

## Offshore Academic Progression and Exclusion Policy

### 1. Purpose

UNSW College (the College) offers some of its Award and Non-Award Programs to offshore Students, i.e., those located outside of Australia.

These offshore Programs may be delivered either directly by the College (College delivered Program) or through a Transnational Education (TNE) Provider (TNE Provider delivered Program), both of which operate under the College's academic and operational standards. The TNE Provider is a third-party provider and TNE refers to the delivery of Programs, course, or services to learners offshore.

The College recognises that students from all educational backgrounds benefit from a supportive learning environment to achieve successful outcomes, whether delivery is onshore or offshore.

This Policy details the principles and guidelines for managing and supporting student progress through a Course or Program of study, including those at risk of poor academic performance which could impact their progress and potentially result in a breach of the student's enrolment conditions, Suspension or Exclusion.

### 2. Scope

This policy applies to:

- (a) all College Award and Non-Award Programs delivered offshore;
- (b) all College students undertaking Programs offshore;
- (c) all modes of offshore delivery, including online, face to face and Hybrid; and
- (d) all staff involved in the delivery, support or administration of offshore Programs.

### 3. Policy Statement

The College and TNE providers are committed to enabling and assisting students to reach their study goals within the expected timeframe and provide supportive intervention strategies for students at risk of not succeeding.

### 4. UNSW College and TNE Provider Responsibilities

The College will:

- (a) provide the TNE Provider with a responsibilities matrix to identify the Provider's specific responsibilities;
- (b) set admission standards designed to ensure students are adequately prepared to engage in their selected Program;
- (c) ensure Recognition of Prior Learning and/or any credit granted supports the integrity of Program Learning Outcomes and aligns with the [Recognition of Prior Learning and Credit Transfer Policy](#);
- (d) publish all requirements to achieve a passing grade on commencement of each

Course;

- (e) undertake periodic analysis of outcomes for various student cohorts to inform:
  - i. tailored support strategies by the TNE Provider or College staff; and
  - ii. reviews of College admission criteria.
  
- (f) ensure the College:
  - i. makes students aware of Program specific admission requirements, including assumed knowledge, prior to entry and during orientation;
  - ii. promotes support services available to students to assist in achieving Satisfactory Academic Progress;
  - iii. publishes all requirements to achieve a passing grade on commencement of each Course;
  - iv. where applicable, publishes any Program specific requirements for subsequent progression to further award study at the College, UNSW or other formal articulation partners;
  - v. monitors student progress and implements intervention strategies to support students at risk of not maintaining satisfactory progress in their Program;
  - vi. provides ongoing and early feedback to students on their overall progress; and
  - vii. updates teaching or academic staff about a student's progress during intervention strategies.

The TNE Provider will:

- (a) make students aware of Program specific admission requirements, including assumed knowledge, prior to entry and during orientation;
- (b) promote support services available to students to assist in achieving Satisfactory Academic Progress;
- (c) monitor student progress and implement intervention strategies per College direction to support students at risk of not maintaining satisfactory progress in their Program;
- (d) provide ongoing and early feedback to students on their overall progress; and updates teaching or academic staff about a student's progress during intervention strategies.

## **5. Student Responsibilities**

Students are expected to:

- (a) engage in the learning process by attending all classes, completing and submitting all learning activities and assessment tasks;
- (a) maintain Satisfactory Academic Progress and actively engage in support and

intervention strategies as required;

- (b) seek assistance on any aspect of the Program that is not understood;
- (c) inform TNE/College staff of any circumstances that may impact on maintaining Satisfactory Academic Progress; and
- (d) understand that poor academic performance may lead to enrolment conditions as part of an intervention strategy, which may result in less than a full-time load.

## **6. Learning Support**

The College and the TNE Provider can identify students who may need learning support through various techniques, including:

- (a) non-attendance at exams;
- (b) unsatisfactory attendance, such as less than 80% of classes;
- (c) minimal class participation or engagement;
- (d) failure of the same Course for a second time or failure of more than half of all Courses across a Program of study or across consecutive Terms, if the Program is  $\geq 11$  months.

