decided the student would benefit from reducing their study load in the next semester, the Head of Program authorises an Amendment to Enrolment Form and the Course Administrator submits the form to Academic Registry to process the variation to enrolment.

(16) If an international student is required to reduce their study load, the Head of Program will authorise a [Reduced Study Load Application Form](#) and the Course Administrator forwards the form to the International Office.

(17) Course Administrators contact students in weeks 4 and 8 of the semester to check how they are progressing with their studies and if they require any additional support.

(18) Students requiring additional support are encouraged to contact the Subject Coordinator and/or International Office to discuss support options.

(19) Outcomes of the Academic Progress Review meeting are documented and stored centrally by the Directorate Administrator Higher Education. Document storage is managed in accordance with Melbourne Polytechnic's [Records](#)

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Page 3 of 14

Management Policy and [Records Management Procedure](#).

(20) The Directorate Administrator Higher Education maintains a register of Academic Progress Review outcomes.

Second stage - Unsatisfactory Academic Progress

Academic Progress Panel (APP)

(21) The Head of Program prepares an exception report each academic progress review period that identifies students who are not maintaining academic progress and submits the report to the Examinations and Integrity Committee.

(22) The Examinations and Integrity Committee review and approve the list of students identified as not maintaining satisfactory academic progress and confirm the students who are required to attend an Academic Progress Panel meeting.

(23) Students are contacted via email (both Melbourne Polytechnic and private email address) and invited to attend an Academic Progress Panel meeting a minimum of five working days before the scheduled meeting date.

(24) Students are required to prepare a written submission including:

    a. the circumstances that impacted their performance during the semester
    b. the changes they will make to improve their performance and continue their enrolment in the course
    c. attach any supporting documentation (e.g. medical certificate, documentation from a student counsellor) that explains their situation

(25) Students email the written submission to HEDirectorate@melbournepolytechnic.edu.au two working days before the scheduled meeting date.

(26) When arranging a meeting of the Academic Progress Panel, gender, disability, cultural background, social responsibilities, and other characteristics are taken into consideration whenever possible.

(27) The Academic Progress Panel comprises:

    a. Higher Education Manager (from other Higher Education Department) as Chair or delegate.
    b. Relevant Head of Program or Senior Lecturer.
    c. Student Services nominee.

(28) The student 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.

(29) The Academic Progress Panel will determine the student's likelihood of successfully completing the course.

(30) Where a student does not attend the scheduled meeting, the Panel will consider the written submission, evaluate the circumstances that may have contributed to the student's unsatisfactory academic progress and determine the outcome in their absence.

(31) The Academic Progress Panel may determine one or more of the following conditions:

    a. review, amend or require the student to complete an [Academic Improvement Plan](#) for the following semester.
    b. require the student to reduce their study load for the following semester. (Note: may result in visa implications for international students)
    c. require the student to take a leave of absence for up to two semesters. (Note: may result in visa implications for international students)

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Page 4 of 14

d. require the student to attend specified academic learning support programs.

e. grant a special assessment task. For further information, refer to the [Assessment, Credit and Moderation (HE) Policy](#).

f. recommend the student transfer to another course.

g. exclude the student from the enrolled course for a period of 12 months.

h. determine any other conditions that will assist the student to improve their performance.

For further information, refer to the [Academic Progress (HE) Panel Terms of Reference](#).

(32) Students are notified in writing of the Academic Progress Panel outcome including information regarding complaints and appeals processes within five working days of the Academic Progress Panel meeting.

(33) Where the Academic Progress Panel decides to exclude an international student, intention to exclude along with the 20-working day appeal period is included in the outcome letter.

(34) The International Office Compliance Officer is advised of Academic Progress Panel outcomes for any international students and copies of the outcome letters are loaded on the International Student List on SharePoint.

(35) Students with incomplete results will have their progress reviewed after results are finalised and before the commencement of the following semester.

(36) Meetings will be finalised and Academic Progress Panel outcomes actioned before the commencement of the following semester ensuring adequate time to complete the process and advise the student of the outcome and/or once the internal and external appeal process has been completed.

(37) Where students are not maintaining satisfactory academic progress and permitted to continue with the course, Course Administrators contact students in weeks 4 and 8 of the semester to check how they are progressing with their studies and if they require any additional support.

(38) Students requiring additional support are encouraged to contact the Head of Program and/or the International Office to discuss support options.

