

# 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 UNSW College (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.
- (a) The College has established early academic interventions within each Subject, to reduce the likelihood of a student being placed on a risk level at the end of a Term.
- (b) Early academic interventions are administered at the Subject level and monitored by, Teaching Teams, and the Student Progress Team.
- (c) As part of an early academic intervention strategy, students may receive a series of Subject-specific progress warnings, designed to improve academic performance..
- (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. The decision to suspend or exclude a student will be made by a Director or their delegate. If a student does not show-cause, they may be automatically Suspended or Excluded from the program.

**Table 1: Student At-Risk Possible Causes and Recommended Interventions**

Risk Level	Possible Causes	Recommended Intervention Strategy
1	<ul style="list-style-type: none"> <li>Failure of a single course.</li> <li>Failure of a diagnostic test, or early assessment (ELICOS).</li> </ul>	<ul style="list-style-type: none"> <li>Student Progress Team to notify the student about available academic and welfare support services, including:               <ul style="list-style-type: none"> <li>Teacher- led Consultations</li> <li>Peer-led Study Club sessions</li> <li>Self-access resources</li> <li>Consultation with a Student Progress Adviser.</li> </ul> </li> <li><i>Note (Diploma Students only):</i> Where a student fails the Maths Diagnostic Test or receives an overall Subject mark of &lt; 40% for DPST1013/MTHS1313, Mathematics 1A, the student will be required to enrol in DPST1012/ MTHS1312 Foundations of Mathematics B, before re-enrolling in Mathematics 1A.</li> </ul>
2	<ul style="list-style-type: none"> <li>Failure of more than half the Subjects in a single</li> </ul>	<ul style="list-style-type: none"> <li>Student Progress Team to notify the student about available academic and welfare support</li> </ul>

	<p>Term of study.</p> <ul style="list-style-type: none"> <li>• Failure of a subsequent Diagnostic Test or early assessment (ELICOS)</li> <li>• Mid-Program or Term 1 GPA &lt;6.5</li> </ul>	<p>services, including:</p> <ul style="list-style-type: none"> <li>- Teacher- led Consultations</li> <li>- Peer-led Study Club sessions</li> <li>- Self-access resources</li> <li>- Consultation with a Student Progress Adviser.</li> </ul> <ul style="list-style-type: none"> <li>• Meeting with a Student Progress Adviser to address concerns impacting on academic progression.</li> <li>• Continuous engagement with a Student Progress Adviser throughout a TermA 'show cause' from the student as to why their enrolment should not be suspended.</li> </ul>
<p><b>3</b></p>	<ul style="list-style-type: none"> <li>• Failing a Subject twice.</li> <li>• Failure of more than half of the Subjects across consecutive Terms of study.</li> <li>• Failure of more than half of all Subjects in a program of study.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Progress Team to issue student with a show cause notice. The student must show-cause as to why they should be allowed to remain in their Program of study.</li> <li>• If the student submits a show-cause form with supporting documentation, a decision will be made by the relevant College Director or their nominee on the appropriate course of action. This may include: <ul style="list-style-type: none"> <li>- Suspension</li> <li>- Exclusion</li> <li>- Continuation of Subject or Program, with specific conditions imposed.</li> </ul> </li> </ul>

## 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. Students that fail to submit show cause will automatically be Suspended or Excluded depending on their Risk Level.
- (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 Appeal Policy](#) and [Student Appeal 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. For further information on compassionate and compelling circumstances, refer to the [Guidelines for Assessing Compassionate or Compelling Circumstances](#).

## **8. Suspensions (not applicable for ELICOS and Pre-Masters programs)**

- (d) Suspension is a forced, temporary leave from the College for one term (for Foundation Studies programs) or two terms (for award programs) with an automatic right to re-enrol at the next available term.
- (a) If a student is to be Suspended for unsatisfactory academic progress, their enrolment will be cancelled for the period of the suspension.

- (b) The period of Suspension does not count towards maximum time for completion of the program.
- (c) 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 the deadline for show cause submission (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.
- (d) If a student's enrolment has been Suspended, during the duration of Suspension, the student is not permitted to undertake study in the program from which they have been Suspended or any other College program.
- (e) One month prior to the commencement of the Term in which the student can automatically re-enrol, the student should contact the College Enrolment 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 of the deadline for show cause submission.
- (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 Appeal Policy](#) and [Student Appeal 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"> <li>• Ensuring programs embed early assessment to identify students at risk.</li> <li>• Interviewing students who are deemed to be at 'significant risk'</li> </ul>
Student Progress Advisers	<ul style="list-style-type: none"> <li>• Monitoring, identifying and supporting students at risk of maintaining satisfactory progression, in collaboration with relevant academic staff.</li> <li>• Provision of learning support to all enrolled students.</li> </ul>
Student Wellbeing Advisers	<ul style="list-style-type: none"> <li>• Providing welfare and wellbeing support.</li> <li>• Considering Special Consideration in matters of Suspension or Exclusion</li> </ul>

## 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.
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 (Academic) and Director (Learning & Teaching)

Definitions and Acronyms	
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.
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.



Definitions and Acronyms	
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.
Show cause	A formal process requiring a written statement where the student is required to explain why they should not be Suspended or Excluded from their program due to poor academic performance. It is a chance to state why the student should be permitted to remain enrolled and should include steps a student will take to successfully continue in their program.
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"> <li>• <a href="#"><u>Higher Education Standards Framework (Threshold Standards) 2021</u></a></li> <li>• <a href="#"><u>Australian Qualifications Framework</u></a></li> <li>• <a href="#"><u>Foundation Program Standards 2021</u></a></li> <li>• <a href="#"><u>National Code of Practice for providers of Education and Training to Overseas Students 2018</u></a></li> </ul>
Policy	<ul style="list-style-type: none"> <li>• <a href="#"><u>Academic Progression and Exclusion Policy</u></a></li> <li>• <a href="#"><u>Admissions Policy</u></a></li> <li>• <a href="#"><u>Student Appeal Policy</u></a></li> <li>• <a href="#"><u>Student Refund Policy</u></a></li> </ul>

Procedures	<ul style="list-style-type: none"> <li>• <a href="#">Admissions Procedure</a></li> <li>• <a href="#">Student Appeal Procedure</a></li> <li>• <a href="#">Guidelines for Assessing Compassionate or Compelling Circumstances</a></li> </ul>
Forms	<ul style="list-style-type: none"> <li>• <a href="#">Request to Appeal Form</a></li> </ul>

### 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
Effective Date	26/08/2024
Next Review Date	26/08/2027
Version	3.0

### 14. Revision History

Version	Approved by	Approval date	Effective date	Sections modified
3.0	David West – Executive Director Academic	26 Aug 2024	26 Aug 2024	Clarity to 'risk levels', 'show cause' and 'suspensions' added
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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