Students who are identified can be assisted through the following:

- (a) For College delivered Programs, the College provides a range of online and in-person learning support services to students, which may include:
  - i. language enhancement help;
  - ii. peer-assisted learning;
  - iii. teacher-led consultations, offering assignment and coursework help;
  - iv. consultations with support staff; and
  - v. sessions to help with student success, including managing online study, setting study goals, developing good study habits and time management.
- (a) For TNE Provider delivered Programs, the Provider may offer:
  - i. language enhancement help;
  - ii. peer-assisted learning;
  - iii. teacher-led consultations, offering assignment and coursework help;
  - iv. consultations with teacher or support staff; and
  - v. sessions to help with student success, including managing online study, setting study goals, developing good study habits and time management.

Support may also be available through TNE Provider and/or College for personal wellbeing matters that help promote stronger outcomes and achieve Satisfactory Academic Progress.

## 7. Academic Progress Requirements

The following progression requirements apply to all Programs:

### 7.1 Maximum Time for Completion

Award Programs:

- (a) Award Programs (Diplomas, Bachelor Degrees) must be completed within the minimum completion time of 2'n', where 'n' is the minimum duration in which the Program can be completed.
- (b) This is irrespective of any approved or non-approved absences, including Program Leave or Leave of Absence. For example:
  - i. a one-year College Diploma Program must be completed within two (2) years of commencement; and
  - ii. a three-year College Degree Program must be completed within six (6) years of commencement.

Non-Award Programs:

- (a) Non-Award Programs of more than one Term (Foundation Studies Programs, Pre-Masters Program) must be completed within the minimum completion time of 2'n', where 'n' is the minimum duration for completion.
- (b) English Language Courses (University English Entry Course (UEEC); Foundation Entry English Course (FEEC)) must be completed within the prescribed duration of the Course. If a student has been granted Leave of Absence, the maximum time for Course completion commences from the time the student re-enters the Course.
- (c) Reduced study loads need to be managed within the maximum time for completion.

### 7.2 Study Load

- (a) Academic English Program study load is expressed in terms of scheduled teaching hours per week. A full-time student will undertake a minimum of 20 hours per week of scheduled classes for between 5 and 30 weeks.
- (b) Study load for all other College Programs is the total number of Units of Credit (UoC) attempted in a Term or study period. Each Course within a College Program is typically worth 6 UoC.
- (c) To complete a Program in minimum time:
  - i. a Diploma student completes between 48 to 54 UoC in an academic year;
  - ii. a Bachelor degree student typically completes 48 UoC per academic year;
- (d) a Pre-Masters student typically completes up to 18 UoC in a Term;
  - i. a Foundation Studies student typically completes 48 to 50 UoC across a Foundation Studies or Transition Program; and



- ii. a Degree Transfer Program (DTP) student completes between 48 to 54 UoC across three or four Terms.

### 7.3 Repeated Fails

- (a) Students who fail the same Course twice or fail more than half of all Courses across a Program of study, or across consecutive Terms if Enrolled in a Program  $\geq 11$  months in duration, are considered to be at significant risk of not succeeding (Risk Level 3). and will need to Show Cause as to why they should be allowed to remain in the Program.
- (b) Students will then need to Show Cause as to why they should be allowed to remain in the Program and a determination will be made as to whether the student should be Suspended or Excluded.
- (c) The decision to Suspend or Exclude a student will be based on a number of factors including participation in intervention strategies and attendance.

## 8. Risk Assessment Levels

The Risk Level assigned is one of the following:

- (a) Risk Level 1: Initial signs of a student being at risk.
- (b) Risk Level 2: Ongoing concerns of a student being at-risk beyond a single Term or multiple initial risk indicators; student may be subject to a period of Suspension.
- (c) Risk Level 3: A Student is at significant risk of not successfully completing their Program of study and is facing Suspension or Exclusion.

## 9. Risk Level Intervention Strategies

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

**Table 1: Student At-Risk Level Summary**

| 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</li> <li>• Poor attendance and/or poor classroom engagement.</li> </ul> | <ul style="list-style-type: none"> <li>• Student notified to access available academic and/or welfare support services, may include:               <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 Advisor.</li> </ul> </li> <li>• <i>Note (Diploma students only):</i><br/>If a student receives an overall course mark of &lt; 40% for Mathematics 1A, the student will be required to enrol in Foundations of Mathematics B, before re-enrolling in Mathematics 1A.</li> </ul> |

