Monitoring Academic Progress Policy

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Purpose

The aim of this policy is to provide a transparent and equitable set of principles that describe the Sydney Institute of Higher Education (**SI**) approach to supporting students to maintain satisfactory academic progress and to identifying those students who require additional intervention.

SI recognises that there may be many factors which can affect a student's academic progress, especially for first-year students making the transition to tertiary study. Early intervention reduces the risks to students of not achieving a satisfactory level of academic progress.

In the case of international students, the *National Code of Practice for Providers of Education and Training to Overseas Students 2018* (the '**National Code**') requires SI to implement an intervention strategy for any student who is not meeting satisfactory progress requirements in their studies, and this approach is adopted as good practice for all SI students.

In the event that a student does not achieve a satisfactory level of academic progress, SI may set conditions on the student's continued enrolment or the student may be excluded from continuing their studies.

This policy should be read in conjunction with the *Students at Risk and Unsatisfactory Progress Policy* and *Procedures for Monitoring Program Progress of International Students*.

This policy applies to all students enrolled in coursework programs

Satisfactory academic progress

A satisfactory level of academic progress is evidenced primarily by the grades achieved for the courses in which a student is enrolled and grade-based scores such as a student's Grade Point Average (**GPA**).

A *Unit Outline* approved by *Academic Board* may require students to meet other criteria to demonstrate satisfactory academic progress specific to that program, such as criteria related to professional standards for accreditation.

Monitoring academic progress

SI recognises that it is important to identify and advise students whose performance might benefit from a range of intervention strategies. Students are expected to seek assistance proactively when needed

from the relevant SI support service as early as possible and it is intended that both the student and SI will work together to ensure appropriately specified support.

SI will monitor student academic progress systematically, with an emphasis on early intervention. SI has identified three stages:

- ◦ Stage 1 – Early intervention
- ◦ Stage 2 – Monitored enrolment status
- ◦ Stage 3 – Consideration for exclusion

Procedures for Monitoring Academic Progress

Purpose of the procedures

These procedures provide the steps involved in implementing the *Monitoring Academic Progress Policy* and forms SI's intervention strategy.

The goal of the procedures is to provide students who are at risk of or are not maintaining satisfactory academic progress with knowledge of and access to appropriate learning and other specified support and resources that are available to assist them to improve their academic performance.

These procedures also specify the actions that SI will undertake when a student's academic progress shows cause for concern or indicates they are at risk of or are making unsatisfactory academic progress. Students should also participate, in a timely manner, in these procedures.

Monitoring progression

a. The Student Administration Team will monitor each student's progression, including through reports generated by the student record keeping system.

b. At the end of each progression period, the Student Administration Team will identify the students who are not meeting academic progression requirements. Progression Period 1 includes Term 1 of the current year and Summer Term (if one exists) of the previous year. Progression period 2 includes Term 2, and any Winter School if such exists.

c. Unit Coordinators may, in addition, identify further students in courses who are not meeting acceptable academic progression requirements.

d. Unit Coordinators may take into account:

- whether the student has attended compulsory teaching and assessment or competency components of a unit;
- whether the student has over-enrolled in an attempt to catch up on failed units of study;
- whether there are significant variations in the student's academic performance
- where the attendance record of a student is deemed by the Unit Coordinator to be unsatisfactory,

This information will also be recorded in the student's progression profile.

Progression Profile

   a. SI will establish and maintain a progression profile for each student who is identified as not meeting academic progression requirements.
   b. The progression profile will include all documents relating to a student's academic progression, including correspondence and interview records and will be stored within the student file.

Triggers for identifying students who are not meeting progression requirements

The triggers for identifying students who are at risk of or not meeting academic progression requirements are listed in the *Students at Risk and Unsatisfactory Progress Policy*.

Stage 1 - Early intervention

Stage 1 identifies students who may need access to support or services to improve their academic performance, as early as possible in their academic career.

The Student Administration Coordinator will notify students in writing that have been triggered as early intervention students.

The Notice will advise each student:

   i. that they have been identified as requiring early intervention;
   ii. why they have been identified as requiring early intervention;
   iii. to complete a Staying on Track survey (if appropriate) The Staying on Track Questionnaire will assist students to identify why they are having difficulties meeting academic progression requirements;
   iv. outline targeted support offered to the student
   v. they are welcome to consult an academic adviser or to seek assistance from the relevant Unit Coordinator for each unit failed during the previous progression period on how to improve their academic performance.
   vi. that all correspondence and documents relating to their academic progression status will be recorded on their progression profile;

Early intervention students will be offered targeted academic support. The specified support and intervention activities will vary according to:

   • the needs of individual students,
   • whether the student is in their first year of study or more advanced in their academic career
   • whether the student is on an international student visa, and
   • the nature of the program delivery format or location.