(39) Academic Progress Panel outcomes are documented and stored centrally by the Directorate Administrator Higher Education. Document storage is managed in accordance with Melbourne Polytechnic's [Records Management Policy](#) and [Records Management Procedure](#).

(40) The Directorate Administrator Higher Education maintains a register of Academic Progress Panel outcomes and collates a report following each academic progress review period.

(41) The Director provides a report detailing Academic Progress Panel outcomes to the Higher Education Academic Board after each review period.

Letter of Improvement

(42) Letters of Improvement may be issued to students meeting criteria in paragraph 46 at the discretion of each Head of Program.

(43) The Head of Program prepares and submits an exception report to the Examinations and Integrity Committee each academic progress review period identifying students who have passed all enrolled subjects in the current semester and:

a. were at risk of unsatisfactory academic progress in the previous semester or

b. not maintaining satisfactory progress in the previous semester

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Page 5 of 14

(44) The Examinations and Integrity Committee reviews the list of students whose performance has improved in the current semester and may authorise the distribution of Letters of Improvement.

(45) The Directorate Administrator Higher Education prepares the letters for signing by the Director Higher Education and organises distribution of the letters to the approved students in the applicable courses before the commencement of the following semester.

Complaints and Appeals

(46) A student may lodge an appeal under any of the following grounds:

a. the outcome was not compliant with the Student Academic Progress (HE) Policy and/or Student Academic Progress (HE) Procedure published to students.
b. there is new or additional relevant information or evidence that was not previously available or considered at the time of the Academic Progress Review or Academic Progress Panel meeting which may significantly impact the original outcome.
c. compassionate or compelling circumstances.
d. there is evidence that the condition or penalty is unreasonable or excessive.

(47) A student who is dissatisfied with the outcome of the Academic Progress Review meeting may contact the relevant Higher Education Manager to discuss the matter.

(48) If following consultation with the Higher Education Manager, the student is unable to satisfy any concerns, they may lodge an Academic Progress Appeal (written submission) with the Director Higher Education at HEDirectorate@melbournepolytechnic.edu.au.

(49) Academic Progress Review appeals must be lodged within 10 working days from the date of the Academic Progress Review meeting.

(50) A student who is dissatisfied with the outcome of the Academic Progress Panel may lodge an Academic Progress Appeal (written submission) with the Director of Higher Education at HEDirectorate@melbournepolytechnic.edu.au.

(51) Academic Progress Panel appeals must be lodged within 20 working days from the date on the outcome letter from the Academic Progress Panel.

(52) The Higher Education Directorate receives appeal applications and advises the International Office Compliance Officer of any international students who have submitted an appeal.

(53) When arranging a meeting of the Academic Progress Appeal Panel, gender, disability, cultural background, social responsibilities, and other characteristics are taken into consideration whenever possible.

(54) The Academic Progress Appeal Panel comprises:

a. Director Higher Education as Chair or delegate
b. Higher Education Manager (from other Higher Education Department)
c. Manager Student Services
a. The Academic Progress Appeal Panel considers the students written submission and any supporting documentation and determines and documents the outcome.

(55) The Academic Progress Appeal Panel may:

a. support the appeal and reverse the original outcome

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Page 6 of 14

b. support the appeal and vary the original outcome

c. dismiss the appeal and confirm the original outcome

For further information, refer to the Academic Progress (HE) Appeal Panel Terms of Reference.

(56) Students are notified in writing of the Academic Progress Appeal Panel outcome within 10 working days of receipt of the appeal.

(57) An Appeal to the Director Higher Education is the final stage of the internal academic appeals process at Melbourne Polytechnic.

(58) A student who is dissatisfied with the outcome of an internal appeal may lodge an external appeal with the Victorian Ombudsman. (Refer to paragraph (83)

(59) Students remain enrolled until both internal and external appeal processes have been completed.

(60) Every effort is made to complete Appeal processes by the census date. Where an appeal extends beyond the census date, each case will be considered on an individual basis and any of the following options may be applied:

a. Student is permitted to continue with their studies and a study plan is established

b. Student is encouraged to take a leave of absence

c. Student is advised to consider withdrawing from the course

(61) A student who has a concern regarding student academic progress processes as published in the Student Academic Progress (HE) Policy and/or Student Academic Progress (HE) Procedure (e.g. time delays) may submit a complaint using the Student Complaints and Appeals Policy and Procedure.

