

Student Academic Progression Policy

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2. Preamble

HEA is committed to excellence in education and to the provision of student support mechanisms to facilitate students' successful completion of their courses of study.

In compliance with the *Higher Education Standards Framework (Threshold Standards) 2021*, HEA monitors, analyses and uses effective performance data to identify risks.

The principles outlined below and the processes outlined in the *Student Academic Progression Procedure* align with the *National Code of Practice for Providers of Education and Training to Overseas Students (2018) (National Code)*.

3. Purpose

This policy establishes the principles governing academic progression and strategies for strengthening, supporting and promoting students' academic progress and for identifying and responding to students whose progress is unsatisfactory or at risk of becoming unsatisfactory.

4. Scope

The policy applies to all domestic and international students enrolled in courses at HEA and to all staff engaged in preparing, designing and teaching the courses and involved in the monitoring, handling and reporting of progress issues and staff involved in academic oversight and student support.

5. Definitions

Please refer to the Glossary of Terms.

6. Policy

6.1 Principles

- 6.1.1 Students are expected to maintain a satisfactory level of performance academically to be able to progress through a course, for which requirements are clearly explained during students' orientation period.
- 6.1.2 Students are expected to maintain a satisfactory level of performance academically to be able to progress through a course, for which requirements are clearly explained during students' orientation period.
- 6.1.3 The expected duration of study specified on the overseas student's Confirmation of Enrolment (CoE) must not exceed the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) registered duration for the course. HEA will monitor the progress of overseas students to ensure they are able to complete the course within the expected duration specified on their CoEs.
- 6.1.4 All academics understand the principles and essential elements of monitoring and analysis of student progression and identification of 'at-risk' students.
- 6.1.5 Continuous monitoring of students' academic progress is undertaken and where relevant learning and support services and opportunities to enhance academic skills at no extra cost to them is implemented.
- 6.1.6 All students' progress is monitored using formative assessment in tutorial activities and early low-stakes assessment item in weeks 3-5 for each unit. Feedback and support for students based on this monitoring are provided to students usually within 10 business days. Routine analysis occurs of pre-identified groups of students at risk, including international students, Aboriginal and Torres Strait Islander students, students with a disability and socially and economically disadvantaged students.
- 6.1.7 Data collection will be about individual students in addition to aggregated data in respect of the pre-identified groups listed at paragraph 6.1.4. Once collected, that data will be reviewed and monitored to ensure that disadvantaged (sub)groups needs are accommodated through additional reasonable support mechanisms. This data will feed into trend reporting as outlined in paragraph 6.1.11 of this policy.
- 6.1.8 Students who are determined to be at risk of not meeting the course progression requirements are identified through early assessments and offered advice, support and remedial strategies to assist them to meet course requirements.
- 6.1.9 In making decisions regarding course progress, the principles of natural justice, fairness and consistency apply.
- 6.1.10 The insights and benefits of understanding student performance through monitoring and analysis are critical to ongoing improvement and the quality of course offerings.
- 6.1.11 A student is considered to have made unsatisfactory course progress if they fail 50% or more of their enrolled units in two consecutive semesters.
- 6.1.12 A student identified as making unsatisfactory course progress may be placed on academic probation and failure to reach the required minimum standards whilst placed on academic probation may lead to academic withdrawal.

6.1.13 To ensure that review and improvement of rates of retention, progression and completion are implemented, HEA will capture data regarding trends in all three area across each of its courses for each cohort of study. This data will be used fed through the executive and academic leadership parts of HEA and form the basis for annual reporting.

6.1.14 Reports on international student progress are made to Department of Education through PRISMS in accordance with the National Code 2018. Unsatisfactory course progress or attendance will only be reported in PRISMS if:

- the internal and external complaints processes have been completed and the decision or recommendation supports HEA; or
- the overseas student has chosen not to access the internal complaints and appeals process with the 20 working day period; or
- the overseas student has chosen not to access the external complaints and appeals process; or
- the overseas student withdraws from the internal or external appeal process by notifying HEA in writing.

Cancellation or suspension of the overseas student's enrolment cannot take effect until the internal appeals process is completed, unless the overseas student's health or well being, or the well being of others, is likely to be at risk.

6.2 Extending course duration

6.2.1 If an overseas student is unable to complete their course of study within the expected duration, HEA may only extend the overseas student's enrolment if:

- there are compassionate or compelling circumstances* and there is documentary evidence to support this assessment;
- HEA has implemented, or is in the process of implementing, an intervention strategy for the overseas student who is at risk of not meeting course progress requirements;
- an approved deferral or suspension of the overseas student's enrolment has occurred (under Standard 9 of the *National Code of Practice for Providers of Education and Training to Overseas Students 2018*)
- If HEA extends the duration of an overseas student's enrolment, HEA must advise the student to contact Immigration to seek advice on any potential impacts on their visa, including the need to obtain a new visa.