Stage 2 – Students at risk

Stage 2 identifies students who will be placed on monitored enrolment because they are at risk of making unsatisfactory academic progress. Students on monitored enrolment will be required to develop an individual *Academic Improvement Plan* (**AIP**) which may have specific conditions.

Students on monitored enrolment may also be advised to meet with the Academic Skills Advisor or a

nominated member of staff to discuss their AIP.

'At risk' students are issued a written notification by the Student Administration Coordinator.

The Notice will advise each student:

i. that they have been identified as being at risk of unsatisfactory progress;
ii. why they have been identified as being at risk of unsatisfactory progress;
iii. that they attend a meeting with the Student Administration Coordinator to support their progression. The student will receive at least 14 days notice to attend the meeting.
iv. the meeting attendees:
    ◦ The Student Administration Coordinator
    ◦ The relevant teaching staff member
    ◦ The at-risk student.

v. they are welcome to consult an academic adviser or to seek assistance from the relevant Unit Coordinator for each unit failed during the previous progression period on how to improve their academic performance.

vi.that all correspondence and documents relating to their academic progression status will be recorded on their progression profile.

At the meeting, the causes of the student's poor performance will be discussed and an academic plan generated accordingly. This plan may include:

- A detailed study plan showing required student input
- Referral to academic or wellbeing support services
- Further meetings.

Activities which may form part of the AIP and students may be advised to undertake whilst on monitored enrolment could include, but are not limited to:

- participating in an academic skills program
- participating in an English language support program
- participating in a student-led conversational English programs
- participating in individual case management
- discussing the delivery of support services under the *Disability Support Policy*
- a meeting with the Student Counselling and Wellbeing Officer
- a reduction in course load

Where an *Academic Improvement Plan* has specific conditions; these conditions will be recorded to allow students to demonstrate they have met the conditions during their period of monitored enrolment.

Thereafter, an *Academic Improvement Plan* may require a student to meet specific conditions before enrolment in certain units or courses as recommended by the Dean. Failure to meet those conditions, if any, may result in the student progressing to Stage 3 and being considered for exclusion.

The status of monitored enrolment is noted on the student's record and remains in place until the student completes a satisfactory study period.

Stage 3 – Consideration for exclusion

Stage 3 identifies students whose progress, despite supported interventions, remain unsatisfactory.

Students on Stage 3 'are issued a written notification by the <u>Student Administration Coordinator</u> requesting that the student must show good cause why they should not be excluded.

For the purposes of this policy, 'good cause' means:

1. circumstances beyond the reasonable control of a student, which may include serious ill health or misadventure, but do not include demands of employers, pressure of employment or time devoted to non-University activities, unless these are relevant to serious ill health or misadventure; and
2. reasonable prospects of meeting progression requirements in the following term.

Students may include an application for a review of one or more of their final grades as part of their show cause response. Refer to *Student Complaints and Appeals Policy*.

A student who is asked to show good cause will be invited to provide written reasons why they should be permitted to re-enrol in their award course. SI will issue those students with an Unsatisfactory Progress Notice by email to the students' official email address. The Notice will require the student to complete a written Student Response via a questionnaire to show cause as to why they should be permitted to continue in their course.

A student's response to a request to show good cause should:

i. outline the circumstances that have negatively affected the student's study performance;
ii. explain the specific effects or impacts of those circumstances;
iii. outline the steps that the student has taken, or will take in the future, to address each of those circumstances, with a view to ensuring that they will not negatively affect the student's study performance in the future;
iv. if the student has previously been asked to show good cause, explain whether previously identified factors affecting their study performance have recurred, including reasons why previous strategies to address those factors have been ineffective; and
v. attach any relevant documentary evidence. Documentary evidence may include medical certificates, police reports, statutory declarations or academic transcripts.
vi. account may be taken of relevant aspects of a student's record in other courses or units of study within SI, and relevant aspects of academic studies at other institutions, provided that the student presents this information.

In all cases the onus is on the student to provide SI with satisfactory evidence to establish good cause.

The Student Response must be received by the Student Administration Team no later than *1 August (or next working day if this falls on a weekend or public holiday) for Progression Period 1 or 15 December (or next working days if these fall on a weekend or public holiday/s) for Progression Period 2*. The Program Director may extend the deadline for the submission of a Student Response to show cause in cases of special circumstances.