Reporting and Cancelling Enrolment

(62) A student's enrolment will be cancelled if they:

a. do not submit an internal appeal within 20 working days from the date on the outcome letter from the Academic Progress Panel.

b. Both internal and external appeal processes have been completed and the original outcome to exclude the student is confirmed.

(63) If it is determined that a student will have their enrolment cancelled, the Head of Program authorises an Amendment to Enrolment Form to withdraw the student from the course and the Course Administrator forwards the form to Academic Registry to process the enrolment cancellation.

(64) The International Compliance Officer notifies the Department of Education Skills and Employment (Department of Employment and Workplace Relations) and Department of Home Affairs via PRISMS of any international student/s who have been excluded from the enrolled course, having had their enrolment cancelled for non-progression.

(65) Outcomes of the Academic Progress Appeal Panel meeting are actioned following the completion of the appeal process.

Section 4 - Responsibility and Accountability

(66) The Director Higher Education is responsible for:

a. ensuring this procedure is applied consistently across teaching and administrative areas.

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Page 7 of 14

b. chairing Student Academic Progress Appeal Panels or assigning a delegate to receive and investigate Academic Progress Panel appeals.

c. signing Letters of Improvement.

d. reporting outcomes of Academic Progress Panels to the Higher Education Academic Board

(67) Higher Education Managers are responsible for:

a. ensuring Academic Progress activities occur as per the policy and procedure.

b. chairing Student Academic Progress Panels (from other Higher Education Department) or assigning a delegate

c. participating as required on Student Academic Progress Appeal Panels.

d. meeting with students to discuss concerns raised following Academic Progress Review meetings.

e. participating as required in Academic Progress Review meetings.

(68) The Head of Program or delegate is responsible for:

a. meeting with students identified at risk of unsatisfactory academic progress as part of Academic Progress Review process.

b. completing an Academic Improvement Plan with the student (if applicable) and loading the Academic Improvement plans for international students on the International Student List on SharePoint.

c. monitoring student academic progress.

d. approving Amendment to Enrolment Forms.

e. approving Reduced Study Load Application forms for international students.

f. participating on Student Academic Progress Panels.

g. preparing an exception report identifying students at risk of unsatisfactory academic progress and students not maintaining satisfactory academic progress each academic progress review period and submitting the report to the Examinations and Integrity Committee for approval.

h. preparing an exception report identifying students whose performance has improved in the current semester and submitting the report to the Examinations and Integrity Committee for approval.

(69) The Subject Coordinator is responsible for:

a. scheduling formative and summative assessment tasks during the semester.

b. supporting intervention strategies to be implemented during the semester.

c. monitoring student academic progress.

d. initiating regular informal discussions with students who require additional assistance during the semester to ensure they are on track and improving their performance.

e. providing students with advice and guidance regarding academic learning support options, and other support services.

f. meeting with students (as required) before the census date who require assistance with course plan, thinking of withdrawing from the course and/or exploring options for continued study.

(70) Academic teaching staff are responsible for:

a. following the Subject Coordinator approved scheduling of formative and summative assessment tasks during the semester.

b. providing students with timely assessment feedback during the semester to build capability and improve their performance.

c. identifying students with conditions imposed by a previous Academic Progress Panel, monitoring their

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Page 8 of 14

performance, and providing support during the semester.

    d. monitoring student engagement and performance during the semester and instigating intervention strategies to improve student academic performance.

    e. initiating regular informal discussions with students who require additional assistance during the semester to ensure they are on track and improving their academic performanc

    f. providing students with advice and guidance regarding academic learning support options, and other support services.

    g. advising the Subject Coordinator of students who require additional assistance to improve their academic performance.

(71) The Directorate Administrator Higher Education or delegate (Course Administrator) is responsible for:

    a. contacting students in weeks 4 and 8 of the semester to check how they are progressing with their studies and if they require any additional support.

    b. emailing all students before the census date to remind them of support services and encouraging them to speak with the Subject Coordinator if they require assistance with their course plan, thinking about withdrawing from the course and/or to explore options for continued study.

    c. emailing students (both Melbourne Polytechnic and private email address) identified at risk of unsatisfactory academic progress and organising meetings with the Head of Program or delegate as part of the Academic Progress Review process.

    d. emailing students (both Melbourne Polytechnic and private email address) identified as not maintaining satisfactory academic progress and organising Academic Progress Panel meetings.

    e. scheduling and coordinating a Supporting your Success Briefing Session early in semester one and semester two and advising students of the event.

    f. organising and distributing Letters of Improvement to students whose performance has improved before the commencement of the following semester.

    g. emailing outcome letters to students who attended an Academic Progress Panel meeting

    h. advising the International Office Compliance Officer of international student outcomes.

    i. forwarding completed and authorised enrolment and related student forms to Academic Registry for processing.

    j. Forwarding approved [Reduced Study Load Application form](#)s for international students to the International Office.

    k. maintaining a register of Academic Progress Review and Academic Progress Panel outcomes.

    l. collating reports of Academic Progress Panel outcomes.