6.2.2 *Compassionate or compelling' circumstances are generally those beyond the control of the overseas student and which have an impact upon the overseas student's course progress or wellbeing. These could include, but are not limited to:

- serious illness or injury, where a medical certificate states that the overseas student was unable to attend classes;
- bereavement of close family members such as parents or grandparents (where possible a death certificate should be provided);
- major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on the overseas student's studies;
- a 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);

- 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.

6.2.3 HEA will consider documentary evidence when determining whether compassionate or compelling circumstances exist, and copies of these documents will be retained in the overseas student's file.

6.3 Breach of this policy

Any breach of this policy will be dealt with in accordance with the relevant procedure. Actions taken will be consistent with procedural fairness.

6.4 Policy implementation

The procedure which relates to the implementation of this policy is the *Student Academic Progression Procedure*.

6.5 Delegation and Responsibility

- 6.5.1 The Board of Directors has delegated responsibility of this policy to the Academic Board.
- 6.5.2 The Academic Board can further delegate their responsibilities in relation to this policy to relevant staff, in accordance with the Delegations Policy. Delegation of operational responsibility does not remove Board accountability.
- 6.5.3 Course Coordinators will report their students' progress to the Dean at the end of each semester which is then reported to the Academic Board. The Academic Board will report on all progression issues to the Board of Directors annually.

6.6 Review and Improvement

- 6.6.1 The Board of Directors will ensure an internal review of this policy is conducted at least once every two years. Monitoring will include noting the improvements in rates of retention, progression and completion and will ensure that any essential improvements needed are identified from the review and implemented within two weeks of the following semester, including updates to the policy itself.
- 6.6.2 The Board of Directors will engage external reviewers at least once every seven years to conduct a review of this policy and will ensure that recommended improvements are actioned.
- 6.6.3 At their own discretion, the Board of Directors may undertake a review of this policy as needed.

6.7 Feedback

Feedback, including recommended improvements, is welcomed in relation to this policy.

7. Relevant Legislations and Other References

Australian Qualifications Framework <https://www.teqsa.gov.au/australian-qualifications-framework>

Contextual Overview of the HES Framework 2021 <https://www.teqsa.gov.au/contextual-overview-hes-framework>

Education Services for Overseas Students Act 2000 (2022) ESOS Act
<https://www.legislation.gov.au/Series/C2004A00757>

Higher Education Support Act (2003) (2022)
<https://www.legislation.gov.au/Series/C2004A01234>

Higher Education Support (Transitional Provisions and Consequential Amendments) Act 2003 <https://www.legislation.gov.au/Details/C2005C00023>

Higher Education Standards Framework (Threshold Standards) 2021
<https://www.teqsa.gov.au/higher-education-standards-framework-2021>

National Code of Practice for Providers of Education and Training to Overseas Students 2018 (ESOS) <https://internationaleducation.gov.au/regulatory-information/Education-Services-for-Overseas-Students-ESOS-Legislative-Framework/National-Code/Pages/default.aspx>

TEQSA - Tertiary Education Quality and Standards Agency 2011 (2022)
<https://www.legislation.gov.au/Details/C2022C00004>

TEQSA Guidance Note: Monitoring and Analysis of Student Performance
<https://www.teqsa.gov.au/guides-resources/resources/sector-updates-and-alerts/2021-compliance-report-case-study-identifying-students-academic-risk>

8. Relevant HEA Policies and Procedures

Aboriginal and Torres Strait Islander Peoples Policy

Admissions Policy

Admissions Procedure

Assessment and Moderation Policy

Assessment and Moderation Procedure

Credit and Recognition of Prior Learning Policy

Credit and Recognition of Prior Learning Procedure

Course Quality Assurance and Review Policy

Equity and Diversity Policy

Enrolment Variation Policy

Records and Information Management Policy

Student Academic Progression Procedure

Student Complaints and Appeals Policy

Student Complaints and Appeals Procedure

Student Wellbeing and Support Policy

Student Wellbeing and Support Procedure

9. Document and Version Details

Approval Authority	Academic Board
Approval Date	17 March 2026
Review Date	17 March 2029
Version	6

10. Policy Inquiries

For any inquiries about this policy, please email us. (studentsupport@heau.edu.au)