

Student Academic Progression Procedure

1. Contents

1. Contents.....	2
2. Purpose.....	3
3. Scope.....	3
4. Definitions.....	3
5. Procedure.....	3
6. Referred Legislation and References.....	9
7. Relevant HEA Policies and Procedures.....	9
8. Document and Version Details.....	10
9. Procedure Inquiries.....	10

2. Purpose

This Procedure supports the *Student Academic Progression Policy* by detailing the actions HEA will take to systematically monitor and record Students' academic progression and respond to students' failure to achieve satisfactory academic progression, not comply with post admission requirements, or fail to meet the maximum time to complete their course in accordance with the Student Handbook. HEA will ensure that students admitted to the course are able to complete their studies within the expected duration specified on their CoEs.

3. Scope

This procedure 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 staff involved in academic oversight, progression decisions and student support.

4. Definitions

Please refer to the Glossary of Terms.

5. Procedure

5.1 Assessing Academic Progress

- 5.1.1 Academic Progress will be formally calculated at the end of each teaching semester, however ongoing monitoring and feedback to Students of their progress will occur through the teaching semester through formative assessment activities during weekly tutorials and early low-stakes assessment tasks. Feedback on progress will be provided to students usually within 10 business days.
- 5.1.2 If a student withdraws from a unit prior to the Census Date the Withdrawn (W) status of the unit will not be included in the calculation of progression. If a student withdraws after the census date a W grade will be recorded and applied to the student's record.
- 5.1.3 At the completion of each semester, the relevant body will:
 - a) Approve individual results of students;
 - b) Confirm a student's completion of the requirements of the unit;
 - c) Approve any supplementary assessments;
 - d) Determine the academic progression of all students; and
 - e) If it is the end of the entire course, they will confirm a student's completion of the requirements of the course and approve the student's eligibility to graduate.

5.2 Early Intervention

- 5.2.1 HEA will ensure that unit coordinators and lecturers closely monitor student academic performance throughout the semester and regularly implement group/cohort or individualised interventions to support student performance.
- 5.2.2 This process will begin from the point of selection for admission and HEA staff will:
- a) assess the appropriateness of students' preparedness for higher education;
 - b) provide a comprehensive orientation for the student's transition to higher education so that students are aware of their progression requirements;
 - c) have a clear and student-friendly enrolment process;
 - d) develop a process for academic learning support and student welfare support; and
 - e) encourage a sense of connectedness to HEA.
- 5.2.3 In making decisions regarding academic progress HEA will adhere to the principles of natural justice, fairness, consistency and ensure that:
- a) Students have access to the clearly defined processes regarding academic performances and progression review;
 - b) Students are given clear and timely notice of any unsatisfactory progress;
 - c) Students are given the right to appeal and present their case;
 - d) Academic progress issues are dealt with in a responsible and timely manner; and
 - e) Students are treated equitably and impartially throughout all stages of the processes of progress review.
- 5.2.4 The Unit Coordinator/Lecturer will provide relevant assistance to the students who have been identified as requiring academic advice and support during study within a unit.
- 5.2.5 Engagement of students is also to be monitored throughout the semester. Levels of engagement may be determined by behaviors such as:
- a) Access to student resources from the Learning portal;
 - b) Class attendance and participation; and
 - c) Submission of assessments consistent with the *Assessment and Moderation Policy*.
 - d) Feedback on formative assessments.
 - e) feedback of summative assessments.

5.3 Monitoring of Course Progression and “at-Risk” Monitoring

- 5.3.1 Typical indicators of student performance across the institute include:
- a) Attrition rates;
 - b) Progress rates;
 - c) Completion rates;
 - d) Grade distributions;
 - e) Student satisfaction;
 - f) Graduate success;
- 5.3.2 The insights will enable HEA to:
- a) Identify problems early allowing remedial action to be taken to avoid a lasting adverse impact;
 - b) Identify and support students at educational risk;

- c) Test and validate HEA's capability in predicting and managing risks for particular groups of students;
- d) Identify and correct underlying causes of poor achievement; and
- e) Develop an evidence-based diagnostic understanding of risks and causal factors to improve performance and prevent future under-performance.

5.3.3 Students may be considered at risk if they:

- a) Do not submit assignments
- b) Do not meet mandatory requirements such as regularly participating in activities (online or in class);
- c) Do not participate in group class activities or attend tutorials or practicums;
- d) Receive grades under 50% including in-class tests, assessments or exams;
- e) Frequently submit applications for special consideration; and
- f) Frequently seek to withdraw from units.

5.3.4 HEA Coordinators and lecturers will continually monitor student progress.

5.3.5 HEA will assess the needs and the preparedness of individual cohorts and students.

5.3.6 HEA will undertake an early assessment in Week 3-5 in accordance with the Assessment and Moderation Policy and review that provides formative feedback on academic progress and identify needs for additional support.

