

Academic Progression Policy and Procedure

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Purpose

Students enrolled in a course at the Australia Institute of Future Education (**AIFE**) are expected to be responsible for their own academic progress. AIFE will provide the necessary information in each unit outline to assist students in making satisfactory academic progress. The information includes specific requirements for their course, class attendances and submitting their assessment tasks according to the deadlines set by their lecturer/tutor.

This Policy and Procedure sets out how students will be supported in their studies at AIFE.

Scope

This Policy applies to:

- All students enrolled at AIFE, and
- All academic staff, student administration and support staff (a Positional Chart and Role Description is at Appendix 1).

Policy

AIFE monitor the academic performance of all students to inform decisions regarding academic progress. This Policy and Procedure defines what is satisfactory academic progress and when academic progress becomes unsatisfactory.

When a student's progress is considered to be unsatisfactory, AIFE will provide support at an early stage to ensure the student can succeed. This Procedure outlines the process AIFE will follow in supporting students' academic progress, from early intervention through to exclusion.

Principles

Students, regardless of background, will be provided with every opportunity to succeed in their studies and to graduate within the following expected duration:

- one teaching period of full-time and up to four teaching periods of part-time study for the Graduate Certificate courses.

This Policy is informed by the following principles:

- Before commencing their studies, AIFE will inform all students that they must achieve satisfactory progress,
- AIFE will document and monitor each student's progression,
- All students will have access to clearly defined, equitable and fair processes for handling matters in relation to assessment and academic progress issues, including avenues of appeal against decisions,
- To ensure students are successful in their studies, AIFE will provide students with early feedback,
- Students will have reasonable access to academic staff and support services,
- Student support services will address the student's personal and academic development as well as any special needs they may have, and

- Intervention will be employed at any time that a student is deemed as requiring additional support or being at risk of not progressing.

Procedure

Early Identification of Support Needs

During the first half of each teaching period the Associate Dean, working with the academic staff member in charge of the unit, will monitor student progress to ensure that their needs are met and to identify students in need of additional support.

The criteria for identifying students in need of additional support at this stage include:

- poor performance in an early assessment task. The outcomes of this assessment will be used to provide feedback to students and to identify support needs, and/or
- low attendance rates or participation, evidenced by failure to access the Learning Management System or to submit assessment items.

Students identified as requiring additional support at this stage will be advised in writing of the academic and personal support services that are available to assist them in making satisfactory academic progress.

Students at Risk

Students are considered to be 'at risk' if, after having been provided academic and personal support services, they:

- fail 50 % or more of enrolled subjects in any teaching period, and/or
- fail the same subject more than once, and/or
- fail to make sufficient academic progress to complete the course within the expected duration.

The Dean will review students who have been identified as 'at risk' after publication of results for each teaching period of study and will:

- advise students in writing of their failure to meet minimum academic standards and require students to attend an academic counselling session. The purpose of the academic counselling sessions is to allow the academic staff member in charge of the unit, student support officers and students to negotiate appropriate support and an intervention strategy to improve academic progress over the following teaching periods of study, and
- enrol the student in an appropriate academic support program.

Academic Support Program

Academic support programs are provided to students in order to address any issues that may be having an adverse impact on their the ability to progress in their studies.

Academic support programs may include:

- Academic skills workshops and support sessions,
- Individual case management,

- Peer support or mentoring arrangements,
- Minimum class attendance requirement,
- Personal counselling,
- Reduced study load,
- Changes in course enrolment, and/or
- Conditions on enrolment.

Student counselling sessions and attendance at support sessions will be monitored and recorded in the student file by Counsellors.

Progress the Following Teaching Period

Students who improve their performance over the following teaching period will no longer be classified as 'at-risk', but may choose to continue to access academic support programs.

Unsatisfactory Progress

Students who do not meet the minimum academic standards after attending academic support programs over a teaching period of study will be informed by the Dean in writing that they have made unsatisfactory progress and are under consideration for exclusion from their course, and will be issued with a 'show cause' letter.

A show cause letter requires the student to provide a written statement outlining why they should be permitted to continue their course of study.

The student must provide this written statement within 20 working days of receiving a show cause letter from the Dean.

Depending on the response, the student may be required to make a submission in person via an online communication platform (e.g. Zoom or Microsoft Teams) to a progress panel, with the assistance of a support person.

Progress Panel

The Dean will convene a progress panel to consider any submission by a student and to determine whether there are any valid circumstances which have prevented the student from making satisfactory progress in their course.

The panel will consist of:

- The Dean as the Chair
- The relevant academic, and
- Another academic staff member who has no connection with the student.

The progress panel will consider any written or verbal submission by a student and decide on one of the following actions:

- Terminate the student's enrolment,
- Continue the student's enrolment with specific conditions,
- Continue the student's enrolment without conditions, or

- Suspend the student's enrolment where there are compassionate and compelling circumstances

Within 10 working days of the progress panel making a decision, the Dean will communicate the decision in writing to the student

A student who is permitted to enrol with conditions but continues to make unsatisfactory progress or breaches the conditions imposed on their enrolment will have their enrolment terminated.

