

## **STUDENT PROGRESSION AND EXCLUSION POLICY AND PROCEDURE**

### **1. Overview**

The Higher Education Leadership Institute (“the Institute”) has designed this policy to detail the rules for meeting course progression requirements and to define the grounds for exclusion of a student due to lack of satisfactory academic progress.

The Institute requires that the academic achievement of each student is monitored so that students who are determined to be ‘at risk’ can be provided with advice and support to ensure successful course completion whenever possible.

### **2. Maximum time to complete a course**

Students must meet the completion requirements of a course within a prescribed time period from the date of first enrolment. The rationale for placing a timeframe on course completion is to ensure that the qualification awarded reflects currency of knowledge and skill.

#### **2.1 Maximum time allowed to complete a course**

The maximum time allowed to complete the requirements of a course are listed in the table below. The time elapsed will be calculated from the date that the student commenced their first term.

Course	Maximum time allowed to complete	
	Domestic students	International* Students
Graduate Certificate in Higher Education Academic Practice	2 years	6 months
Master of eLearning	6 years	2 years

*\* International students are required to complete their course in the timeframe specified in their CoE. The maximum duration for an international student to complete their course can only be extended in accordance with the International Student Deferment, Suspension and Cancellation of Study Policy and Procedure [QAF150] and cannot exceed the maximum time allowed for a domestic student to complete the course. Refer section 6 of this policy.*

#### **2.2 Recording and assessing course progress requirements**

HELL monitors the course progress of all students through the development of a *Progression and Completion Rates* report by the Dean which is tabled quarterly to HELL’s Academic Quality Committee.

Further, in consultation with the Dean, the Registrar monitors student course progress and enrolment load for *all* students to plan subject timetabling, and, in the case of international students, to ensure that they are meeting their visa requirements.

Where the Dean or Registrar identifies that a student is at risk of not completing the course within the maximum time allowed, the Course Coordinator will intervene with the student in an academic advisory session. In that session the Course Coordinator will develop with the student a

study plan that will enable the student to either complete their studies within the prescribed time or complete the course in an extended period of time (as per section 2.3).

Where an international student is at risk of failing to meet their visa requirements, the Registrar will follow the procedures specified in section 6 of this policy.

### **2.3 Applications for an extension of time (domestic students)**

Domestic students who fail to complete within the prescribed period or that are at risk of not completing the course within the prescribed time, and who can reasonably be expected to meet the course requirements within two additional terms may apply for an extension of time. Each application will be considered on its merits and with reference to the student's academic performance to date.

Applications for an extension of time to complete the course must be made in writing to the Course Coordinator at least one term prior to the expiry of the student's prescribed maximum time to complete. The application must include reasons for the student's inability to complete the qualification in the prescribed time period. The Course Coordinator will provide a written response to the student within twenty working days outlining their decision and informing the student of their right to appeal the decision.

### **2.4 Students who fail to complete within the time limit**

Domestic students who fail to complete course requirements within the specified time limit (including any extension of time granted) will have their enrolment terminated and a statement noting that *'the maximum time to complete the course has been exceeded'* will appear on the final *Record of Results* issued to the student. The student will be advised in writing of the decision to terminate their enrolment and will also be advised that they have twenty working days from receiving notification of the decision to terminate their enrolment to appeal the decision.

## **3. Requirement to attain minimum academic standards**

Students are required to attain the following minimum academic standards to be deemed to be maintaining satisfactory academic progress in a course:

- a. Satisfactory performance in formative assessments in subjects; or/and
- b. Satisfactory academic literacy and English language proficiency in submitted subject assessments; or/and
- c. Not more than one failure in a subject; or
- d. Not fail 50% or more of the subjects that make up a course of study.

The Course Coordinator monitors the academic performance of each student against the minimum academic standards throughout the term and at the end of each term. Where a student has failed to meet the minimum academic standards the Course Coordinator will deem that student as being 'at risk'.

Students are further expected to conduct themselves in their academic studies honestly and ethically and to carefully acknowledge the work of others in all their academic activities. Failure to meet this expectation may constitute academic misconduct. The management of and response to alleged misconduct is dealt with under *QAF070 Student Academic Integrity Policy and Procedure*.

### **3.1 Formative assessments as a means of identifying students at risk**

Academic performance monitoring is operationalised through formative assessments throughout a subject. These are implemented to assure educators that students are appropriately engaged in the subject and to gauge whether students are meeting appropriate academic standards.

