



## Policy and Procedure

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## **SECTION 1 – INTRODUCTION**

### **PURPOSE**

The purpose of this policy and procedure is to set out the manner in which MHM Higher Education Pty Ltd trading as the Australasian College of Health and Wellness (ACHW) will monitor and record a student's academic progress.

Additionally, this policy and procedure outlines ACHW's mechanisms to identify and support students who are at risk of not progressing academically.

ACHW identifies and adequately meets the varying learning needs of all its students including the provision of orientation courses and transition support; and ongoing academic, language, and learning support.

### **SCOPE**

This policy and procedure applies to all students enrolled with ACHW and addresses academic progression, managing individual student learning needs and students identified as "at risk"



## SECTION 2 – POLICY AND PROCEDURE

### PRINCIPLES

This policy describes how ACHW is managing risks associated with systematically monitoring students' course progress and attendance, notifying and counselling students who are at risk of failing to meet the course progress requirements.

### POLICY AND PROCEDURE

This policy aims to define the rules for meeting course completion requirements, to clarify the grounds for exclusion related to lack of satisfactory progress, and to guide academic staff in the provision of appropriate advice and support to ensure successful course completion rates of students deemed to be 'at risk'.

#### 1. Maximum candidature

All students will receive a course start and end date indicating the time required to complete the course. Students must meet the requirements of a course within a prescribed number of years 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.

##### 1.1 Applications for an extension of time

Students who fail to complete within the prescribed period and who can reasonably be expected to meet the course requirements within two additional semesters of study 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 Head of Faculty at least one semester prior to the expiry of the student's prescribed period of maximum candidature. The application must include reasons for the student's inability to complete the qualification in the prescribed time period. The Head of Faculty 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.

##### 1.2 Students who fail to complete within the time limit

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 period of candidature has been exceeded. This will appear on the final academic transcript 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.

##### 1.3 Requirement to attain minimum academic standards

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

No more than one failure in a particular subject; and



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Not fail more than 50% of the subjects attempted in a given semester.

The Head of Faculty monitors the academic performance of each student against the minimum academic standards at the end of each semester. Where a student has failed to meet the minimum academic standards the Head of Faculty will deem that student as being 'at risk'.

### 1.4 Students deemed 'at risk'

Student support and the Head of Faculty are responsible for monitoring a learner's progression for each study period throughout the course. The three key points for measuring at risk students are:

1. pre-census review: Prior to the census date, Student Support will work with the facilitator to identify students at risk. If a student is showing early indications of unsatisfactory academic progress, such as: lack of class participation or online activity, non-completion or low assessment result, contact will be made with the student to advise of their risk factors and offering interventions;
2. study period at risk identification: If a facilitator identifies a student as at risk of unsatisfactory academic progress at any point during the study period, the facilitator will contact student support who will arrange for the student to make contact with the Dean and agree an academic progression plan; and
3. end of student period review: At the end of each study period, after the review of unit results has been conducted, students considered at risk of unsatisfactory academic progress will be referred to the Dean for the development of an academic progression plan.

If a student's progress is deemed unsatisfactory, they will be notified in writing and the most appropriate intervention strategy will be initiated.

The intervention strategies within the Academic Support Strategy may include:

- attending tutorial or study groups;
- receiving individual case management;
- counselling or support meetings with a Counsellor from EAP Access;
- receiving assistance with personal issues which are influencing progress;
- being placed in a suitable, alternative subject within the course or a suitable, alternative course;
- advising of opportunities for the learner to be reassessed for assessment tasks in units or subjects; and/or
- a combination of the above and a reduction in course load

### 1.5 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 Head of Faculty 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 Head of Faculty shall consider the written statement and may:

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



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The Head of Faculty will provide a written statement to the student within twenty 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.

### 1.6 Consequences of termination of enrolment

Students whose enrolment is terminated due to unsatisfactory academic progress or exceeding the maximum period of candidature and who wish to undertake further study will need to apply to ACHW for re-admission in line with the ACHW Admissions Policy.

### 1.7 Academic Literacy and English Language Proficiency

As ACHW's courses are delivered in English academic literacy and English language proficiency is an important factor 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.

To assist in the identification of students requiring further development of their academic literacy and English language proficiency skills, during the first semester of a student's enrolment each subject will contain a formative assessment task, typically undertaken in week 2. The early formative assessment task will involve a short written paper (of approximately 500 words) undertaken in class and assessed by the subject lecturer. If the assessment task is assessed as a fail due to poor academic literacy and English language proficiency skills, then the student will be referred to the Head of Faculty for a more comprehensive assessment.

Following the assessment, the Head of Faculty will put in place an intervention strategy to assist the student to enhance their academic literacy and English language proficiency skills. This may include:

- attending academic skills workshops; and/or
- attending tutorial or study groups; and/or
- 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 will be provided at Orientation prior to the start of a student's first semester, via the website and in first year subject guides. Students may self-refer to student support for assistance with academic literacy and English language proficiency at any time.

### 1.8 Failing a prerequisite subject

Normal course progression rules require that a student who has not passed a prerequisite for entry to a particular 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 Executive Dean. The Executive Dean will assess the student's academic record and, if the Executive Dean 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.



## 2. COMPLAINTS AND APPEALS

Students can request a review of a decision made under this policy by following the process outlined in the Grievance Policy.

## SECTION 3 – REFERENCE AND SUPPORTING INFORMATION

### DEFINITIONS

Word/Term	Definition
Intervention strategy	A plan of action adopted in an attempt to address and reduce the causes of academic failure of a student identified as academically at risk.
Progression	The progress made by a student towards completion of their course.
At risk	To be considered unlikely to pass the enrolled course or not achieving a pass (or higher) in 50% of the units within any study period.
Appeal	Formal, written request by a learner to have a matter heard and/or reconsidered after receiving an unfavourable decision
Course Progress	The measure of advancement within a course towards the completion of that course irrespective of whether course completion is identified through academic merit or skill based competencies

### SUPPORTING DOCUMENTATION

Document name	Document type	Location
Grievance policy		

## SECTION 4 – CHANGE HISTORY

### CHANGE HISTORY

Version	Approval date	Approved by	Approved by	Change
V1	28/03/2017	Board of Directors	Chair	Original
V2	12/07/2017	Executive Dean	Head of Compliance	Modifications to align with group policies and procedures