

STUDENT PROGRESSION AND AT RISK PROCEDURE

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Policy Lead	Academic Dean
Approving Authority	Academic Board
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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 Policy 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 Privacy Policy Privacy Procedure 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 Procedure describes clear and timely procedures for identifying, monitoring, and supporting student progression at ASA Institute of Higher Education (**ASA**). It also states the grounds for ASA to cancel a student's course enrolment for unsatisfactory course progression.

2. Scope

This Procedure 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. Prior to Acceptance

All applicants will have access to ASA's standards for satisfactory course progress and attendance requirements prior to the acceptance of a Letter of Offer (**LoO**) through the policy suite documents available on ASA's website including:

- *Student Progression and At Risk Policy*
- *Student Progression and At Risk Procedure* [this document]
- *Student Code of Conduct*
- *Deferral, Suspension, and Cancellation Policy and Procedure*
- *Student Enrolment and Attendance Policy and Procedure*
- *Student Support, Wellbeing, and Health Policy and Procedure*

Additional conditions may be specified in an applicant's LoO as prescribed by the *Student Admissions Policy* and associated procedure.

All applicants must ensure they understand the terms and conditions of their enrolment by carefully reviewing all documentation prior to accepting an offer from ASA.

4. Monitoring

ASA will monitor key progression indicators for all students enrolled in all delivery models. These indicators enable staff to identify students at risk of not meeting course progression requirements and provide targeted, timely intervention and support for these students.

4.1 Orientation

During Orientation, the requirements for satisfactory course progression, as well as the support and intervention strategies provided by ASA will be outlined and discussed. Students will be introduced to key staff members and appropriate avenues to seek support. Students may also refer to the *Student Handbook* and the *Student Support Framework* for available sources of student support.

4.2 Proactive monitoring

ASA staff proactively monitor student engagement and performance in formal academic activities to provide informed advice and timely referral to academic or other support that students may require.

For students enrolled in face-to-face unit/s or course/s, ASA will monitor their class attendance and in-class activities. For students enrolled in online unit/s or course/s, ASA will monitor their Learning Management System (**LMS**) activities, including last login attempt, total activity duration, and the quality and completion of academic activities.

Proactive monitoring includes monitoring and identifying students at risk in the following aspects:

1. student attendance/engagement
 - in a course delivered face-to-face, attending 25% or less by the end of four sessions after the start of the unit of study; or
 - in a course delivered online, failing to meet the online engagement requirements by the end of four sessions after the start of the unit of study.
2. performance in formative assessment/s

- failing 50% or more of the assessments by the end of four sessions after the start of the unit of study; or

3. qualitative assessment of engagement / participation and performance.

ASA will apply early intervention strategies to support students who are identified as at risk, as detailed in section 4.3.

4.3 Early intervention

The Academic Dean, or delegate, will counsel students who have been identified as being at risk of unsatisfactory course progress and offer support for student success prior to the conclusion of the study period.

All early intervention strategies will be recorded in the Student Management System (**SMS**) and may include, but are not limited to:

- contact from the lecturer or Student Services team;
- receiving mentoring from a lecturer;
- meeting with the Academic Dean, or delegate;
- referral for academic or non-academic support;
- attending targeted academic skills workshops; and/or
- meetings with the Wellbeing Officer.

All ASA students are able to contact their lecturers or the Academic Dean at any time during their enrolment at ASA to seek individual assistance with their studies. The contact details of lecturers, the Academic Dean, and the Wellbeing Officer are available on the LMS.

4.4 End of Quarter

At the conclusion of each study period, the Academic Dean, or delegate, will consider the results approved by the Board of Examiners and determine whether each student has made satisfactory course progress.

5. Intervention for Unsatisfactory Course Progression

Each student must meet the minimum academic performance standards set out in the *Student Progression and At Risk Policy*, section 6.

Students who are determined to have failed to make satisfactory course progress will be notified in writing and contacted to discuss their academic performance and individual needs with the Academic Dean, or delegate.

ASA may consider the student's history of academic engagement, performance, and any other relevant matters, such as special consideration requests, assessment review requests, or wellbeing matters, to seek the most effective support for the student in achieving success in future study periods. Student information will be treated confidentially and in line with the *Privacy Policy* and relevant legislation.

Students who have made unsatisfactory course progress for the first time may have one or more of the following intervention strategies applied:

- contact from the Student Services team;
- meeting with the Academic Dean, or delegate;
- issuing of a learning contract;

- receiving mentoring from a lecturer;
- referral for academic or non-academic support;
- attending targeted academic skills workshops; and/or
- meetings with the Wellbeing Officer.

Students who are issued a Learning Contract will have their conditions, such as mandatory attendance thresholds, weekly check-ins for a subject, formally sent to them via email. The *Learning Contract* will be stored in their student profile.

Students who do not meet minimum academic standards may be issued with a letter outlining additional conditions on their enrolment or a notice that ASA intends to cancel the student for unsatisfactory course progression.

6. Cancellation of Enrolment

A student may have their course enrolment cancelled by ASA for unsatisfactory course progression if they:

- Fail 50% or more of the enrolled units in two consecutive quarters with some or all assessments attempted.
- Fail 50% or more of the enrolled units in a quarter without attending any sessions and/or attempting any assessments, resulting in a failure due to non-submission of assessments (FNS).
- Fail one non-elective unit twice.
- Fail to enrol after an approved study break (Leave of Absence).
- Are an onshore international student and are unable to complete their course within five (5) years of commencement.

