

Academic Progression and Exclusion Procedure

1. Purpose

This Procedure supports the [Academic Progression and Exclusion Policy](#) in managing and supporting student progress through a program of study, including early identification of students at risk of poor academic performance and subsequent intervention strategies.

2. Scope

This Procedure applies to students enrolled in:

- (a) all College programs;
- (b) international students on a student visa and Australian domestic students, and
- (c) all modes of delivery, including online, face to face and hybrid.

3. Satisfactory academic progression

- (a) Students are satisfactorily progressing in their academic studies if they are:
 - i. meeting the academic and administrative requirements of the program in which they are enrolled; and
 - ii. engaging in the learning process.
- (b) The status of a student's progress towards meeting the requirements of their course or program of study is guided by their Academic Risk Level. 'At-risk' students are assigned a risk level from 1 to 3, that determines subsequent intervention strategies by the College.
- (c) The Academic Risk of students is typically assessed after completion of each Term.
- (d) Students not satisfactorily progressing are deemed to be "at risk of not successfully completing their program of study".

4. Early intervention prior to enrolment commencement

- (a) Prior to and during orientation, students are advised of services that assist with promoting a positive student experience at the College, as well as those designed to support the learning process. These include:
 - i. access to counselling and health services, clubs and societies;
 - ii. peer assisted learning support;
 - iii. academic support consultations with academic staff and Student Progress Advisers;
 - iv. sessions related to supporting successful progress, including developing good study habits, time management and setting academic goals; and
 - v. language enhancement assistance.

4.1 Risk Assessment Levels: Students at risk

- (a) Risk assessment levels for students are assigned by Student Progress Advisers for a Term by week 1 of the subsequent Term. Risk levels guide students and staff on the level of support required and likelihood of a student succeeding in subsequent Terms of study.
- (b) Risk indicators: Factors contributing to the risk assessment level include:
- i. poor outcomes in early formative assessment(s);
 - ii. failure to complete required assessments;
 - iii. unsatisfactory attendance, such as less than 80%;
 - iv. failure of 50% or more of enrolled courses in a specific study period;
 - v. failure of the same course for a second time;
 - vi. potential for breaching maximum time for completion of a program.
- (c) Identification of students at risk is undertaken through:
- i. Student Management System (SMS) reports;
 - ii. an academic staff member identifying a student displaying at-risk behaviours of an academic, engagement, language, or welfare nature;
 - iii. a Student Progress Advisor who identifies a student displaying at risk behaviours of an academic or welfare nature.
- (d) The risk level assigned to a student is one of the following:
- i. Risk Level 1:
 - Initial signs of a student being at-risk.
 - ii. Risk Level 2:
 - Ongoing concerns of a student being at-risk beyond a single term or initial multiple risk indicators and may be subject to a period of Suspension.
 - iii. Risk Level 3:
 - Student is at significant risk of not successfully completing their program of study and is facing Suspension or Exclusion.

5. Risk Level Intervention Strategies

The Risk Level assigned to a student influences the subsequent intervention strategies, which include:

(a) Risk Level 1:

A student is contacted by the Student Progress Team and encouraged to access available academic and/or welfare support, including teacher-led consultations, Student Progress Adviser consultations and / or peer-led study support sessions.

(b) Risk Level 2:

Meeting with a Student Progress Adviser to discuss concerns and develop appropriate strategies, which may include a reduced study load, agreement on a study / support plan, referral to English Language workshops or teacher-led consultations, ongoing engagement with a Student Progress Adviser throughout the Term and / or a 'show cause' written submission from the student as to why their enrolment should not be Suspended.

(c) Risk Level 3:

Students will be notified that they are required to show cause as to why they should be allowed to remain in the program via a written submission. A student will meet with a College Director or their nominee to discuss ongoing concerns and contributing factors, subsequent to which a decision will be made on whether the student should be Suspended or Excluded. If a student does not show-cause, they may be automatically Suspended or Excluded from the program.