(72) The Manager Student Services is responsible for:

    a. participating on Student Academic Progress Appeal Panels.

    b. assigning staff to participate in the Supporting your Success briefing session.

    c. assigning nominees to participate on Academic Progress Panels.

(73) Student Support Services (including Learning Skills Support, Library and Student Services) are responsible for:

    a. providing learning support programs for literacy and numeracy.

    b. promoting and scheduling other learning support programs to support students' capacity to better schedule and plan their study journey.

    c. promoting and facilitating programs to enable students to connect online with an expert teacher or tutor to assist with studies.

    d. providing counselling and mental health support to students.

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Page 9 of 14

e. supporting students with disabilities, mental health issues and long-term medical conditions by accommodating reasonable adjustments to support continued study.

f. participating in the Supporting your Success Briefing Session.

g. Supporting students to develop digital literacy, library information, referencing and research skills.

(74) Academic Registry is responsible for processing enrolment related forms.

(75) The international Office is responsible for notifying the Department of Education Skills and Employment and Department of Home Affairs via PRISMS of any international students who have been excluded.

(76) Students are responsible for:

a. maintaining a satisfactory level of academic performance and course progress.

b. proactively engaging with their studies and incorporating assessment feedback received during the semester to improve their academic performance.

c. seeking assistance from the teacher and/or Subject Coordinator if they are not maintaining satisfactory academic progress at any stage of the course.

d. attending support programs such as time management to support study, employment and/or personal commitments.

e. applying for special consideration where illness or other unexpected cause or circumstance is impacting their studies. Refer to the Assessment (HE) Procedure

f. responding to academic progress review communications in a timely manner.

g. attending an Academic Progress Review meeting if identified at risk of unsatisfactory academic progress.

h. collaboratively completing the Academic Improvement Plan (as applicable) with the Head of Program or delegate and taking the necessary action to carry out intervention strategies as part of Academic Progress Review.

i. as much as possible attending the Supporting your Success briefing session.

j. attending an Academic Progress Panel meeting if identified as not maintaining satisfactory academic progress.

k. preparing and submitting a written submission in advance of the Academic Progress Panel meeting, detailing planned changes to support improved academic performance and enable continued study in the course.

l. completing the course within the maximum timeframe allowable.

(77) The Examinations and Integrity Committee meeting is responsible for:

a. reviewing and approving the list of students identified at risk of unsatisfactory academic progress.

b. reviewing and approving the list of students identified as not maintaining satisfactory academic progress and confirming the students required to attend an Academic Progress Panel meeting.

c. reviewing and approving the list of students whose performance has improved and authorising the distribution of Letters of Improvement.

(78) The Academic Progress Panel is responsible for:

a. ensuring meetings are managed respectfully and in confidence.

b. considering all circumstances affecting the student's performance including engagement with studies.

c. exploring efforts made by the student to improve their academic performance.

d. determining conditions that will support the student to improve their academic performance.

e. following the Academic Progress (HE) Panel Terms of Reference

(79) The Academic Progress Appeal Panel is responsible for:

a. ensuring meetings are managed respectfully and in confidence.

b. considering and making determinations on appeals made by students against outcomes of the Academic Progress Panel.

c. ensure the principles of procedural fairness are applied.

d. following the Academic Progress (HE) Appeal Panel Terms of Reference.

(80) The Executive Director Educational Excellence is accountable for ensuring the Student Academic Progress (HE) Policy and associated procedures are fully implemented and adhered to by all relevant staff and stakeholders.

(81) The Higher Education Academic Board is responsible to review the application of relevant policy and procedures in relation to progress, process, and outcomes of student academic progress.