ASA may seek to cancel a student's course enrolment for unsatisfactory course progression according to terms and processes indicated in the *Deferral, Suspension, and Cancellation Policy and Procedure*.

6.1 Exclusion and International Students

If ASA determines that an international student has breached course progression or attendance/engagement requirements and intends to cancel the student's course enrolment, ASA will give the international student a written notice which includes all of the following:

- Notifies the student that ASA intends to report the student for unsatisfactory course progress.
- Informs the student of the reason/s for the intention to report.
- Advises the student of their right to access ASA's complaints and appeals process within 20 working days.
- Additionally, the student will have the opportunity to sign a learning contract, which stipulates the conditions for their continued enrolment.

ASA will only report onshore international students' unsatisfactory course progress in PRISMS in accordance with section 19(2) of the ESOS Act if:

- the internal and external complaints processes have been completed and the decision or recommendation supports ASA; or

- the international student has chosen not to access the internal complaints and appeals process within the 20 working-day period; or
- the international student has chosen not to access the external complaints and appeals process; or
- the international student withdraws from the internal or external appeals processes by notifying ASA in writing.

ASA may cancel course enrolment prior to the completion of the internal appeals process if the student's health or wellbeing, or the wellbeing of others, is likely to be at risk.

7. Student Wellbeing

Students may have personal circumstances affecting their wellbeing, which may contribute to their unsatisfactory course progression. If students are facing wellness challenges, they can be referred to the Wellbeing Officer or Academic Support Officer for assessment of the support they require. For more information regarding Student Support refer to the *Student Support, Wellbeing and Health Policy and Procedure*.

8. Roles and Responsibilities

8.1 Academic Dean

The Academic Dean has an extensive role description that indicates the scope of their responsibilities. Some of these responsibilities include, but are not limited to, the following:

- Monitoring student retention, progression, and completion.
- Ensuring that attendance and assessment data is accurate and up to date in the LMS.
- Maintaining accurate and comprehensive records of students at risk and keeping a *Student Intervention Register* regarding intervention records.
- Ensuring that academic delivery is of high quality and that the learning environment is appropriately resourced or requesting additional resourcing.
- Ensuring that appropriate academic support is available to students and that intervention strategies are appropriately applied.
- Ensuring that reports to the Board of Examiners carefully analyse student performance and underlying causes of trends for each Quarter.
- Reporting to the Teaching and Learning Committee and the Academic Board on rates of retention, progression, and completion of student cohorts and what support has been made available or supplied to support student success.
- Reporting to the Board of Directors via the *Registrar's Report* on key non-academic indicators, such as requests, complaints, appeals, and critical incidents and key student cohort data such as retention and completion metrics.

8.2 Academic staff

Academic staff have varied role descriptions that indicate the scope of their responsibilities. Some of these responsibilities include, but are not limited to, the following responsibilities:

- Ensuring academic delivery is of high quality and supports student acquisition of unit learning outcomes and student learning.
- Monitoring student attendance and engagement in formal academic activities.

- Recording attendance and assessment data accurately and within specified timeframes in the LMS.
- Providing clear feedback and support to students during formal academic activities and being accessible to students outside of formal times within reasonable limits.
- Recommending or making improvements to academic material and reporting any factors impeding student success promptly to their Course Coordinator and Academic Dean.

8.3 Admissions Manager

The Admissions Manager has a role description that indicate the scope of their responsibilities. Some of these responsibilities include, but are not limited to, the following responsibilities:

- Ensuring that applicants are clearly informed of the terms and conditions of enrolment through their LoO.
- Ensuring that student data is accurate and up to date in PRISMS and course enrolment information accurately recorded in the SMS.
- Ensuring that students receive appropriate advice and accurate information on ASA matters in a timely fashion and in response to any enquiries of the Admissions team.

8.4 Student Services staff

Student Services staff have role descriptions that indicate the scope of their responsibilities. Some of these responsibilities include, but are not limited to, the following responsibilities:

- Ensuring that student orientation sessions are of high quality and that all students are aware of the facilities and services available to them, including the grievance process.
- Ensuring that students receive appropriate advice and accurate information on ASA matters in a timely fashion and in response to any enquiries of the Student Services team.
- Communicating appropriate advice and accurate information on ASA matters and processes in a timely manner and in response to any enquiries.
- Recording student data accurately and as required in the SMS.
- Referring students to a manager or external agency as appropriate for non-ASA enquiries.

8.5 Wellbeing Officer

The Wellbeing Officer has a role description that indicate the scope of their responsibilities. Some of these responsibilities include, but are not limited to, the following:

- Counselling students appropriately and within the scope of their expertise.
- Recording student data accurately and as required in the SMS, whilst abiding by the *Privacy Policy* and associated procedure, and confidentiality requirements.
- Referring students to a manager or external agency as appropriate.

8.6 Academic Board

The Academic Board has extensive responsibilities that are indicated within the *Governance Charter*. ASA staff present relevant data and analytical reports to support the Academic Board's oversight. Some of these responsibilities include, but are not limited to, the following:

- Overseeing and monitoring the achievement of institutional benchmarks for academic quality and student outcomes including student retention, progression, and completion rates.

- Overseeing mechanisms for ongoing quality assurance, effective learning and teaching, and improvement of learning and teaching.
- Monitoring the effectiveness of the learning resources and educational support provided and provide reports to the Board of Directors where further resourcing is required.

9. Version Control

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

The Procedure, with associated policy, 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	Minor amendments 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