



# **Academic Progression and Graduation Policy**

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## **A. Overview**

- i. The Lead Institute of Higher Education ('the Institute' or 'LIHE') Academic Progression and Graduation Policy (the 'Policy') outlines the principles governing academic progress standards for students, and responsibilities and processes for promoting and supporting student academic progress. The Institute is committed to upholding academic standards. LIHE will monitor student progress and support students who are not meeting academic progress standards. The Policy also covers matters related to the student graduation and issuing of qualifications.

- ii. Definitions

For definitions, please refer to the 'Dictionary of Terms'.

## **B. Scope**

This Policy applies to all students admitted to courses offered by LIHE.

## **C. Policy Principles**

LIHE is committed to an equitable and transparent system for determining satisfactory academic progress in a course in accordance with the Higher Education Standards Framework (Threshold Standards) 2021 and the Education Services for Overseas Students (ESOS) Act 2000. LIHE will define academic progress status to:

- i. Enable staff to determine student academic progress;
- ii. Inform students of their academic progress;
- iii. Enable students who have made unsatisfactory progress in a course but are deemed capable of making satisfactory progress in the future to re-enrol;
- iv. Direct students with unsatisfactory progress to student support services; and
- v. Prevent students who have made unsatisfactory progress in a course and are reasonably unlikely to make satisfactory progress in the course in the future from re-enrolling in the course until and unless relevant circumstances change.

## **D. Academic Progress Standards**

- i. Students must achieve satisfactory academic progress to continue their enrolment in their course.
- ii. The requirements for satisfactory academic progress are:
  - a. pass all core units;
  - b. pass more than 50% of completed credit points in the particular study period/semester;
  - c. 80% attendance for face-to-face classes (when required);
  - d. complete their course within the approved maximum period of completion (normal full-time duration plus 50% of the normal full-time duration, to a maximum of 4.5 years) or as specified in the Confirmation of Enrolment (CoE) (student visa holders only), from the time of first enrolment; and
  - e. comply with relevant policies, procedures, unit outlines and award requirements.
- iii. Student academic progress will be assessed at the end of each semester and can be re-

assessed at any time during the course.

- iv. It is the students' responsibility to understand and complete all the requirements of their course of study as stated in the *Student Handbook* and the *Course Outline* document to be eligible to achieve the award.

### E. Academic Progress Status

Status	Description	Criteria
1 – Satisfactory Progress	The student is progressing through the Course and meeting the criteria.	<ul style="list-style-type: none"> <li>a. pass all core units;</li> <li>b. pass more than 50% of completed credit points;</li> <li>c. 80% attendance for face-to-face classes (when required);</li> </ul>
2 – Conditional Status	The student may need access to support services to improve their academic performance, as early as possible in their course of study. The students will be put on conditional status for the next semester to give them a chance to improve.	<ul style="list-style-type: none"> <li>a. failed a unit for a second time; or</li> <li>b. failed one or more units, comprising less than 50% of their attempted credit points in the particular study period/semester.</li> </ul>
3 – Monitored Status	The student will be monitored because they are at risk of not making satisfactory progress towards completing their course. Students will be required to meet with their Course Director to discuss their academic progress and support services and remedial action.	<ul style="list-style-type: none"> <li>a. failed 50% or more of their attempted credit points in the particular study period/semester,</li> <li>b. enrolled in a unit for the third time; and/or</li> <li>c. readmitted to the same course following a period of exclusion.</li> </ul>
4 – Exclusion	The student continues to make unsatisfactory academic progress towards completing their course and is at risk of exclusion from the Institute.	<p>If the student has been on status 3 – 'Monitored Status' for at least one teaching period and meet one of the following criteria:</p> <ul style="list-style-type: none"> <li>a. failed 50% or more of their attempted credit points in the particular study period/semester; and</li> <li>b. failed a unit for the third time.</li> </ul>

### F. Intervention Strategies

- i. The Institute employs a range of strategies to assist students to improve student academic performance, including:

- a. Early Identification of students who may be experiencing difficulty progressing in their enrolled course;
  - b. Notifying students at risk of unsatisfactory progress of the support services and academic skill development opportunities available to help them improve their progress;
  - c. Providing proactive advice and support to assist students in developing strategies to address factors impacting their academic progress.
- ii. All students who are identified as being 'at risk' of unsatisfactory progress are advised in writing concerning this risk. The written notice advises the student:
    - a. That they have not met academic progress standards;
    - b. To meet with their Course Director to discuss performance, support services and where applicable intervention strategies that may assist with future academic performance;
    - c. That they will be required to describe what actions they have taken to improve their performance since they have been put on status 1 'Conditional Status' or status 2 'Monitored Status' and detail any progress made.

