



**IONA COLLEGE**  
TRINITY

TEQSA Provider ID PRV14376 • CRICOS Provider Code 04294D

## Academic Progression Policy and Procedure

*Approved by the Academic Board on 17 February 2022*

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## 1. Purpose

Students are expected to contribute to their own academic progress during their studies through appropriate attendance, the submission of assessment according to all known criteria and for ensuring that they are aware of the requirements of their specific course of study.

This Policy and Procedure sets out the approach of Iona Trinity College of Higher Education (**the College**) in supporting students through their studies.

## 2. Scope

This Policy applies to:

- all students of the College
- all academic staff, and student administration and support staff.

## 3. Policy

### 3.1 Policy statement

This Policy defines satisfactory and unsatisfactory academic progress and outlines procedures that apply in the case where the need for additional support is identified at an early stage, and when a student's progress is deemed to be unsatisfactory, including intervention through to exclusion. The College monitors the academic performance of all students each semester to inform decisions regarding academic progress.

### 3.2 Principles

The College provides every opportunity for students, regardless of background, to succeed in their studies to graduate from their award within the following expected duration:

- 3 years full-time or 6 years part-time for a Bachelor degree
- 2 years full-time or 4 years part-time for an Advanced Diploma
- 1 year full-time or 2 years part-time for a Diploma.

The College expects that students will make every effort to excel in their coursework.

Key principles informing this Policy are:

- all students are informed about requirements to achieve satisfactory progress before commencing their studies
- the College 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
- the College will provide early feedback to students to ensure that they are given every chance of success
- the College supports students' progress through the provision of reasonable access to academic staff and support services
- student support services address both personal and academic development of the student and any special needs that they may have
- intervention will be employed at any time that a student is deemed as requiring additional support or being at risk of not progressing.

## 4. Procedure

### 4.1 Early identification of support needs

During the first half of each semester the Principal, working with the Course Coordinator, 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, which will be administered in the first four weeks of every subject. The outcomes of this assessment will be used to provide feedback to students and to identify appropriate support
- 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.

The identified academic and personal support services will be appropriate and sensitive to the student's background, including if they are of Aboriginal and Torres Strait Islander heritage, and/or gender identity.

### 4.2 Students at Risk

Students are considered to be 'at risk' if, after the provision of academic and personal support services, they:

- fail fifty percent or more of enrolled subjects in any semester; 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 Principal will review students who have been identified as 'at risk' after publication of results for each semester 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 Course Coordinators, student support officers and students to negotiate support and an intervention strategy that is appropriate and sensitive to the student's particular situation and/or background and which can facilitate improvements to academic progress over the following semesters of study, and
- enrol the student in an appropriate academic support program.

### 4.3 Academic support program

The goals of academic support programs are to identify issues limiting the capacity of students at risk to progress in their studies and to provide appropriate advice and support to assist these students to improve their academic results in the following semester. This support may include:

- academic skills workshops and support sessions

- individual case management
- peer support or mentoring arrangements
- minimum class attendance requirement
- personal counselling. As above, If requested, and where possible, the College will identify a counsellor who comes from the same background, including Aboriginal and Torres Strait Islander heritage
- reduced study load
- changes in course enrolment
- conditions on enrolment
- any combination of the above.

In relation to peer support, mentoring arrangements or personal counselling, students from an educational disadvantage background may request for a peer support/mentor or counsellor who is of a similar background (e.g., a student with Aboriginal and Torres Strait Islander heritage wishing to be mentored by a fellow student with the same heritage). The College commits to fulfilling this request, including by seeking appropriate external support when necessary.

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

#### 4.4 *Progress in the following term*

Students who improve their performance over the following semester will have their at-risk status rescinded but may choose to continue to access academic support programs.

#### 4.5 *Unsatisfactory progress*

Students who do not meet the minimum academic standards after attending academic support programs over a semester of study will be informed by the Principal 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, which:
  - requires the student to provide within twenty working days a written statement outlining why they should be permitted to continue their course of study
  - depending on the response, they may be required to make a submission in person to a progress panel, with the assistance of a support person of their choice.

In accordance with the *National Code of Practice for Providers of Education and Training to Overseas Students 2018*, international students will also receive an Intention to Report Letter when they have failed to meet minimum academic standards for two consecutive semesters despite intervention support.

As international students are granted a visa which expires at the completion of the normal registered course duration (three years for a bachelor's degree) in full-time mode, unsatisfactory progress may impact on their visa status and their capacity to complete their course.