Readmission following Exclusion

A student who is excluded from their course because of unsatisfactory academic progress is not permitted to apply for re-enrolment to AIFE for at least one teaching period of study.

Students wanting to re-enrol must:

- Re-apply in accordance with AIFE's *Admission Policy and Procedure*, and
- Provide evidence that the circumstances prohibiting their academic progress have been resolved.

Appeals

A student (or relevant representative) may appeal a decision made under this Policy and Procedure, under the *Student Appeals Policy and Procedure*.

Monitoring and Improvement

AIFE collects progress and completion data of all students, including data concerning unsatisfactory progress and outcomes.

The Dean will provide a report to Academic Board via the Learning and Teaching Committee each term with analysis by student sub-cohort and trends over time.

Recommendations from this analysis will inform future strategies tailored to the needs of identified sub-cohorts of students and to inform policy and practice in admissions and credit, where appropriate.

AIFE will also benchmark its performance against relevant sector data and will establish targets as appropriate.

Responsibilities

Academic staff in charge of the unit:

- Oversee the monitoring of student attendance and participation,
- Ensure early assessment opportunities are incorporated in all subjects and that appropriate feedback and support is provided to students,
- Negotiate and implement intervention strategies for students at risk, and
- Participate in progress panels as required.

The Associate Dean:

- Ensures that the progress of every student is being monitored and that any needs for additional support are identified at an early stage in each subject.

The Dean

- Identifies students who are required to enrol in an academic support program,
- Confirms students who have made unsatisfactory progress,
- Convenes progress panels, and
- Reports to AIFE's Academic Board on student progress data and analysis, and makes any consequent recommendations.

Definitions

There are no definitions in this Policy and Procedure.

Version history

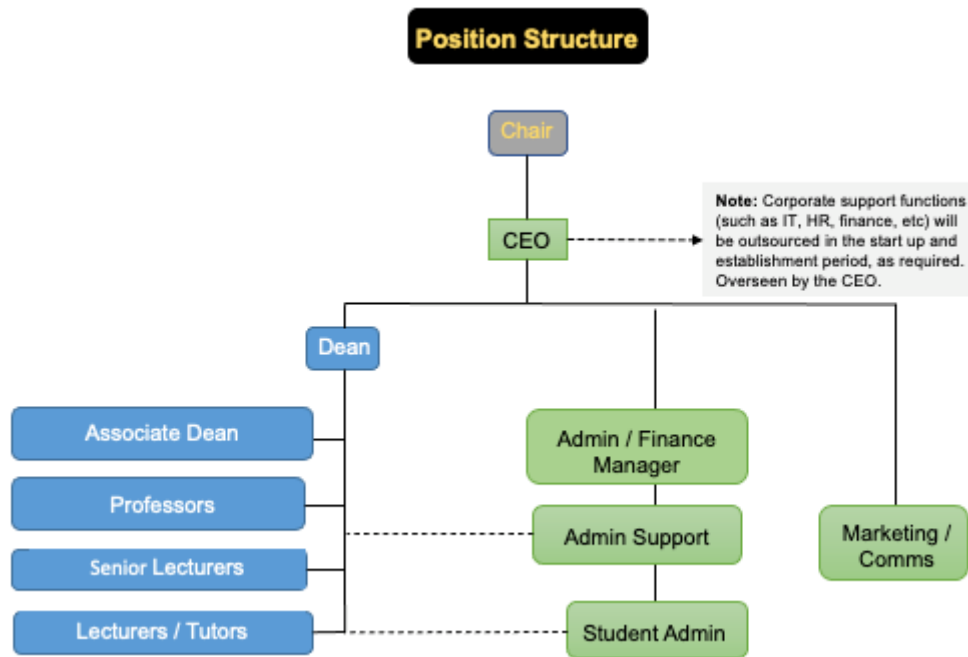
Version #	Changes	Approval Body	Approval Date
1.0	New Policy	Academic Board	19 April 2022
2.0	Add organisational chart and role description Add flow chart Clarify expected completion timeframes	Academic Board	06 December 2022

Additional Information

Policy Status	Approved
Policy Owner	Dean
Next Review Date	3 years from Approval Date
Related Internal Documents	Admission Policy and Procedure Student Appeals Policy and Procedure Student Support Framework
Higher Education Standards Framework (Threshold Standards) 2022	Standards 1.3.2, 1.3.4, 5.3.4
Other legislative or regulatory instruments	Not applicable