Pending receipt of the Student Response, the student will be encouraged to enrol or to remain enrolled

in the next term. Enrolment is conditional on acceptance of the Student Response and will be withdrawn if the response is not accepted or not received within the required timeframe.

The Show Cause response will be forwarded to the Program Director, who will review and decide whether the student should be excluded or should be allowed to continue with their program.

SI must decide whether to accept or reject the Student Response within ten (10) working days of receipt.

In evaluating the Student Response, the relevant Program Director will consider the student's:

    i.   Past academic performance;
   ii.   Overall study load; and
  iii.   Stage in their course.

Evidence that a student has participated in recommended activities or met the specific conditions set out in their *Academic Improvement Plan*, will be taken into consideration by the Program Director.

The Program Director will provide reasons for their decision, which will be recorded on the student's progression profile.

If, after considering a Show Cause application the student is permitted to continue with their study they will be given a Stage 2 at risk status and will be required to meet the requirements for an AIP as set out above. In permitting a student to continue with their study, SI may place conditions on any future enrolment. Conditions may include but is not limited to conditions such as:

    i.   passing a unit or units of study within a specified time;
   ii.   exclusion from a unit or units for a period of 6 or 12 months or permanently;
  iii.   exclusion from a course for a period of 6 or 12 months or permanently;
  iv.   course transfer
   v.   specification of the earliest date upon which a student may re-enrol in a unit or units of study.
  vi.   Prescribed units of study and/or maximum credit points of study
 vii.   Indigenous Support Services;
viii.   Consultation with an Academic Language and Learning Support Program Lecturer;
  ix.   Counselling;
   x.   Disability Services;
  xi.   Careers and Employment Counselling.

A Program Director may not exclude a student who subsequently does not meet any re-enrolment conditions without allowing the student a further opportunity to show good cause.

The Student Administration Team will action any changes to enrolment related to the Learning Management Plan. The student will be notified of the decision by email to the student's official SI email address.

If, after considering a Show Cause application it is determined that the student should be excluded, the student is notified by the Provost that they are excluded from their program for a minimum of 12 months (two study periods) and that they have the right of appeal. SI may place conditions on the exclusion that will need to be met prior to any future enrolment by the student.

The Student Administration Team will issue the student with an Intent to Exclude Notice. The Intent to Exclude Notice will:

- Include a summary of the rationale for the decision;
    - Inform the student of SI's obligation to report the student's exclusion to the relevant government authority if the student is the holder of a student visa. Not achieving satisfactory course progress will affect the continued issuance of a student visa;
    - Inform the student that they are able to request an extension to the response time to the Student Administration Team under special circumstances only.
    - Inform the student that they have twenty (20) working days to appeal this decision through the *Complaints and Appeals Policy*; and
    - Be sent by mail and email to the student's last known postal address and official SI email address.
- The exclusion will be actioned twenty (20) working days following issue of the Intent to Exclude Notice, unless a formal appeal is lodged.
- If the student appeals the decision, the student will remain enrolled and continue to progress in their course of study until the appeal is resolved. However, SI will caution the student that if their appeal is unsuccessful, the exclusion will take effect from the moment of that decision irrespective of the student's course and unit enrolment status at the time of that decision.
- If the student is an International student, SI will notify the relevant government authority of the changes to the student's enrolment status.
- If the student's appeal is upheld, the Student Administration Team will re-activate the progression process for the student and notify the student of the Dean's decision.

Where no Show Cause response is received by the due date the student will be issued an Intent to Exclude Notice by the Student Administration Team. The Intent to Exclude Notice will:

a. Inform the student that they are able to request an extension to the response time to the Student Administration Team under special circumstances only.
b. Inform the student of SI's obligation to report the student's exclusion to the relevant government authority if the student is the holder of a student visa. Not achieving satisfactory course progress will affect the continued issuance of a student visa; and
c. Inform the student that they are able to request an extension to the response time to the Student Administration Team under special circumstances only.
d. Inform the student that they have twenty (20) working days to appeal this decision through the *Complaints and Appeals Policy* and
e. Be sent by mail and email to the student's last known postal address and official SI email address.

The exclusion will be actioned 20 working days following issue of the Intent to Exclude Notice, unless a formal appeal is lodged.

Program transfer for an excluded student

Where the grounds for a student's exclusion consists of repeated failure of a specific course or courses, a student may propose a transfer to another program, where these courses are not required, as part of their show cause submission. Alternatively, a student may make a case to move to a program in a

different discipline area if this has been based upon documented career advice. It is the student's responsibility to make the case for transfer to another program or discipline as part of their show cause submission.

