STUDENT PROGRESSION AND AT RISK POLICY

Policy Code	ACA10
Policy Lead	Academic Dean
Approving Authority	Academic Board
Approval date	14 February 2025
Commencement date	06 March 2025
Next Review Date	August 2025
Version	2025.2
Relevant legislation or external requirements	National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code) (NC: 2.1.8, 3.3, 6, 7.2, 8, 9, 10) Higher Education Standards Framework (Threshold Standards) 2021 HESFs: 1.3, 2.2.1-3, 3.2.1, 3.2.5, 3.3.4, 5.2.2, 5.2.3, 5.3.3, 5.3.4, 5.3.7, 7.2.2(d), 7.2.3 Australian Qualifications Framework (AQF) Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act) Education Services for Overseas Students Act 2000 (Cth) (ESOS Act) Education Services for Overseas Students Regulations 2019 (Cth) (ESOS Regulations) Higher Education Support Act 2003 Higher Education Provider Guidelines 2023 Higher Education Administrative Information for Providers
Related ASA Documents	Student Progression and At Risk Procedure Student Support Framework Deferral, Suspension, and Cancellation Policy and Procedure Student Enrolment and Attendance Policy and Procedure Student Assessment Policy Student Assessment Procedure Special Consideration Policy and Procedure Quality Assurance Framework Student Support, Wellbeing and Health Policy and Procedure Student Code of Conduct Student Grievance Policy Student Grievance Procedure Academic Integrity Policy Academic Misconduct Procedure Student Admissions Policy Student Admissions Procedure Student Orientation Policy and Procedure

1. Purpose

This Policy details the rules for meeting course progression requirements at ASA Institute of Higher Education (**ASA**), indicates factors that put students at risk of not meeting satisfactory course progression targets in their course, and outlines the process and the grounds for support and intervention, prior to cancellation on the basis of a lack of satisfactory course progress.

This Policy has been developed to express and affirm ASA's commitment to providing a holistic and supportive learning environment which optimises the potential for students to succeed in their studies.

2.   Scope

This Policy applies to all ASA students and the staff who support these processes.

Students enrolled with ASA's educational partners will also be supported by that institution and may have varied support arrangements in order to best support each student in their location.

3.   Principles

This Policy is informed by the following principles:

1.   Students are responsible for their educational outcomes. ASA will provide high-quality academic delivery with good student support, accessible learning resources, and student-focused processes.

2.   All decisions related to academic progression and intervention must be fair and based on consistent and transparent processes, which seek to enable equitable opportunities for success.

3.   Requirements as to what constitutes satisfactory course progression at ASA are clearly defined and published to maintain the integrity of the course/s and qualification/s. ASA recognises its responsibility to adhere to the regulatory and legislative requirements of the sector, including the aspects of Standard 8 of the *National Code 2018*, section 19-43 of the *Higher Education Support Act 2003 (HESA Act)*, as outlined below:

a.   Inform students before they begin a course about the requirements to achieve satisfactory course progress and attendance requirements.

b.   Monitor students' course progress and identify, notify, and assist students who are at risk of not meeting course progress or attendance requirements.

c.   Describe processes for identifying students that are at risk of not successfully completing their units of study, as detailed in the Procedure.

d.   Provide support to assist students to successfully complete their units of study.

4.   Definitions

Term	Definition
academic performance	The performance of a student in formal academic activities.
appeal	A formal request that a decision be changed.
applicant	A person who has applied to study at ASA.
At Risk	Students are deemed to be 'At Risk' when they meet one or more criteria than indicates they may be at increased risk of not making satisfactory academic progress in a given study period.
cancel	The action initiated by ASA that ceases a student's enrolment in a specific course of study.
Chief Executive Officer (CEO) / Principal	The Chief Executive Officer is the highest organisational role for ASA and performs the role of Principal as well as their other duties.