Table 1: Student At-Risk Level Summary

| Risk Level | Possible Causes | Recommended Intervention Strategy |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <ul style="list-style-type: none"> Failure of a single course, diagnostic test, or early assessment. Poor attendance and/or poor classroom engagement. | <ul style="list-style-type: none"> Student notified to access available academic and/or welfare support, including teacher- led consultations, peer-led Study Club sessions, and consultations or ongoing engagement with a Student Progress Adviser. |
| 2 | <ul style="list-style-type: none"> Failure of more than half the courses in a single Term of study. Poor attendance (e.g. < 80%) and poor classroom engagement. | <ul style="list-style-type: none"> Meeting with a Student Progress Adviser to discuss concerns and develop appropriate strategies, and/or Ongoing engagement with a Student Progress Adviser throughout the Term, and/or A 'show cause' from the student as to why their enrolment should not be suspended. |
| 3 | <ul style="list-style-type: none"> Failing a course twice. Failure of more than half of the courses across consecutive Terms of study. Failure of more than half of all courses in a program of study. | <ul style="list-style-type: none"> A student will be notified and must show cause as to why they should be allowed to remain in the program. If the student submits a show-cause form with relevant documentation, a student will be required to meet with a College Director or their nominee, to discuss ongoing concerns and decide on the appropriate course of action, which may include suspension, exclusion, or continuation in the course or program with specific conditions. |

6. Show cause process

- (a) A student assigned a Risk Level of 2 or 3, may be sent a notification of Intent to Suspend or Exclude and asked to show cause as to why their enrolment should continue.
- (b) The 'show cause' must be a written response from the student and submitted within 10 working days of the notification.
- (c) The 'show cause' must address the reason why academic performance has not been satisfactory, as well as an outline of what steps a student will take to ensure success in further studies.
- (d) The 'show cause' response from the student must be accompanied by evidence supporting their case and can include documentation from a specialist doctor, counsellor or independent third-party outlining:
 - i. the date the circumstances of the student changed;
 - ii. how the circumstances were beyond the control of the student; and
 - iii. how the circumstances impacted on their ability to study.
- (e) The 'show cause' is considered by the Student Progress Team Leader or their nominee (Risk Level 2) or a College Director or their nominee (Risk Level 3), together with any evidence of compassionate or compelling circumstances that have impacted on the student's poor academic performance.
- (f) Students at risk may be referred to a Student Wellbeing Advisor for welfare and wellbeing support, or consideration of whether compassionate or compelling circumstances exist.
- (g) The outcome of the process can be:
 - i. the show cause is accepted, and the student is permitted to continue with their studies, subject to meeting specified enrolment conditions;
 - ii. the show cause is not accepted and a decision is made to Suspend the student (Risk Levels 2 and 3); or
 - iii. the show cause is not accepted and a decision is made to Exclude the student (Risk Level 3).
- (h) A student who has been excluded or suspended from a program may apply for a review of the decision, according to the [Student Review and Appeals Policy](#) and [Student Review and Appeals Procedure](#). Additionally, details of the review process are set out in Section 10 below.
- (i) If the student is subject to Exclusion (Risk Level 3) and is later permitted to continue with their studies with strict enrolment conditions, the Risk Level of 3 is maintained for the following Term and ongoing monitoring of conditions and engagement with a Student Progress Adviser is required.
- (j) If a student at Risk Level 3 is permitted to continue with their studies and does not meet prescribed enrolment conditions for the Term, an automatic exclusion is applied at the end of the Term, unless compassionate or compelling

circumstances exist.

7. Compassionate or compelling circumstances

- (a) Compassionate or compelling circumstances are matters which, in most cases, are beyond the control of the student and will impact the student's capacity to progress with their planned course of study.
- (b) Compassionate or compelling circumstances can include but are not limited to:
 - i. serious illness or injury;
 - ii. death of a close family member;
 - iii. childcare / maternity reasons;
 - iv. major political upheaval or natural disaster in the home country of a student that has impacted on their studies; and
 - v. a traumatic experience, which could include:
 - involvement in, or witnessing of a serious accident; or
 - witnessing or being the victim of a serious crime that has impacted the student (these cases should be supported by a police or psychologist report);
 - vi. a situation in which the College is unable to offer any other courses because of the structure of the student's program;
- (c) Documented official evidence of circumstances surrounding a case for compassionate or compelling circumstances is required before it can be considered. Such evidence may include:
 - i. An official medical certificate or a detailed medical statement, from an AHPRA certified physician or medical specialist;
 - ii. a detailed statement from a counsellor who has been involved in the assessment and/or treatment;
 - iii. a police statement;
 - iv. a copy of a death certificate, death notice or hospital report for a close family member.
- (d) Supporting documentation for compassionate or compelling circumstances must clearly indicate:
 - i. what the special circumstances were;
 - ii. when they occurred;
 - iii. how long they lasted;
 - iv. the level of impact of the special circumstances.