| Risk Level | Possible Causes  | Recommended Intervention Strategy   |
|------------|--|---|
| 2          | <ul style="list-style-type: none"> <li>• Failure of more than half the Courses in a single Term of study.</li> <li>• Failure of a subsequent Diagnostic Test or early assessment (ELICOS)</li> <li>• Mid-Program or Term 1 GPA &lt; 6.5</li> </ul> | <ul style="list-style-type: none"> <li>• For College delivered Programs, the Student Support Team, and for TNE Provider delivered Programs, the Provider is to notify the student about available academic and welfare support services, which may include:               <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 Advisor.</li> </ul> </li> <li>• For College delivered Programs, the Student Support Team, and for TNE Provider delivered Programs, the Provider is to meet with the student to address concerns impacting academic progression.</li> <li>• Continuous engagement throughout a Term with a Student Progress Advisor for College delivered Programs, and with the Provider for TNE Provider delivered Programs.</li> <li>• A 'Show Cause' from the student as to why their enrolment should not be Suspended.</li> </ul> |
| 3          | <ul style="list-style-type: none"> <li>• Failing a Course twice.</li> <li>• Failure of more than half of the Courses across consecutive Terms of study.</li> <li>• Failure of more than half of all Courses in a Program of study.</li> </ul>      | <ul style="list-style-type: none"> <li>• College Student Support Team to issue the 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 on the appropriate course of action. This may include:               <ul style="list-style-type: none"> <li>○ Suspension;</li> <li>○ Exclusion;</li> <li>○ Continuation of Course or Program, with specific conditions imposed.</li> </ul> </li> </ul>  |

## 10. Consequences of Not Maintaining Satisfactory Academic Progress

### 10.1 Show Cause

- (a) Students who are at Risk Levels 3 and are not progressing satisfactorily may be asked to Show Cause as to why their enrolment should continue.
- (b) The student response must be in writing, submitted within 10 working days of

receipt of the Show Cause notification, outline why Course progress and engagement has not been satisfactory and what steps the student will take to ensure success in further studies.

- (c) Each student's Show Cause submission must be accompanied by evidence supporting their case and reference:
  - i. the date the circumstances of the student changed;
  - ii. how the circumstances were beyond the control of the student; and
  - iii. how circumstances impacted on their ability to study.
- (d) Students can refer to the [Offshore Guidelines to Assessing Compassionate or Compelling Circumstances](#) to assist with their case.
- (e) The student's response to the Show Cause notification is considered and a determination made as to whether:
  - i. the Show Cause submission is accepted, and the student is permitted to continue with their studies, subject to meeting specified enrolment conditions; or
  - ii. the Show Cause is not accepted, and a decision is made to Suspend (Risk Levels 3) or Exclude (Risk Level 3) the student.
- (f) If a student at Risk Level 3 is permitted to continue their studies, typically with conditions, and does not meet prescribed enrolment conditions for the Term, an automatic Exclusion is applied at the end of Term, unless compassionate or compelling circumstances exist.
- (g) During the Show Cause process, students should attend and participate in all classes and activities for their Course until the matter is resolved.

## **10.2 Suspension (not applicable for English Language and Pre-Masters Programs)**

- (a) If a written Show Cause response is rejected, the student will receive a Notification of Suspension within twenty (20) working days of the deadline for Show Cause submission and the student's enrolment will be cancelled for the period of the Suspension.
- (b) Suspension is a forced, temporary leave from the Program with an automatic right to re-enrol in the first study period that falls after the Suspension has elapsed.
- (c) The Suspension period does not count towards maximum time for completion of the Program.
- (d) During the period of Suspension, students are not permitted to undertake studies in an alternative College Course to that from which they have been Suspended.
- (e) One month prior to the commencement of the Term in which the student can automatically re-enrol, the student must indicate their intention of re-enrolling and discuss their study Program and enrolment conditions with a Student Advisor.



## 10.3 Exclusion

- (a) Students may be Excluded for not maintaining Satisfactory Course Progress (or as a penalty for misconduct).
- (b) If Excluded, a Notification of Exclusion will be sent to the student within twenty (20) working days of the deadline for Show Cause submission and the student's enrolment will be cancelled.
- (c) If the Exclusion is for a specific period, the student may only re-commence studies by seeking re-admission under relevant admission processes. There is no automatic right to 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 College Program.

