

Student Progress Policy



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Approved by	Stanley College Academic Board
Authorised Officer	Registrar
Supporting documents, procedures and forms of this policy	<p>Student Progress Procedure Graduation and Awards Policy and Procedure Academic Integrity Policy and Procedure Student Assessment Policy and Procedure Diversity and Equity Policy Learning and Teaching Plan Aboriginal and Torres Strait Islander People Education Policy and Procedure Student Code of Conduct Student Grievance and Complaint Policy and Procedure Student Prospectus Student Services Plan Student Support Guide Student Support Policy and Procedure</p>
Related Legislation	<p>AQF Qualifications Pathway Policy Education Services for Overseas Students (ESOS) Act 2000 Higher Education Standards Framework 2015, Part A: Standards 1.3 (Orientation and Progression) and 1.4 (Learning Outcomes and Assessment) National Code 2018, Part B: Standard 8 Tertiary Education Quality and Standards Agency (TEQSA) Act 2011</p>
Audience	Public

1. PURPOSE

1.1 This policy provides the framework for the monitoring of academic participation, progression and completion of all higher education students at Stanley College.

2. SCOPE

2.1 This policy applies to:

- a. Higher education students at Stanley College
- b. Academic and student support staff

3. DEFINITIONS

At Risk Student	A student who is not progressing through a course of study in a satisfactory manner and is therefore at risk of not graduating from the course.
Confirmation of Enrolment (CoE)	For international students, the CoE is issued by Stanley College as proof of enrolment in a course at the College. Students can apply or renew their student visa with the CoE.
Course Progress	Advancement by a student within a course toward the completion of that course. Also referred to as academic progress.
Intervention Plan	An individual plan to provide academic support and/or personal counselling to a student identified at risk of not achieving satisfactory course progress .
Intervention Strategy	The approach used by Stanley College to support students at risk of not achieving satisfactory course progress .
Satisfactory Course Progress	Progress whereby a student attends all classes; consults recommended learning resources; completes assessments, passes 50% or more of the units attempted in each semester and does not fail any unit more than once.
Tertiary Education Quality and Standards Agency (TEQSA)	The Tertiary Education Quality and Standards Agency (TEQSA) regulates and assures the quality of Australia's higher education sector.
Unsatisfactory Course Progress	A student who is at risk of failing to achieve a grade point average of at least a pass; or failing more than 50% of units attempted within a semester; or failing the same unit for a second time.

4. POLICY PROVISIONS

Course Progress

- 4.1 Course progress is assessed using the final results of all units studied in a given semester.
- 4.2 **Satisfactory** course progress is determined at the end of each semester. Satisfactory course progress is achieved when a student:
- Obtains a Pass grade or better for 50% or more of the units attempted during the semester; and
 - Does not fail the same unit for a second time.
- 4.3 Students are deemed **at risk of unsatisfactory course progress** if for any reason they fail to demonstrate satisfactory progress during or on completion of any semester. Students at risk will be placed on an agreed **Intervention Plan**, which will be tailored to the individual student's circumstances and needs. The Intervention Plan is designed to support students and assist them to return to satisfactory course progress as soon as possible and prior to the next review.
- 4.4 A student may also be identified as **at risk** during a semester should Stanley College staff become aware of:
- Academic misconduct (see *Academic Integrity Policy*);
 - An ongoing, serious medical situation, or
 - Some other compelling circumstance beyond the control of the student, but which is likely to prevent the student from achieving satisfactory course progress for the semester.
- 4.5 **Unsatisfactory course progress** arises when a student at risk:
- Fails 50% or more of the units attempted at the end of a semester;
 - Fails the same unit for a second time, or
 - Obtains a grade point average below a pass grade
- 4.6 A student may be in danger of not being able to complete their course within the timeframe specified in their CoE if they are an international student, or the maximum time for completion if they are a domestic students. In such circumstances, the student will be referred to the Student Engagement Coordinator for counselling and assistance. Students will be provided with a revised study plan and, for international students, information about the impact that this will have on their student visa.

Maximum time for completion

- 4.7 Failure to complete a course within a reasonable time period may indicate that a student needs to review his or her circumstances and seek additional assistance as necessary. Circumstances where a student extends their enrolment duration include:
- Failing a unit for the second time, or
 - Passing less than half of the credit points for which they were formally enrolled in a calendar year.
- 4.8 For domestic students, the maximum time limit to complete a Bachelor degree is 6 years.
- 4.9 International students' enrolment will be monitored by Stanley College to ensure that the student is in a position to complete the course within the expected duration, specified on the student's CoE and student visa.

Non-Commencement

- 4.10 Stanley College will process non-commencement in accordance with relevant regulations in the ESOS Act and National Code. The Student Engagement Coordinator is responsible for assessing and processing non-commencement of studies. Non-commencement of studies can be due to various reasons:
- a. Delay in student visa being granted (where student is offshore).
 - b. Onshore student choosing to return to their home country permanently and not commencing the course.
 - c. Student does not commence the course and no valid reason is provided.