compassionate or compelling circumstances	Compassionate and compelling circumstances are circumstances that produce a feeling of sympathy for the student's troubles or are powerfully convincing. These circumstances can include, but are not limited to: a. Serious illness or injury, where a medical certificate states that the student was unable to attend classes, b. Bereavement of close family members such as parents or grandparents, c. Major political upheaval or natural disaster in the home country requiring emergency travel which has impacted on the student's studies, d. A traumatic experience which could include: • Involvement in, or witnessing of a serious accident; or • Witnessing or being the victim of a serious crime and these experiences have impacted on the student
complaint	A formal notification to ASA that something was wrong or unsatisfactory, and usually indicates what actions would resolve the issue.
Confirmation of Enrolment (CoE)	A Confirmation of Enrolment (CoE) is a document issued by ASA to verify the applicant's enrolment in a specified course. This document is required for students that require a Student Visa.
domestic student	A student who is an Australian citizen, a New Zealand citizen (or dual citizenship holders of either Australia or New Zealand), or the holder of an Australian permanent resident or permanent humanitarian visa.
educational partner	An organisation with whom ASA has a formal arrangement with for academic activities including: • joint, twin, or dual award arrangements • transnational delivery of courses arrangements • licensing or hosting arrangements • collaborative articulation arrangements • third party arrangements.
equitable opportunities	When all students have equal access to opportunities.
international student	An international student is a student who requires a Student Visa to study in Australia.
intervention	An action that reduces the likelihood of a breach of conduct or supports positive outcomes.
key dates	Key dates are dates that state when an important event or deadline starts or ends. These dates can impact financial, academic, or administrative actions and students should ensure they are aware of all key dates.
Learning Contract	A Learning Contract sets transparent expectations for students. Learning contracts specify behaviours and habits for success and can promote student reflection on how they learn.
Leave of Absence (LoA)	A temporary suspension of study (pause) requested by a student that has been approved for compassionate or compelling reasons.
offshore	Offshore refers to residing outside of Australia during all of their course of study.
onshore	Onshore refers to residing in Australia during all or part of their course of study.
progression	The process of completing units in a course of study over time.
Provider Registration and International Student Management System (PRSIMS)	Provider Registration and International Student Management System (PRISMS) which is the record system required to comply with the National Code. The system is maintained by the Department of Home Affairs, a branch of the Australian Federal Government.
Quarter	A Quarter at ASA is a study period that lasts for 12 weeks and generally includes two units of study.
satisfactory attendance	Attending at least 75% of the scheduled unit contact hours for the study period.

satisfactory course progression	Course progression must demonstrate a student fulfilling the academic requirements of their course over time. Students must meet minimum course progression standards by: 1. Passing 50% or more of the enrolled units in two consecutive quarters with some or all assessments attempted. 2. Not failing 50% or more of the enrolled units in a quarter without attending any classes and/or attempting any assessments, resulting in a failure due to non-submission of assessments (FNS). 3. Passing any non-elective unit on their first or second attempt. 4. Ensuring they enrol after an approved study break (Leave of Absence). 5. Being able to complete their course within five (5) years of commencement if an onshore international student.
session	A session at ASA is a scheduled time when formal teaching and learning activities take place. Each session is generally 2-4 hours long, but this may vary based on the unit and/or course. Students should attend all sessions that appear on their timetable for each unit.
specific equity groups	• Aboriginal and Torres Strait Islander peoples • people from lower socio-economic backgrounds • people with disability • people from remote, rural or isolated areas • people who are the first in their family to attend a university or other higher educational institution • people from non-English speaking backgrounds • women, especially in areas of study where they have been under-represented, such as IT.
student wellbeing	Student wellbeing is the holistic state of health, encompassing physical, mental, emotional, and social aspects, contributing to a student's overall quality of life.
study period	A study period is a defined period of time in which teaching is delivered. This includes teaching and assessment activities.
suspend	To suspend enrolment means to temporarily place studies on hold after enrolment has commenced. ASA refers to suspension of a student's enrolment within disciplinary contexts. ASA refers to Leave of Absence in all other contexts. Students may request a Leave of Absence after referring to the Student Enrolment and Attendance Policy and Procedure for information.
working day	Working Days means Mondays through Fridays but do not include Saturdays, Sundays or Australian public holidays for the state where the relevant campus is located.

5. Policy Statement

ASA will monitor the course progression of all students and provide support and positive intervention strategies to assist students to maintain appropriate progression through their course.

Students must be able to demonstrate the level of understanding, knowledge, and skill expected of academic achievement suitable to the level of the qualification to progress through a unit and course of study.

The details in this document provide the ordinary conditions and processes for monitoring and supporting students with unsatisfactory course progression. ASA reserves the right to make compliant determinations in favour of the applicant or student on a discretionary basis in order to respond to individual circumstances.

6. Progression Requirements

The following academic progression standards are provided to clearly indicate the required standards of satisfactory course progression for students studying at ASA.

6.1 Satisfactory Course Progress

All students are required to make satisfactory course progression. Students will be deemed to have failed to meet minimum course progression standards if they:

1.   Fail 50% or more of the enrolled units in two consecutive quarters with some or all assessments attempted.

2.   Fail 50% or more of the enrolled units in a quarter without attending any classes and/or attempting any assessments, resulting in a failure due to non-submission of assessments (**FNS**).

