

Monitoring Academic Progress - Academic Policy

1. Purpose of policy

1.1 The purpose of this policy is to provide a transparent and equitable set of principles that describe the University's approach to supporting students to maintain satisfactory academic progress and to identifying those students who require additional intervention.

2. Policy scope and application

2.1 This policy applies to all students enrolled in coursework programs of the University, including Bachelor Honours (Embedded Four Year) programs.

2.2 This policy should be read in conjunction with the Monitoring Academic Progress – Procedures.

2.3 This policy does not apply to students enrolled in Bachelor Honours (End-on) or Bachelor Honours (Embedded Differentiated Pathway) – refer to the Bachelor Honours Degree – Procedures.

2.4 This policy does not apply to candidates for higher degrees by research – refer to Higher Degrees by Research Candidature - Procedures.

3. Definitions

Please refer to the University's Glossary of Terms for policies and procedures.

4. Policy Statement

4.1 This policy sets out the principles and the steps the University will take, as operationalised in the Monitoring Academic Progress – Procedures, when a student's academic progress shows cause for concern or indicates they are at risk of, or are making unsatisfactory academic progress.

5. Principles

5.1 The University will monitor student academic progress systematically, with an emphasis on early intervention. The Monitoring Academic Progress (MAP) and Exclusion – Procedures detail three stages:

MAP Stage 1 – Early intervention

MAP Stage 2 – Monitored enrolment status

MAP Stage 3 – Consideration for exclusion.

5.2 The University recognises that it is important to identify and advise students whose performance might benefit from a range of intervention strategies. Students are expected to seek assistance proactively when needed from the relevant support service as early as possible and it is intended that both the student and the University will work together to ensure appropriately specified support.

5.3 In the event that a student does not achieve a satisfactory level of academic progress, the University may set conditions on the student's continued enrolment or the student may be excluded from continuing their studies.

5.4 Exclusion terminates a student's enrolment at the University. A student who is excluded is not permitted to attend classes, access teaching resources or undertake study in the program from which they were excluded, for a specified minimum period.

5.5 Students identified in MAP Stage 3 will be given the opportunity to 'show cause' why they should not be excluded.

5.6 A student who is excluded may appeal an exclusion decision.

APPROVAL AUTHORITY

Academic Board

RESPONSIBLE EXECUTIVE MEMBER

Deputy Vice-Chancellor (Academic)

DESIGNATED OFFICER

Academic Registrar and Director, Student Services

FIRST APPROVED

31 March 2015

LAST AMENDED

27 April 2021

REVIEW DATE

27 April 2026

STATUS

Active

5.7 The University recognises that there may be many factors which can affect a student's academic progress, especially for first year students making the transition to tertiary study. Early intervention reduces the risks to students of not achieving a satisfactory level of academic progress.

5.8 In the case of international students, the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (the 'National Code') requires the University to implement an intervention strategy for any student who is not meeting satisfactory progress requirements in their studies, and this approach is adopted as good practice for all students.

END

RELATED LEGISLATION / STANDARDS

- Education Services for Overseas Students (ESOS) Act 2000 (Cth)
- National Code of Practice for Providers of Education and Training to Overseas Students 2018