The first of these formative assessments is usually submitted and marked during week three, following the census date. The remaining formative assessments are usually positioned in weeks four and seven to enable continuous monitoring of student engagement.

If after marking a formative assessment an educator believes that a student is at risk academically then they will immediately notify the Course Coordinator.

### **3.2 Review process for students deemed 'at risk'**

Once the Course Coordinator has been notified by an educator that a student may be at risk academically, they will contact the student and arrange an appointment as soon as possible for an academic advisory session.

During the academic advisory session, the Course Coordinator and the student will determine what additional support will be provided to the student and an intervention strategy will be put in place. This may include, but is not limited to, the student:

- a) undertaking supplementary training to enhance their academic literacy and English language proficiency skills (see section 4 of this policy);
- b) entering into a learning contract;
- c) attending academic skills seminars;
- d) receiving individual case management;
- e) attending additional advisory sessions;
- f) receiving assistance with personal issues which are influencing progress;
- g) receiving mentoring; or
- h) a combination of the above.

The student will also be advised of the possibility that conditions may be placed on their enrolment if they do not meet academic standards.

International students will also be advised of the possibility that may be in contravention of their visa conditions if they do not meet academic standards (explained in section 6 of this policy).

When advising students at risk, specific consideration will be given to Aboriginal and Torres Strait Islander students to support them to progress and complete their course.

A record of the academic advisory session will be signed by the advisor and the student and placed on the student's file.

### **3.3 Students who continue to fail to meet minimum academic standards**

If a student continues to fail to meet minimum academic standards after an intervention strategy has been put in place, the Course Coordinator will request that the student provide a written statement within twenty working days outlining reasons why they should be permitted to continue their enrolment in the course.

A student who does not submit a written statement by the due date shall have their enrolment terminated.

The Course Coordinator shall consider the written statement and may:

- a. terminate the student's enrolment; or
- b. permit the student to continue with or without specific conditions.

The Course Coordinator will provide a written statement to the student within 20 working days outlining their decision and informing the student of their right to appeal the decision.

A student who is permitted to continue their enrolment in the course, but with conditions imposed, who again fails to attain the minimum academic standards or breaches the conditions imposed, will have their enrolment terminated due to unsatisfactory academic progress.

An international student who is permitted to continue their enrolment in the course, but with conditions imposed, who again fails to attain the minimum academic standards in the following term or breaches the conditions imposed, will have their enrolment terminated at the end of that term due to unsatisfactory academic progress and the procedure specified in section 6 will apply.

### **3.4 Consequences of termination of enrolment**

Students whose enrolment is terminated due to unsatisfactory academic progress or exceeding the maximum time to complete the course and who wish to undertake further study will need to apply to the Institute for re-admission in line with the *Student Selection and Admissions Policy and Procedure (QAF100)*.

## **4. Academic Literacy and English Language Proficiency**

Academic literacy and English language proficiency are important factors in a student being able to satisfactorily progress through their course.

'Academic Literacy' refers to the capacity of a student to undertake formal study and to understand and communicate discipline-specific knowledge.

'English language proficiency' refers to the student's ability to understand and communicate knowledge effectively in both written and spoken English.

Institutes of Higher Education are responsible for ensuring their students are sufficiently competent in the English language to participate effectively in their studies<sup>1</sup>. This responsibility is partly met through English language admission standards specified in the *Student Selection and Admissions Policy and Procedure [QAF100]*.

While students admitted to HELI will have met the required entry standards in English language, to assist in the identification of students requiring further development of their academic literacy and English language proficiency skills, each initial subject in the Institute's accredited courses contains early formative assessment tasks. If the subject Educator deems that the outcomes for these formative assessments are unsatisfactory due to poor academic literacy and English

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<sup>1</sup> Higher Education Standards Framework (2021) Standard 1: *Student Participation and Attainment*  
<https://www.teqsa.gov.au/hesf-domain-1>

language proficiency, then the student will be identified as 'at risk,' and referred to the Course Coordinator for a more comprehensive assessment (see section 3.1).

Following the assessment, the Course Coordinator will put in place an intervention strategy (see section 3.2) to assist the student to enhance their academic literacy and English language proficiency skills. This may include:

- a) undertaking academic skills seminars;
- b) referral to external English proficiency support services; and/or
- c) receiving one-on-one support and coaching services.

Information about support services to assist students to enhance their academic literacy and English language proficiency skills is provided in the [Student Hub](#) including reference to this policy and the *Student Support Framework [QAF105]*. Students may self-refer to student support for assistance with academic literacy and English language proficiency at any time.

