

## **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 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 candidature**

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.

#### **2.1 Years to complete**

The number of years 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 study period. The Institute will send students a courtesy reminder after three years of inactivity to notify students of the maximum period of candidature.

<b>Course</b>	<b>Years</b>
Graduate Certificate in Higher Education Academic Practice	2

#### **2.2 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 study periods 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 study period 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 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.

#### **2.3 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 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 in order to be deemed to be maintaining satisfactory academic progress in a course:

- Not more than one failure in a particular subject; and/or
- 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 at the end of each study period. Where a student has failed to meet the minimum academic standards the Course Coordinator will deem that student as being 'at risk'.

#### **3.1 Students deemed 'at risk'**

The Course Coordinator will contact each student who is deemed to be 'at risk' and arrange an appointment for an academic counselling session. The student will also be advised of the possibility that conditions may be placed on their enrolment.

During the academic counselling session the counsellor and 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:

- entering into a learning contract;
- attending academic skills seminars;
- receiving individual case management;
- attending counselling;
- receiving assistance with personal issues which are influencing progress;
- receiving mentoring; or
- a combination of the above.

When counselling students at risk, particular 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 counselling session will be signed by the counsellor and the student and placed on the student's file.

#### **3.2 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:

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

The Course Coordinator 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.

### **3.3 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 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 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.

Higher Education Providers are responsible for ensuring their students are sufficiently competent in the English language to participate effectively in their studies<sup>1</sup>. 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 will contain an early formative assessment task. If this 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 Course Coordinator for a more comprehensive assessment.

Following the assessment the Course Coordinator 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 seminars; 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 in *Subject Study Guides*. Students may self-refer to student support for assistance with academic literacy and English language proficiency at any time.

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<sup>1</sup> Australian Universities Quality Agency (AUQA). (2009). Good practice principles for English language proficiency for international students in Australian universities. Report to the Department of Education, Employment and Workplace Relations, Canberra. p.3)

## 5. 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 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. 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 twenty 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 in regards to reviews of decisions under this policy will be reported to and reviewed by the Academic Quality Committee.

## 7. Related documentation

- QAF090 Student Grievance Handling Policy and Procedure

## 8. 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

Document owner: Dean