5.3.7 HEA will utilise its methods of assessment to determine progress within or between units of study and validly assess progress, and in the case of formative assessment, provide students with timely feedback that assists them in their achievement of learning outcomes.

5.3.8 Coordinators will document trends in rates of retention, progression, and completion of student cohorts through courses of study and monitor them to enable review and ongoing improvement.

5.3.9 Students will be given equivalent opportunities for successful transition into and progression throughout their course of study, irrespective of their educational background, entry pathway, mode, or place of study.

5.3.10 Students will be considered to be 'at risk' of making unsatisfactory course progression in the following circumstances:

- a) Fail the first assessment in a unit;
- b) Fail a compulsory unit;
- c) Fail 50% or more of their enrolled credit points;
- d) Are unlikely to complete the course in the required time.

5.4 'At risk' Student Notification and/or Formal review of academic progression

5.4.1 Students will be notified in writing if they have been identified as being 'at risk' and the coordinator will arrange an academic support session or for non-academic matters a counselling session.

5.4.2 Academic intervention should be tailored to the student's needs and may include:

- a) Accessing learning support;
- b) Regular meetings with the lecturer;
- c) Support in implementing time management or study strategies;
- d) Granting of special consideration for circumstances beyond the Student's control that may have affected their ability to submit assignments;
- e) Additional tutoring or joining a study group;

- f) Referral to academic skills support;
- g) Assessment for consideration of special circumstances;
- h) Applying for study leave; and/or
- i) Discussion of or transfer to an alternative pathway.

- 5.4.3 The academic intervention will be agreed by both parties, documented and a copy placed on the student's record.
- 5.4.4 In the case of unsatisfactory progress being due to compassionate or compelling reasons, the student will be given an opportunity to present this either in writing or in person with the coordinator or Dean of studies.
- 5.4.5 The student will be informed of the decision in writing.
- 5.4.6 They will be advised of the Student Complaints and Appeals Policy, acknowledging their right to be heard in an impartial and just process.

5.5 Unsatisfactory Progress

- 5.5.1 A student will be deemed to be making unsatisfactory academic progress if they fail 50% or more of their enrolled units in two consecutive semesters.

5.6 Academic Probation

- 5.6.1 Students placed on Academic Probation will be advised in writing and required to meet with the Course Coordinator to agree a plan to improve academic performance, which will include specific performance indicators, support strategies and a timeframe for specific improvement.
- 5.6.2 Specific, agreed actions must be undertaken by the student during their Academic Probation period.
- 5.6.3 Students will remain on Academic Probation until they meet the agreed improvements within the period specified.
- 5.6.4 Students placed on Academic Probation will have their progress and support strategies strictly monitored for progress and effectiveness.
- 5.6.5 Students placed on Academic Probation are provided with regular feedback on their progress.
- 5.6.6 Students unable to make the agreed academic progress within the allocated time period may be subject to Academic Withdrawal.
- 5.6.7 HEA may be required to report Academic Probation and Academic Withdrawal to relevant government agencies through PRISMS.

5.7 Academic Withdrawal

- 5.7.1 Where a Student placed on Academic Probation has been unable to make satisfactory improvement in their academic progress, they may be required to or choose to withdraw from their academic program with HEA.
- 5.7.2 The Student must complete the Request for Academic Withdrawal Form and submit it in accordance with the instructions on the form.
- 5.7.3 If accepted, HEA will process the withdrawal and update the student's records.
- 5.7.4 The student must pay any outstanding fees and return any HEA property, following which they will receive formal notification of withdrawal.
- 5.7.5 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 wellbeing, or the wellbeing of others, is likely to be at risk.

5.8 Extending Course Duration

- 5.8.1 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*)
- 5.8.2 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.
- 5.8.3 *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.

5.9 Appeals and Reviews of Decisions

A student may lodge a complaint or appeal a decision in writing and within 20 working days of receiving the decision, in accordance with the *Student Complaints and Appeals Policy* and related procedure.

5.10 Records and Reporting

HEA will ensure that accurate and up to date records are maintained. These must include data on enrolments, progression, retention, completion and any lapses in compliance with the HES Framework. All reports are to be submitted to the Academic Board for review at the end of each semester and reported annually to Board of Directors (see *Records and Information Management Policy*).

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.

6. Referred Legislation and 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>

7. 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

Marketing Policy

Records and Information Management Policy

Student Academic Progression Policy

Student Complaints and Appeals Policy

Student Complaints and Appeals Procedure

Student Fees and Refund Policy

Student Fees and Refund Procedure

Student Wellbeing and Support Policy

Student Wellbeing and Support Procedure

8. Document and Version Details

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9. Procedure Inquiries

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