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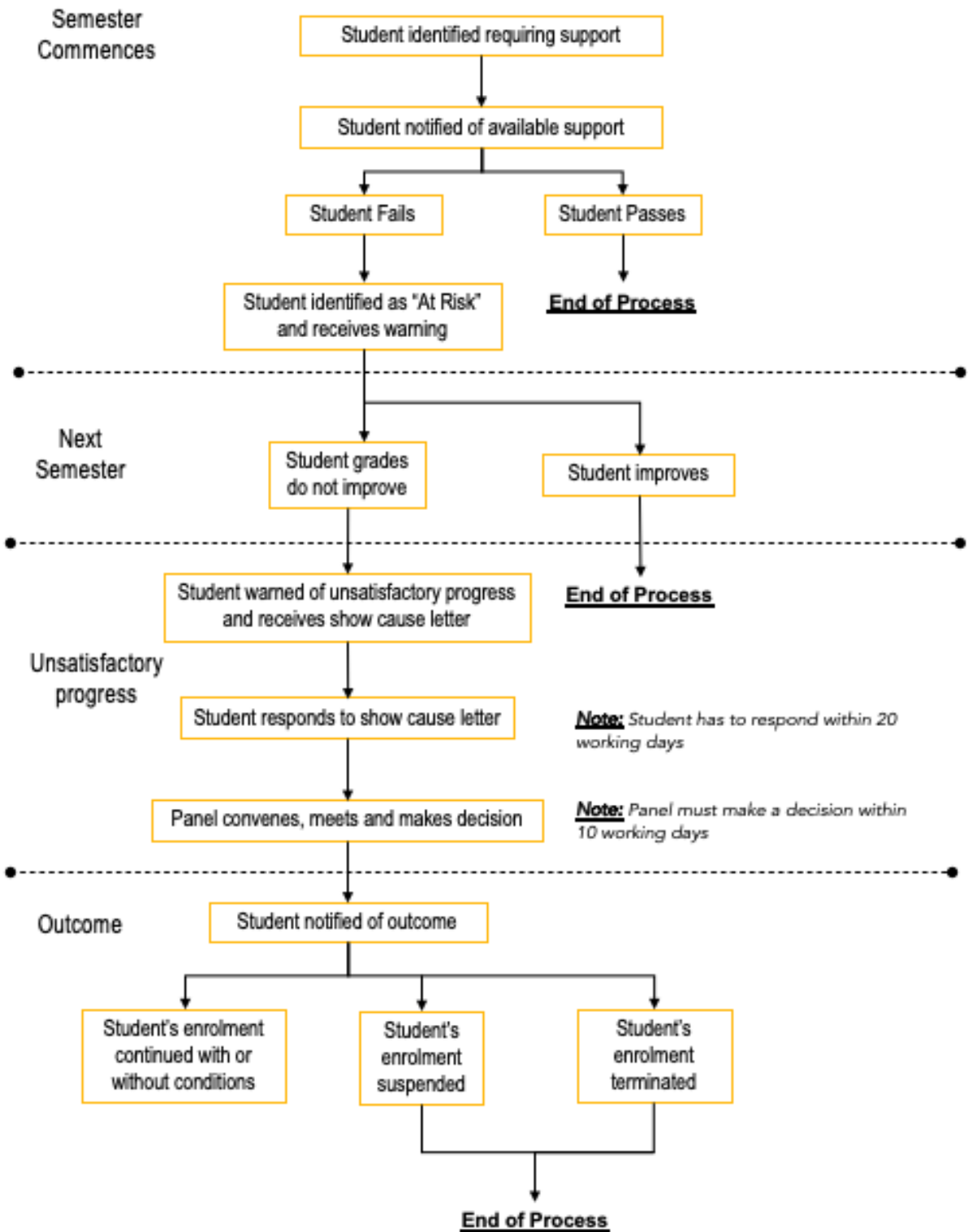
Appendix 1 – Positional Chart and Role Description



Position	Responsibilities
Dean	<ul style="list-style-type: none"> Support & report to the Academic Board Lead and support academic sub-committees Ensure all academic compliance issues are met Oversee all teaching and learning management Ensure course evaluation processes completed
Associate Dean	<ul style="list-style-type: none"> Provide support and advice to the Dean Contribute to all academic sub-committees Oversee student complaints and grievances Coordinate & ensure successful course delivery Report any academic matters as appropriate
Professors	<ul style="list-style-type: none"> Deliver high quality, expert centred lectures Deliver high quality, expert centred tutorials Ensure high level student engagement Complete all student assessment processes Provide feedback on course improvement
Senior Lecturers	<ul style="list-style-type: none"> Deliver high quality courses and units Deliver high quality lectures & tutorial sessions Ensure high level student engagement

Position	Responsibilities
Lecturers / Tutors	<ul style="list-style-type: none">• Complete all student assessment processes• Provide feedback on course improvement
	<ul style="list-style-type: none">• Support Senior Lecturers in course delivery• Provide interactive student advice & support• Troubleshoot student issues as appropriate• Support with student administration issues• Assist in student satisfaction surveys

Appendix 2 – Academic Progression Flow Chart



Unless student appeals decision (refer to *Student Appeals Policy and Procedure*)