## **5. Failing a prerequisite subject**

Normal course progression rules require that a student who has not passed a prerequisite for entry to a specific subject cannot be enrolled in that subject. However, where a student believes that this rule may adversely affect their course progress, the student may seek a review of this rule by writing to the Course Coordinator. The Course Coordinator will assess the student's academic record and, if the Course Coordinator believes the student has a fair chance of success, they may allow the student to repeat the prerequisite subject concurrently with the subject for which it is a prerequisite.

## **6. International students**

International students are expected to complete their course in the standard number of weeks for a student undertaking a full-time load (the registered CRICOS course duration) less any time for credit granted by the Institute. This time period is noted on the student's CoE and in the *Letter of Offer and Student Agreement [FRM012]*.

Monitoring international students' enrolment load and academic progress, follows the procedure specified in section 2 of this policy. Issues with international students maintaining academic standards are managed through the procedure specified in sections 3 and 4 of this policy, which may include the development of an intervention strategy to improve progress.

In developing an intervention strategy (as described in 3.2 and 4 above), the Course Coordinator may extend the duration of an international student's visa where it is clear the student will not complete the course within the expected duration, as specified on the student's CoE, as the result of:

- a) compassionate or compelling circumstances (e.g. illness where a medical certificate states that the student was unable to attend classes); and/or
- b) an intervention strategy being implemented for students who are at risk of not meeting minimum academic standards; and /or
- c) an approved deferral or suspension of the overseas student's enrolment has occurred.

If the Institute extends the duration of a student's enrolment, the student will be advised to contact the Department of Home Affairs to seek advice on any potential impacts on their visa, including the need to obtain a new visa.

Where an international student has failed to meet minimum academic standards, on the advice of the Course Coordinator, the Dean may consider a reduction in their study load as part of an intervention strategy. All considerations for a reduction in study load due to failure to meet academic standards will be at the sole discretion of the Dean.

Following an intervention strategy being put in place, if an international student fails to meet the minimum academic standards in a second consecutive term, the Course Coordinator will advise the student in writing of the intention to report the student for not achieving satisfactory academic progress. The student will be advised that they should seek advice from the Department of Home Affairs on the potential impact on their student visa if they are reported for failure to meet minimum academic standards. The student will also be advised that they have 20 working days to access the Institute's grievance handling process, if they wish to do so.

The student has a right to continue their studies in the course during the period for lodging a grievance or appeal and, if the student lodges a grievance/appeal, during the period the grievance or appeal is being considered.

After all grievance and appeals processes are finalised, or if the student has chosen not to access the grievance handling process within 20 working days, or the student has withdrawn from the grievance and appeals process in writing the student's enrolment will be formally cancelled, and the Institute will report the student through PRISMS.

## **7. Review of a decision**

A student may request a review of a decision made under this policy. The grounds for a review are that the decision is inconsistent with this policy. Requests for review must be made in writing and lodged with the Dean within ten working days of the student receiving written notification of the decision. The Dean will respond in writing to the request within 20 working days and may confirm or vary the decision.

If a student remains dissatisfied with the outcome of their request for a review, they may utilise the Institute's *Student Grievance Handling Policy and Procedure [QAF090]*.

All decisions made by the Dean regarding reviews of decisions under this policy will be reported to and reviewed by the Academic Quality Committee.

## **8. Related documentation**

- QAF100 Student Selection and Admissions Policy and Procedure
- QAF105 Student Support Framework
- QAF090 Student Grievance Handling Policy and Procedure
- QAF070 Student Academic Integrity Policy and Procedure
- QAF100 Student Selection and Admissions Policy and Procedure
- QAF150 International Student Deferral, Suspension and Cancellation of Study

## 9. Version history

Version	Approved by	Approval Date	Details
1.0	Academic Board	20 April 2016	Document creation and initial approval
1.1	Academic Board	2 November 2016	Minor changes to better reflect the new HE Standards Framework and distribute responsibilities between Dean and Course Coordinator
1.2	Academic Board	5 December 2018	Scheduled review
2.0	Academic Board	5 June 2019	Add extra section to accommodate international students
2.1	Academic Board	4 March 2020	Review following feedback from CRICOS application assessment
2.2	Dean	30 April 2020	Minor amendments to conform to HELI Policy Style Guide
2.3	Dean	25 May 2021	Minor amendments following National Code mapping
2.4	Dean	7 April 2022	Minor amendments and adjustment to Sect 2.1 timeframes and conditions

Document owner: Dean