3.   Fail one non-elective unit twice.

4.   Fail to enrol after an approved study break (Leave of Absence).

5.   Are an onshore international student and are unable to complete their course within five (5) years of commencement.

For students utilising FEE-HELP assistance, failing 50% or more of the units of study will not affect their eligibility for FEE-HELP, but will still be considered a failure to meet the minimum course progression standards.

6.2 Maximum Completion Periods

All students are required to complete their course within the maximum completion period. ASA stipulates the following maximum period to complete a course of study to ensure the currency of knowledge and skills of its qualifications. The period of course enrolment allowable is calculated from the date a student commences their course.

- Master Degree Course: five (5) years full-time study or part-time equivalent.

- Graduate Diploma Course: three (3) years full-time study or part-time equivalent.

- Graduate Certificate Course: two (2) years full-time study or part-time equivalent.

- Bachelor Degree Course: seven (7) years full-time study or part-time equivalent.

- Associate Degree Course: five (5) years full-time study or part-time equivalent.

- Diploma Course: three (3) years full-time study or part-time equivalent.

An onshore international student, who requires a Student Visa to enter or stay in Australia, must also comply with any Student Visa conditions, which includes completing their course within the time indicated on the Confirmation of Enrolment (**CoE**). Generally, international students must complete their course within five (5) years.

ASA may vary a student's CoE upon formal request on the grounds of compassionate or compelling circumstances, or at the Academic Dean's discretion. Students should contact the Student Services team via email (info@asahe.edu.au) for further details regarding a CoE extension request.

6.2.1 Leave of Absence

Students are only permitted a Leave of Absence (**LoA**) during a course through formal application to ASA on the grounds of compassionate or compelling circumstances. Periods of LoA will be included in any calculations of maximum completion periods.

Further details regarding a LoA request are available within the *Student Enrolment and Attendance Policy and Procedure*. The Leave of Absence Application Form is available on ASA's policy and forms webpage (https://asahe.edu.au/policies-and-forms/).

7. Unsatisfactory course progress

The Academic Dean, or delegate, monitors the academic performance of students against the minimum academic standards at the conclusion of each study period. Student performance will be designated as unsatisfactory course progression if their academic performance meets the criteria specified in Sections 6.1 or 6.2.

ASA provides staff training on how to monitor students' course progression and identify students at risk. The detailed roles and responsibilities of relevant staff are outlined in the associated procedure.

7.1 At Risk

ASA staff identify students as at risk of unsatisfactory engagement and performance based on the criteria outlined in Section 4.2 of the *Student Progression and At Risk Procedure*.

Any student who is experiencing wellness challenges that are impacting their course progression is encouraged to seek support from the Wellbeing Officer and/or Academic Support staff. Further details are provided in the *Student Support Framework* and the *Student Support, Wellbeing, and Health Policy and Procedure*.

7.2 Intervention

If a student is deemed at risk or as having unsatisfactory course progression, ASA staff will contact the student to provide support and implement intervention strategies that are deemed to best support the student.

In the first instance of not meeting the required course progression criteria, the student will be issued with a Learning Contract, to clearly outline the corresponding expectations between ASA and the student, and to articulate the next steps.

If a student does not engage with the designated support strategies, or the student's course progression is unsatisfactory after resulting has concluded for a subsequent study period, that student may have their enrolment cancelled as per the *Deferral, Suspension, and Cancellation Policy and Procedure*.

ASA may vary the support after consultation with the student, if this is mutually agreed to benefit the student. Please see the *Student Progression and At Risk Procedure* for more details.

8. Grievances

All applicants and students are able to access ASA's complaints and appeals process at any stage of their course enrolment. Please refer to the *Student Grievance Policy* and associated procedure.

9. Record and Report

ASA maintains accurate and comprehensive records of students at risk and keeps a *Student Intervention Register* regarding intervention records. Quarterly reports regarding the number, ratio, and trend analysis of students not making satisfactory academic progress is reported to the Teaching and Learning Committee via the *End of Quarter Report*.

ASA also accurately reports non-progression status of onshore international students on PRISMS.