8. Suspensions

- (a) Suspension is a forced, temporary leave from the College with an automatic right to re-enrol after six months have elapsed and at the next available

commencement date.

- (b) If a student is to be Suspended for unsatisfactory academic progress, their enrolment will be cancelled for the period of the suspension.
- (c) The period of Suspension does not count towards maximum time for completion of the program.
- (d) If a written show-cause response is rejected, the student will receive a Notification of Suspension from the College within twenty (20) working days of receiving the student's written 'show cause' response (see Section 6). International students should seek advice from the Department of Home Affairs on the impact on their visa as typically, an international student would need to return home for this period.
- (e) If a student's enrolment has been Suspended, the student is not permitted to undertake study in the program from which they have been Suspended or any other College program.
- (f) One month prior to the commencement of the Term in which the student can automatically re-enrol, the student should contact the College Student Progress team, to indicate their intention of re-enrolling and discuss their study program and any enrolment conditions.

9. Exclusions

- (a) If a student is Excluded, their enrolment is cancelled either permanently or for a specific period of time. International students should seek advice from the Department of Home Affairs on the impact on their visa as the typical result would be that they need to return home.
- (b) If a written show cause response is rejected, the student will receive a Notice of Exclusion within twenty (20) working days
- (c) If the Exclusion is for a specific period, the student may only recommence studies by seeking re-admission to the College under relevant admissions processes. There is no automatic right of re-admission.
- (d) During the period of Exclusion, the student is not permitted to undertake study in the program from which they have been Excluded or any other program offered by the College.

10. Appeal against suspension or exclusion

- (a) After completion of the 'show cause' process, students who wish to appeal the decision to Suspend or Exclude them, should submit a *Request to Appeal Form*, together with any supporting documentation, to the College Appeals Committee.
- (b) Applications must be lodged within twenty (20) working days of receipt of the Notification of Intent to Suspend or Exclude.

- (c) The appeal process will commence at Stage 3, Internal Appeal in the *Student Review and Appeals Policy and Student Review and Appeals Procedure*.
- (d) Following finalisation of the appeal process, the College is required to report student visa holders who have been Suspended or Excluded to the Department of Home Affairs.
- (e) Upon review of the formal appeal, the student will be provided with one of two outcomes:
 - i. the student will be permitted to continue their studies and must adhere to any enrolment conditions that are applied;
 - ii. the student will not be permitted to continue with their current studies, their enrolment will be cancelled, and the Suspension or Exclusion will apply. International students should seek advice from the DHA on the impact on their visa as the typical result would be that they need to return home.
- (f) If a student has remained enrolled while the appeal process has been undertaken and their appeal has been unsuccessful, their enrolment will be cancelled, and they may be eligible for a full or partial refund of tuition fees paid for the current or future Terms.

11. Roles, responsibilities and delegations

| Role | Responsibility |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| College Director or nominee | <ul style="list-style-type: none"> • Ensuring programs embed early assessment to identify students at risk. • Interviewing students who are deemed to be at 'significant risk' |
| Student Progress Advisers | <ul style="list-style-type: none"> • Monitoring, identifying and supporting students at risk of maintaining satisfactory progression, in collaboration with relevant academic staff. • Provision of learning support to all enrolled students. |
| Student Wellbeing Advisers | <ul style="list-style-type: none"> • Providing welfare and wellbeing support. • Considering Special Consideration in matters of Suspension or Exclusion |