If a student fails to submit a written statement by the due date, the College will cancel their enrolment. International students in that situation will be reported to the relevant government department via PRISMS, following the exhaustion of any relevant appeals process.

#### 4.6 Progress Panel

The Principal 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 Principal as Chair
- the relevant Course Coordinator
- 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
- suspend the student's enrolment where there are compassionate and compelling circumstances.

The Principal will communicate the decision made to the student in writing within ten working days from the meeting of the panel.

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.

#### 4.7 Readmission following exclusion

A student who is excluded from their course of study because of unsatisfactory academic progress may not apply for re-enrolment to the College for at least one semester of study.

Students seeking to re-enrol must re-apply in accordance with the College's *Admission Policy and Procedure* and must provide evidence that the circumstances prohibiting their academic progress have been resolved or that they have taken action to improve their capacity to succeed in their studies.

#### 4.8 Failure to complete within the expected duration

A student who is identified for termination of enrolment because of exceeding the expected duration for the course may apply to the Principal to seek an extension based on evidence of compassionate or compelling circumstances. This is an option only where the student can be reasonably expected to complete the course within a maximum of two further semesters.

An application for an extension to candidature must be submitted in writing one semester prior to the expiry of the expected completion. The application will be considered on the basis of the evidence provided and the student's prior study record in consultation with the Course

Coordinator. The Principal will inform the student of their decision within twenty working days of receiving the application for extension.

A student who fails to complete their course within the expected duration (including any extension of time granted by the Principal) will have their enrolment terminated. Their final academic transcript will include a notification indicating that they have exceeded the expected duration within which they may complete their degree.

#### 4.9 Appeals

A student may appeal against a decision made under this Policy under the provisions in the *Student Appeals Policy and Procedure*.

### 5. Monitoring and improvement

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

The Principal will provide a report to Academic Board via the Teaching and Learning Committee each term with analysis by student sub-cohort and trends over time. Recommendations from this analysis will be directed towards the implementation of any required strategies tailored to the needs of identified sub-cohorts of students (including students from an Aboriginal and Torres Strait Islander background) and to inform policy and practice in admissions and credit where appropriate.

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

### 6. Responsibilities

Course Coordinators:

- 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
- participate in progress panels as required.

The Principal:

- working with Course Coordinators, ensures that the progress of every student is monitored and that any needs for additional support are identified at an early stage in each subject
- identifies students who are required to enrol in an academic support program
- confirms students who have made unsatisfactory progress
- convenes progress panels
- reports to the College Board of Directors on progress data and analysis and making any consequent recommendations.

### 7. Definitions

For the purposes of this Policy and Procedure, the following terms are defined as follows:

Aboriginal and Torres Strait Islander	A person of Aboriginal or Torres Strait Islander descent who identifies as Aboriginal or Torres Strait Islander and is accepted as such by the community in which he or she lives
Educational disadvantage <sup>1</sup>	Includes one of the following groups: <ul style="list-style-type: none"> <li>Aboriginal and Torres Strait Islander peoples</li> <li>People from low socio-economic backgrounds</li> <li>People with a disability</li> <li>People from rural, remote, or isolated areas</li> <li>People who are the first in their family to participate in higher education</li> <li>People from non-English speaking backgrounds, and</li> <li>People from the LGBTQIA+ community.</li> </ul>

## 8. Version history

Version #	Changes	Approval Body	Approval Date
1.0	Original Version	Academic Board	17/02/22
1.1	Statement that specific consideration will be given to Aboriginal and Torres Strait Islander students to support them to progress and complete their course	Academic Board	27/07/23

## 9. Additional Information

Policy Status	Approved
Policy Owner	Principal
Next Review Date	3 years from Approval Date
Associated Internal Documents	Admission Policy and Procedure Assessment Policy and Procedure Student Appeals Policy and Procedure Student Diversity and Equity Policy Student Support Framework

<sup>1</sup> List adapted from TEQSA 2023, *Guidance Note: Diversity and Equity*, Version 1.3, 8 June (under consultation)

Higher Education Standards Framework (Threshold Standards) 2021      Standard 1.3.2, 1.3.4, 1.3.6 and 7.2.2

National Code of Practice for Providers of Education and Training to Overseas Students 2018      Standards 8.1 to 8.4, 8.8.1 to 8.8.5 and 8.13 to 8.1.7

Other Applicable Legislation and Instruments      Education Services for Overseas Students Act 2000  
Tertiary Education Quality and Standards Agency Act 2011

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