10. Relevant HESFs

This Policy and the associated Procedure comply with the Higher Education Standards Framework (Threshold Standards) 2021. The following are relevant excerpts and specify that:

Standard 1.3 Orientation and Progression

1. Successful transition into courses of study is achieved through orientation programs that are tailored to the needs of student cohorts and include specific consideration for international students adjusting to living and studying in Australia.
2. Specific strategies support transition, including:
   a. assessing the needs and preparedness of individual students and cohorts
   b. undertaking early assessment or review that provides formative feedback on academic progress and is able to identify needs for additional support, and
   c. providing access to informed advice and timely referral to academic or other support.
3. Methods of assessment or monitoring that determine progress within or between units of study or in research training validly assess progress and, in the case of formative assessment, provide students with timely feedback that assists in their achievement of learning outcomes.
4. Processes that identify students at risk of unsatisfactory progress and provide specific support are implemented across all courses of study.
5. Trends in rates of retention, progression and completion of student cohorts through courses of study are monitored to enable review and improvement.
6. Students have equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background, entry pathway, mode or place of study.

Standard 2.2 Diversity and Equity

1. Institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students' backgrounds.
2. Specific consideration is given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.
3. Participation, progress, and completion by identified student subgroups are monitored and the findings are used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups.

Standard 3.2 Staffing

1. The staffing complement for each course of study is sufficient to meet the educational, academic support and administrative needs of student cohorts undertaking the course. [...]
5. Teaching staff are accessible to students seeking individual assistance with their studies, at a level consistent with the learning needs of the student cohort.

Standard 3.3 Learning Resources and Educational Support [...]

4. Students have access to learning support services that are consistent with the requirements of their course of study, their mode of study and the learning needs of student cohorts, including arrangements for supporting and maintaining contact with students who are off campus.

Standard 5.2 Academic and Research Integrity [...]

2. Preventative action is taken to mitigate foreseeable risks to academic and research integrity including misrepresentation, fabrication, cheating, plagiarism and misuse of intellectual property, and to prevent recurrences of breaches.

3. Students are provided with guidance on what constitutes academic or research misconduct and the development of good practices in maintaining academic and research integrity. […]

Standard 5.3 Monitoring, Review and Improvement […]

3. Comprehensive reviews of courses of study are informed and supported by regular interim monitoring, of the quality of teaching and supervision of research students, student progress and the overall delivery of units within each course of study.

4. Review and improvement activities include regular external referencing of the success of student cohorts against comparable courses of study, including:
   a. analyses of progression rates, attrition rates, completion times and rates and, where applicable, comparing different locations of delivery, and
   b. the assessment methods and grading of students' achievement of learning outcomes for selected units of study within courses of study. […]

7. The results of regular interim monitoring, comprehensive reviews, external referencing and student feedback are used to mitigate future risks to the quality of the education provided and to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support.

Standard 7.2 Information for Prospective and Current Students […]

2. Information for students is available prior to acceptance of an offer, written in plain English where practicable, accompanied by an explanation of any technical or specialised terms, and includes: […]
   d. information to give access to current academic governance policies and requirements including admission, recognition of prior learning, transition, progression, assessment, grading, completion, qualifications, appeals, academic integrity, equity and diversity, intellectual property and withdrawal from or cancellation of enrolment […]

3. There are policies and processes that ensure information and advice given to international students holding or applying for an Australian student visa and decisions taken in relation to such students meet statutory requirements. […]

11. Version Control

This Policy has been reviewed and approved by the ASA Academic Board as at February 2025 and is reviewed every three years.

The Policy, with associated procedure, are published and available on the ASA website https://www.asahe.edu.au/policies-and-forms/.

Change and Version Control				
Version	Authored by	Brief Description of the changes	Date Approved:	Effective Date:
2025.2	Director Quality and Compliance	Addition of Grad cert maximum completion time to ensure coverage of all courses.	14/02/2025	06/03/2025
2025.1	Director Quality and Compliance	Document updated to reflect operational changes, including expanded delivery modes. HESA requirements incorporated.	29/01/2025	06/03/2025

2024.2	Project Officer	Document formatting updated to reflect change of Trading Name to ASA Institute of Higher Education	28/06/2024 by CEO	01/07/2024
2024.1	Academic Dean	Renamed. Updated policy to include HESF mapping, changes in regulatory compliances. Embedded content from International Student Intervention Policy as policy to be rescinded. Included Wellbeing references. Benchmarked against 4 other Higher Education Providers.	14/02/2024	08/03/2024
Previous version archived. New Policy code and numbering system implemented.				
3.2		Academic Board approval	22/12/2021	22/12/2021
3.0		Academic Board approval	14/07/2021	14/07/2021
2.0		Academic Board approval	30/03/2021	30/03/2021
1.3		Academic Board approval	08/12/2017	08/12/2017