## 11. Student Appeal

- (a) Students have the right to appeal a decision made in regard to a ruling related to a Show Cause process, through the [Offshore Student Appeal Policy](#).
- (b) In accordance with the [Offshore Student Appeal Policy](#), a student may appeal a decision by submitting a Request to Appeal Form within twenty (20) days of the Notification of Suspension or Exclusion indicating the outcome of the Show Cause process.
- (c) The appeal process will commence at Stage 3 Internal Appeal process outlined in the [Offshore Student Appeal Policy](#).
- (d) Outcomes of the appeal will be either:
  - i. approval to continue studies subject to any enrolment conditions applied; or
  - ii. rejection of the appeal with subsequent enrolment cancellation and application of the Suspension or Exclusion.
- (e) If a student has remained Enrolled during the appeal process and their appeal is 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 Term.

## 12. Roles, responsibilities and delegations

| Role                                    | Responsibility   |
|---|--|
| Executive Director, Academic 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 'high risk'</li> </ul>   |
| Student 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 to students.</li> <li>• Considering Special Consideration in matters of Suspension or Exclusion</li> </ul> |
|----------------------------|---|

### 13. Definitions

| <b>Definitions and Acronyms</b> |  |
|---------------------------------|--|
| Award Program                   | Has the meaning as defined in the TEQSA Act (see higher education award) and includes Diplomas, advanced Diplomas and undergraduate degrees.   |
| 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.  |
| Hybrid Delivery                 | Combines both online and face-to-face learning and teaching activities in one class, thus providing greater flexibility around attendance.   |
| Enrolled                        | A status where a student has already accepted the College conditions of enrolment and paid the required amount to secure their place in a College Program;   |
| Exclude/Exclusion               | Cancellation, either permanently or for a specified period of time, of the student's enrolment, typically due to unsatisfactory Course progress or as a penalty for misconduct. There is no automatic right of re-admission.                                 |
| Hybrid delivery                 | 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 / degree preparation Program, an English Language Program, Pre-Masters or a Foundation Studies Program.         |
| Program                         | An approved set of requirements and Courses into which a student is admitted which, for Award Programs lead to a College award and for Non-Award Programs, lead to a certificate of completion.  |
| 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. |



| Definitions and Acronyms       |  |
|--------------------------------|--|
| Risk Level                     | 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 the likelihood of a student succeeding.  |
| Satisfactory Academic Progress | A level of performance and engagement which meets the academic and administrative requirements of the Program in which a student is Enrolled.  |
| 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. |
| Special Consideration          | A process for assessing and addressing the impact of events beyond the control of the student that have affected performance.  |
| Suspend/Suspension             | A forced, temporary leave from the College with an automatic right of re-entry for the first available intake commencing after six months has elapsed from the conclusion of the Suspension. A student's enrolment will be cancelled if a student does not re-enrol in that timeframe.   |
| Term                           | A teaching period in which Courses and their related classes are taught and timetabled.  |
| Transnational Education (TNE)  | Educational Programs, Courses or services where learners are located in a country different from the one in which the College is based.  |
| Units of Credit (UoC)          | The value assigned to Programs and Courses indicating duration and workload.   |

#### 14. Related Policy and Supporting Documents

| Related Policy Documents and Supporting Documents |  |
|---|--|
| Policy  | <ul style="list-style-type: none"> <li><a href="#">Offshore Student Appeal Policy</a></li> </ul>   |
| Forms / Guidelines                                | <ul style="list-style-type: none"> <li><a href="#">Offshore Guidelines to Assessing Compassionate or Compelling Circumstances</a></li> <li><a href="#">Request to Appeal Form</a></li> </ul> |



## 15. Policy Governance

| Offshore Academic Progression and Exclusion Policy |                              |
|--|------------------------------|
| Category/Business Group                            | Academic Programs            |
| Published Externally (Yes/No)                      | Yes                          |
| Approver   | Academic Board               |
| Responsible Officer                                | Executive Director, Academic |
| Contact Officer                                    | Director, Academic Programs  |
| Effective Date                                     | 22 May 2025                  |
| Next Review Date                                   | 22 May 2028                  |
| Version  | 2.0                          |

### Revision History

| Version | Approved by    | Approval date | Effective date | Sections modified   |
|---------|----------------|---------------|----------------|---|
| 2.0     | Academic Board | 22 May 2025   | 22 May 2025    | Updating policy to be an 'Offshore' policy, incorporating award and Non-Award Programs. |
| 1       | Academic Board | 25 July 2024  | 25 July 2024   | N/A   |

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