Supporting Documents and Templates

(82) Related Melbourne Polytechnic policies and procedures:

a. Academic Improvement Plan

b. Academic Progress (HE) Appeals Panel Terms of Reference

c. Academic Progress (HE) Terms of Reference

d. Assessment Credit and Moderation (HE) Policy

e. Assessment (HE) Procedure

f. Course Structure (HE) Policy

g. Credit (HE) Procedure

h. International Student Studying on a Student Visa Policy

i. International Students Course Progress and Attendance Procedure

j. International Students Deferral Suspension Cancellation of Enrolment Procedure

k. International Students Withdrawal Transfer and Refund Procedure

l. International Students Reduced Study Load Application Form

m. Admission (HE) Policy

n. Admission (HE) Procedure

o. Special Consideration (HE) Form

p. Special Consideration Medical Impact (HE) Statement

q. Student Academic Progress (HE) Policy

r. Student Complaints and Appeals Policy

s. Student Complaints and Appeals Procedure

t. Student Support Policy

(83) Related Legislation and Regulation

a. Education Services for Overseas Students (ESOS) Framework

b. National Code of Practice for Providers of Education and Training to Overseas Students 2018

c. Higher Education Standards Framework (Threshold Standards) 2021

d. Higher Education Support Act 2003

e. Study Assist Low Completion Rate

f. Victorian Ombudsman

Section 5 - Definitions

(84) For the purpose of this procedure the following definitions apply:

    a. Academic Improvement Plan: An action plan that identifies the steps a student will take to improve their performance in the following semester. It may include attending academic skills support programs, joining a study group, or counselling.

    b. Academic Progress Appeal Panel (APAP): A panel that makes determinations in relation to appeals from students who are dissatisfied with an outcome of the Academic Progress Panel.

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

    d. Academic Progress Review (APR): A meeting held at the end of the semester to help students identified at risk of unsatisfactory academic progress get back on track. Some of the aspects covered in the meeting include academic and pastoral support options, intervention strategies and current course plan to assist with improving academic progress.

    e. Academic Progress Review Period: There are two academic progress review periods per year where students' academic progress is reviewed. The first academic progress review period occurs at the end of the first semester and includes summer semester and semester 1 enrolments. The second review period occurs at the end of the second semester and includes winter semester and semester 2 enrolments.

    f. At risk of unsatisfactory progress: A student identified as experiencing difficulties with their studies and may require additional support to maintain a satisfactory level of academic performance and progress in their course. These students are asked to attend an Academic Progress Review meeting at the end of the semester.

    g. Compassionate or compelling circumstances include but are not limited to:

        i. serious illness or injury, where a medical certificate states that the overseas student was unable to attend classes;

        ii. bereavement of close family members such as parents or grandparents (where possible a death certificate should be provided);

        iii. major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on the overseas student's studies;

        iv. traumatic experience, which could include:

            • involvement in, or witnessing of a serious accident; or

            • witnessing or being the victim of a serious crime, and this has impacted on the overseas student (these cases should be supported by police or psychologists' reports); or

        v. where the registered provider was unable to offer a pre-requisite unit, or the overseas student has failed a prerequisite unit and therefore faces a shortage of relevant units for which they are eligible to enrol.

    h. Conditions: Specific requirements determined as part of Academic Progress Review or an Academic Progress Panel meeting such as reducing study load, attending academic skills support programs, or taking a leave of absence from the course.

    i. Exclusion: An outcome of 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 due to unsatisfactory academic progress.

    j. 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.

    k. Informal discussion: A discussion between a student and an academic teaching staff member regarding progress with their studies. These discussions occur regularly during the semester and are normally undocumented.

    l. Intervention strategies: Approaches applied to assist students to improve their academic performance in the course such as attending academic skills support programs or joining a study group.

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Page 12 of 14

m. Letter of Improvement: A letter issued to students identified at risk of unsatisfactory academic progress or not maintaining satisfactory academic progress who demonstrate improved performance by completing all enrolled subjects to a satisfactory pass level in the following semester.

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

o. Submission for Academic Progress Panel: 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.

p. Summative Assessment: An assessment that is used to measure the final level of student success in achieving learning outcomes.

q. Supporting your Success Briefing Session: A session held each semester to remind students of academic progress requirements and expectations, learning/study skill support programs and support services to help students stay on track with their studies.

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

Status and Details

Status	Current
Effective Date	31st January 2023
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Approval Authority	Higher Education Academic Board
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Policy Owner	Marc Blanks Executive Director Educational Excellence
Policy Implementation Officer	Nicola Cooley Director Higher Education
Author	Nicola Cooley Director Higher Education
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