#### **G. Appealing Exclusion resulting from Unsatisfactory Academic Progress.**

- i. If a student has been excluded from a course at LIHE they can appeal against exclusion within 20 working days of the date of notification of the decision.
- ii. To appeal against exclusion from the course the student needs to submit a personal statement to the Course Director outlining:
  - a. factors (academic or nonacademic) impacting on satisfactory academic progress;
  - b. action taken to address the above impacts;
  - c. future study/academic plans to improve the academic performance.
- iii. If the appeal is successful, the student will be able to continue their studies and will be placed on status 2 – 'Monitored Status' for the study period.
- iv. If the internal appeal is unsuccessful, the student will be withdrawn from the course and must discontinue their studies immediately.
- v. If an international student is excluded, the Institute will report the exclusion of international student via Provider Registration and International Student Management System (PRISMS) as stipulated by the *National Code 2018*.
- vi. If a student is unsatisfied with the internal appeals resolution, or manner in which the appeal has been handled by the Institute, the student may request the Dean to refer the appeal for independent external review. For further details, please refer to the *Student Grievance Policy and Procedure*.

#### **H. Participation and Progress by Student Subgroups**

Promoting equity in higher education is a priority at the Institute. Underrepresented and marginalized student subgroups e.g., Aboriginal and Torres Strait Islander students, economically disadvantaged individuals, those with disabilities, students from remote areas, first-generation attendees, and non-English speakers necessitate comprehensive efforts to address their unique needs and support required for them to maintain satisfactory progress in the course.

To achieve equitable participation and success, LIHE is committed to monitoring, collecting and analysing demographic and student progress data; to adapt admissions policies, to provide

scholarships, to provide robust tailored support services (including academic and non-academic support), to ensure physical and virtual accessibility to support services where possible, to enable the students to engage in outreach and mentorship programs, and to promote gender equity.

LIHE will emphasise the importance of language support, diversity training, and community engagement by providing staff development to deliver this priority. LIHE will also conduct regular policy evaluation to foster an inclusive, accessible, and empowering higher education environment for all students.

## **I. Graduation**

- i. Students who have made satisfactory academic progress and met the academic requirements for course completion can apply for graduation.
- ii. The list of students eligible to be awarded qualifications are approved by the Academic Board.
- iii. The Governing Council will award qualifications on the recommendation of the Academic Board.
- iv. Graduating students' awards will document the qualification type, level and field of study/discipline consistent with the Australian Qualifications Framework (AQF) reinforced by robust provisions ensuring legitimate awarding and protection against fraudulent issuance such as the usage of watermark, embossed seal and certificate ID that corresponds to the student ID to ensure its authenticity.
- v. The Institute will provide graduates with testamurs and award documentation in formats that ensure the integrity, security and authenticity of documents. For further details please refer to the *Fraud Prevention Policy*.
- vi. Students eligible to graduate may elect to defer their graduation by notifying the administration team. The maximum period of deferral is until the next period of graduation ceremonies.
- vii. Students eligible to graduate may choose to graduate in absentia. Students who elect to graduate 'in absentia' are not permitted to participate in any future ceremony for that award.
- viii. Any student with outstanding fees, fines or other debts of any type to the Institute will not be permitted to graduate until the account is settled. It is the responsibility of the student to settle accounts with the Institute before the cut-off date to graduate for the relevant graduation ceremony.
- ix. Students who successfully complete one or more units of study that do not culminate in the conferral of a formal qualification will be provided with an official record of their results. This record will include details on credit for prior learning, any failed units, and progress towards the partial completion of a qualification.
- x. Records of all testamurs issued under this Policy shall be maintained for a period of at least 30 years as per regulatory requirements.

## **J. Appeals**

Where a student is dissatisfied with the outcome of a decision relating to academic progression or/and graduation, the student may appeal that decision by writing to the Student Support Manager within 10 business days of receiving the decision notice. For details, students may refer to the *Student Grievance Policy and Procedure*.

Version	Approved by	Approval Date
3	Academic Board	19 February 2024
Next Review	Custodian	Effective Date
Refer to the <i>Policy Documents Review Schedule</i>	Dean	19 February 2024
Related Documents	Assessment Moderation Policy and Procedure Assessment Policy and Procedure Dictionary of Terms Quality Assurance Policy Records Management Policy Student Code of Conduct Student Grievance Policy and Procedure Student Selection and Admission Policy and Procedure Fraud Prevention Policy	
References and Legislations	<a href="#">National Code of Practice for Providers of Education and Training to Overseas Students 2018</a> <a href="#">Higher Education Standards Framework (Threshold Standards) 2021</a>	