A Show Cause submission that includes a case to transfer to another program will be considered by the relevant Program Director responsible for the proposed program or discipline, who will be given access to all relevant material pertaining to the original exclusion decision. Based on the evidence provided, the relevant Program Director may permit the student to continue their studies in the new program.

A student who has received permission to transfer to another program will be given a Stage 2 monitored enrolment status and will be required to meet the requirements for an AIP as set out in above.

Enrolment after a period of exclusion

Where a student has been excluded from a course, the student may enrol and recommence study in that course at the end of the specified period. A student may not enrol in a course at the same or a higher level for the period of exclusion, unless they already hold a place in another course.

A student who wishes to apply for re-enrolment into a course after a period of exclusion must contact the Student Administration Team and notify their intention to commence study again.

Students will be re-enrolled into the current version of the course, if the previous version of the course may not be available. Where possible, credit will be transferred to the current course enrolment.

A student who is re-enrolled to their course may be given credit for any work completed elsewhere at SI or at another institution during a period of exclusion.

Appeal against exclusion

A student whose Show Cause Response is declined by the Program Director, or nominee, and is excluded, may appeal the exclusion decision, as per the *Student Complaints and Appeals Policy*.

If an appeal is lodged, the exclusion will come into effect at the end of the appeal period or when the outcome of their appeal is determined.

SI will maintain a student's enrolment as active while an appeal is ongoing.

Confidentiality and Record keeping

- Records will be kept in the appropriate form within the corporate records system at all operational stages of this policy and associated procedures, in accordance with the *Data and Records Integrity Policy*.
- Records will be maintained within corporate records system at all operational stages of this policy and associated procedures in accordance with the *Privacy Policy*.

Policy Implementation and Monitoring

Governance

The *Academic Board* delegates responsibility for the day-to-day implementation of this policy to the Provost.

Academic Board will review all periodic reports from relevant committees and staff members, according to the Review Calendar. Additionally, the Academic Board will review all relevant student complaints, grievances and appeals, concerns raised by staff members and instances of student and staff misconduct, according to the Review Calendar.

Based on these monitoring activities, Academic Board, in accordance with the Review Calendar, will provide a report to Council and ensure findings are taken into account in planning, quality assurance and improvement processes.

Reporting

External reporting

SI may be required to make available any information provided by students to the Commonwealth and State Governments, and law enforcement agencies. SI will follow the processes outlined in the Enrolment Policy.

Internal reporting

a. Academic Board will continuously review policies in accordance with the Review Schedule to assure the best outcomes for students.

b. Advice about improvements to the Progression Policy as well as continuous improvements to SI's process and procedures will be based on analysis of reports regarding:

- Enrolment, retention and completion rates
- Performance of students who received credit
- Rates of students identified as at risk
- Rate of unsatisfactory progress cases
- Student use of support services
- Student academic performance
- Student complaints and appeal

c. Participation, progress, and completion by identified student subgroups, including all special entry cohorts, will be monitored and the findings used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups.

d. Participation, progress, and completion by identified student subgroups, including all special entry

cohorts, will be monitored and the findings used to inform Orientation and Progression programs to allow continuous improvement in meeting the needs of student cohorts.

e. Participation, progress, and completion by identified student subgroups, including all special entry cohorts, will be monitored and the findings used to assess the needs and preparedness of individual students and cohorts, and to ensure that students have equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background, entry pathway, mode or place of study.

Definitions

Academic Improvement Plan (**AIP**): A plan developed by a student on monitored enrolment detailing the actions the student intends to undertake to improve their academic performance.

Grade Point Average (GPA): a numerical calculation, weighted by credit points, of the mean of the grades received over a defined study period (e.g. term, year, program).

Show Cause: When a student identified under this Monitoring Academic Progress Policy is given an opportunity to explain to SI why they should not be excluded from their enrolled program**.**

Readmission: The process whereby a student who was excluded applies for readmission to the program from which they were excluded, or for admission into a new program if at least one year has elapsed since the determined date of exclusion.

Review schedule

This policy will be reviewed by the Academic Board every three years.

Version History				
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1	Academic Board	05/02/2018	Adopted	05/02/2021
2	Academic Board	29/07/2020	Minor revision to comply with Standard 8 of the National Code 2018	29/07/2023

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Related Documents			
➦	🗋	Assessment Policy	
➦	🗋	Disability Support Policy	

| | ➡ | 🗋 | Student Complaints and Appeals Policy |
| | ➡ | 🗋 | Students at Risk and Unsatisfactory Progress Policy |