Monitoring of Participation, Progress and Completion

- 4.11 The Registrar is responsible for monitoring student course progress and is supported by the Student Engagement Coordinator.
- 4.12 The Registrar is responsible for generating a detailed report categorised by student, course and unit subgroups. This report interrogates Stanley College's Student Management Database (Ebecas) and shows rates of retention, progression and completion for all cohorts of students over time and is provided to the Dean Higher Education and the Academic Board to analyse data and isolate factors influencing trends and variations. Relevant parts of the data and analysis will also form part of Stanley College's report to TEQSA.
- 4.13 The Academic Board has responsibility for reviewing and ratifying student grades and acting as the final internal decision-maker on academic appeals.

Attendance

- 4.14 Stanley College is not required to monitor attendance but does so to:
- a. Identify students at risk of unsatisfactory progress at an early stage. It is Stanley College's policy that a student should maintain a minimum of 80% attendance in order to maximise the outcome of achieving satisfactory course progress. Students who continue to demonstrate poor attendance will be contacted to attend an interview with the Student Engagement Coordinator to discuss the situation and, if required, an intervention plan to address attendance issues will be established.
 - b. Increase attendance and implement follow up procedures associated with any critical incident or welfare issues involving students in a class.

Participation and Assessments

- 4.15 Student participation and engagement is an important aspect of each student's education. Stanley College offers interactive workshops that rely upon each student's attendance and participation. Although students are not graded on attendance, there is a strong correlation between attendance, participation and the achievement of learning outcomes.
- 4.16 Academic staff will provide formative feedback to students on their academic progression during assessments, in accordance with the *Student Assessment Policy*.

- 4.17 Assessment marks during the semester are monitored by the lecturer. In the event that a student is identified as being at risk of unsatisfactory course progress based on assessment marks, the lecturer will address this situation in one or more of the following ways:
- a. Holding face-to-face discussion with the student in an attempt to resolve any issues;
 - b. Identifying support that is available, and/or
 - c. Assisting the student with study recommendations.
- 4.18 Students who do not submit an assessment task may be contacted by the unit lecturer to discuss assistance under the Intervention Strategy.

Monitoring student engagement

- 4.19 Stanley College proactively supports student engagement and provides early interventions that lead to improved levels of academic performance.
- 4.20 The Student Engagement Coordinator works in collaboration with academic staff to monitor first year students and other cohorts for signs of disengagement, and to ensure the timely provision of support and advice.

Unit Grades

- 4.21 Stanley College uses unit grades as an indication of learning progress towards course completion. Unit grades are determined by the grading of assessments detailed within each unit taken within the course of study.
- 4.22 Mechanisms detailed within this policy indicate that optimally a student will be identified as at risk prior to the awarding of unit results. However, unit performance is also examined after the final grades are published to identify students as at risk. Students will be deemed as at risk if they have:
- a. Failed more than 50% of the units studied;
 - b. Failed the same unit for the second time, or
 - c. Obtained a grade point average that falls below 50%
- 4.23 These students will be referred to the Student Engagement Coordinator to commence an **Intervention Strategy**.

Conditional Enrolment

- 4.24 Conditional enrolment occurs when a student has, in the last 12 months, passed less than 50% of their enrolled units.
- 4.25 Students on conditional enrolment will have an agreed individual Intervention Strategy that includes a reduced Study Plan.
- 4.26 Students have the right of appeal to against being put on Conditional Enrolment.

Exclusion

- 4.27 Students who have previously been on Conditional Enrolment and who subsequently fail 50% of the units in their Study Plan in one 12-month period, or who fail the same unit 3 times, will be excluded from Stanley College for a period of 12 months.
- 4.28 Students have the right to reapply for admission to Stanley College after this period has elapsed
- 4.29 Students have the right to appeal being excluded from Stanley College.

Appeals

4.29 Students may appeal by lodging an appeal with the Student Engagement Coordinator as outlined in the *Student Grievance and Complaint Policy and Procedure*.

Completion

4.30 The Registrar monitors student progress to verify that each student has satisfactorily completed all course requirements and subsequently makes recommendations to the Academic Board regarding the awarding of course qualifications. The Academic Board will then recommend a list of graduands to the Board of Directors for approval for the granting of qualifications.

4.31 Students who have an outstanding debt to Stanley College will not be permitted to graduate until such debt has been paid.

4.32 Students will be advised in writing of their eligibility to graduate. The student will nominate whether they will attend a graduation ceremony or graduate in absentia by signing and returning the appropriate form.

Reporting

4.33 For each meeting of the Academic Board, the Registrar will provide a current report from Ebecas analysing the number of students at each academic level, the impacts of any intervention strategies and the associated outcomes on course progress.

Equity and Diversity

4.34 This policy promotes student diversity by outlining the support available to all Stanley College students, including traditionally under-represented groups such as Aboriginal and Torres Strait Islander peoples, minorities and 'first-in-families'.