12. Definitions and Acronyms

| Definitions and Acronyms | |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Academic Progression | The process by which a student advances in their program of study, through progressively meeting the academic and administrative requirements for the program. |

| Definitions and Acronyms | |
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| Academic Risk Level | Academic Risk Levels are the measure by which student success is evaluated in a program of study. There are three levels of risk which guide students and staff on the level of support required and likelihood of a student succeeding. |
| College Director | Means a Director role in the College's Academic team (e.g. Executive Director Academic, Director Learning & Teaching) |
| Course | A planned and structured sequence of learning and teaching that allows a student to gain knowledge, skills and understanding in relation to an agreed set of learning outcomes. This is sometimes called a 'unit' or 'subject' in other institutions. |
| Consultations | An academic teacher-led support session designed to assist students with academic issues. |
| ELICOS | English Language Intensive Courses for Overseas Students as defined in section 5 of the <i>Education Services for Overseas Students Act 2000</i> (Cth) |
| ESOS Act | <i>Education Services for Overseas Students Act 2000</i> (Cth) |
| ESOS National Code | <i>National Code of Practice for Providers of Education and Training to Overseas Students 2018</i> (Cth) |
| Exclusion | Cancellation (either permanently or for a specified period) of the enrolment of a student, typically due to unsatisfactory academic performance or as a penalty for misconduct. If the exclusion is for a specific period, a student may only recommence studies by seeking re-admission to the College after completing the exclusion period. The student must meet all criteria under relevant admissions policies. There is no automatic right of re-admission |
| Foundation Program Standards | The <i>Foundation Program Standards 2021</i> (Cth), a legislative instrument enacted under the ESOS Act. |
| Higher education award | Has the meaning as defined in the TEQSA Act and include diplomas, advanced diplomas and undergraduate degrees. |
| HES Act | <i>Higher Education Support Act 2003</i> (Cth) |
| Higher Education Standards Framework | <i>Higher Education Standards Framework (Threshold Standards) 2021</i> (Cth) |
| Hybrid delivery model of program | Combines both online and face-to-face learning and teaching activities in one class, thus providing greater flexibility around attendance. |

| Definitions and Acronyms | |
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| Non-award programs | An approved course of study that does not lead to a higher education award but leads to a College qualification. This can include a tertiary preparation program, an ELICOS, Pre-Masters or a Foundation Studies program. |
| Program | An approved set of requirements and courses into which a student is admitted which will lead to a College award. |
| Recognition of Prior Learning | The process of assessing an individual's relevant prior learning for equivalence to the learning outcomes of a course/s in the program to which a student has been admitted, to determine the credit value to be granted as advanced standing or exemptions. |
| Satisfactory academic performance | A level of performance and engagement which meets the academic and administrative requirements of the program in which a student is enrolled. |
| Student Handbook | A document received by a student on commencement of their course or program, that outlines essential course information including assessment and progression rules, and central policies and services. |
| Study Club | A peer-led support academic session designed to assist students with academic issues. |
| Suspension | Suspension is forced, temporary leave from the College with an automatic right of re-entry for the first available intake commencing after six months from the conclusion of the Suspension have elapsed. A student's enrolment will be cancelled if a student does not reenrol in that timeframe. |
| Term | A teaching period in which courses and their related classes are taught and timetabled. |
| TEQSA Act | <i>Tertiary Education Quality and Standards Agency Act 2011 (Cth)</i> |

| Related Policy Documents and Supporting Documents | |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Legislation | <ul style="list-style-type: none"> • <u>Higher Education Standards Framework (Threshold Standards) 2021</u> • <u>Australian Qualifications Framework</u> • <u>Foundation Program Standards 2021</u> • <u>National Code of Practice for providers of Education and Training to Overseas Students 2018</u> |

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| Policy | <ul style="list-style-type: none"> • Academic Progression and Exclusion Policy • Admissions Policy • Student Review and Appeal Policy • Student Refund Policy |
| Procedures | <ul style="list-style-type: none"> • Admissions Procedure • Student Review and Appeal Procedure |
| Forms | <ul style="list-style-type: none"> • Request to Appeal Form |

13. Procedure Governance

| Academic Progression and Exclusion Procedure | |
|----------------------------------------------|-----------------------------|
| Category/Business Group | Academic Programs |
| Published Externally (Yes/No) | Yes |
| Approver | Executive Director Academic |
| Responsible Officer | Director, Academic Programs |
| Contact Officer | Compliance Manager |
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| Next Review Date | 11/10/2026 |
| Version | 2.0 |

14. Revision History

| Version | Approved by | Approval date | Effective date | Sections modified |
|---------|------------------------------------------|-----------------|-----------------|-------------------|
| 2.0 | David West – Executive Director Academic | 11 October 2023 | 11 October 2023 | Multiple sections |
| 1.0 | David West – Executive Director Academic | 04 August 2023 | 04 August 2023 | - |

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