



Academic Progression and At-Risk Procedure

Purpose

This Procedure outlines the process that Victorian School of Commerce (VSC) will follow to establish satisfactory progression of students, identifying and determining the cause of unsatisfactory progression and the process for supporting the students deemed to be potentially and actually “at risk”.

Scope

This Procedure applies to all domestic and international students enrolled at VSC and to the academic and student support staff associated with their teaching and learning and administration in their courses.

Definitions

At-Risk –refers to students who are deemed to be in danger of not achieving Satisfactory Course Progress. A student is deemed as “At-Risk” if they satisfy any of the following conditions:

- fails to complete all assessment tasks in a unit;
- fails to achieve a total mark of at least 50% overall in a unit; or
- fails to achieve a minimum of 50% in the final examination or major piece of assessment (where there is no final exam) in a unit

Expected Course Duration – VSC defines the expected course duration differently between domestic and international students which is as follows:

Domestic Students: All domestic students are normally expected to enroll on a full-time basis and are expected to complete a bachelor’s degree (AQF Level 7) within three (3) years. The maximum time allowed to complete a bachelor’s degree (AQF Level 7) is seven (7) years.

International Students: All international students are expected to complete their course within the duration specified on their CoE.

ESOS Act – The Education Services for Overseas Students Act 2000

Satisfactory Course Progress – A student that achieves the Minimum Academic Standards is deemed to have made satisfactory course progress.

Unsatisfactory Course Progress – A student that does not achieve the Minimum Academic Standards is deemed to have made unsatisfactory course progress.

Minimum Academic Standards – Students are deemed to have met minimum academic standards if they:

- achieve at least a pass grade in 50% of enrolled study load, including units withdrawn or discontinued;
- if repeating a failed subject, at least a pass grade is achieved in the second attempt; and
- maintain sufficient progress to enable completion of all course requirements within the Expected Course Duration.



Procedure

VSC takes the academic progression and achievement of students very seriously and therefore considers it vitally important that such progression is monitored and that students are given the best support they need. Students are expected to meet the standards and deadlines set out in the Student Handbook and Course Outlines and Assessments. Staff are expected to provide the academic support and monitoring needed for both the wellbeing of the student and to avoid risk of failure.

1. Detection of Students Requiring early Intervention.

1.1. Early identification and intervention of potential At-Risk students is crucial in a student's progress and achievement. Academic staff may observe some of the following behaviours which may indicate (but is not an exhaustive list) that a student is not progressing satisfactorily and is potentially At-Risk:

- Failure to meet all admission requirements
- Irregular attendance at classes or tutorials
- Assessment tasks incomplete or inadequate
- Failure to engage in online components of course
- Failure to access online resources or prescribed textbooks
- Erratic or inconsistent behaviour
- Academic misconduct (plagiarism)
- Serious or ongoing medical condition
- Family circumstances beyond control of student – for example illness of parent, or death in family, which may impede the satisfactory progress of a student.

1.2. Prior to the end of week 3, each lecturer must speak to each of their students and provide a student report to the course coordinator. If a student is flagged at-risk, the student must be provided sufficient support. Some criteria (non-exhaustive list) for flagging an At-Risk student is as follows:

- A student fails to attend more than one class (without sufficient explanation or prior arrangement);
- A student fail to submit the first required assessment task (without sufficient explanation or prior arrangement);
- A student fail to engage in more than one required tutorial activity of the course (without sufficient explanation or prior arrangement);
- Serious medical condition impacting on the student's ability to complete required components of the course;
- Demonstration of aggressive, disrespectful or disengaged behaviour demonstrated to fellow students or staff;
- If a student seems withdrawn or upset

1.3. The Course Coordinator, lecturer and Student Counselling and Wellbeing Officer will establish an early intervention plan when they identified a student to be potentially At-Risk initially by discussing with the student what has been observed and identifying an



early intervention strategy to support the student. Also see the *Student Wellbeing Support Policy* and *Student Wellbeing and Support Procedure*. In case of an international student, Unsatisfactory Course Progress may result in failure to complete their course within Expected Course Duration.

2. Early Intervention Support Strategies

2.1 When a student has been identified as potentially At-Risk and the Course Coordinator (CC) has been notified, the CC, in collaboration with the Lecturer and the Student Counselling and Wellbeing Officer will assess the best intervention strategy which may include (but not limited to):

- Support with additional academic skills – including English language and literacy skills
- Attendance at additional study groups
- Mentoring from a peer student mentor
- Support from academic staff
- Revision of study load and adjustment made
- Counselling in the case where personal or family issues may be impeding their progress.

VSC staff are committed to the wellbeing of their students and to ensuring that their experience in study at VSC is enhanced by their interaction and support from the academic staff. Where early intervention is undertaken, follow up with the student must be undertaken to ensure the highest likelihood of success.

3. Student Consultation and Follow Up

3.1 VSC staff will ensure that students are made aware that they are potentially At-Risk and that the staff are there to support them, however the student must take the responsibility to engage in the early interventions offered. Students will be contacted via their registered email address to arrange a meeting to discuss this concern with the Course Coordinator.

- Students may seek advice from their lecturers or from their Student representative in order to understand the consequences of their poor progress,
- In keeping with the *Student Wellbeing and Support Policy*, students are advised they may seek counselling to enable them to deal with personal issues with the Student Counselling and Wellbeing Officer
- following the initial discussion with the Course Coordinator, a follow up discussion will be had to agree an intervention strategy; students will be checked of their understanding of what is expected of them
- This intervention strategy will be recorded on the student file
- Academic staff will follow up and monitor the progress of the intervention strategy through follow-up meetings. If the student feels accepted and welcomed by the staff, they are more likely to respond in a positive way and avoid becoming At-Risk
- Where there is no success in moving the student away from the path towards the student becoming At-Risk, the staff are to escalate to the next phase of assistance relating to At-Risk students.



4. At-Risk Students

A student is deemed as “At-Risk” if they satisfy any of the following conditions:

- fails to complete all assessment tasks in a unit;
- fails to achieve a total mark of at least 50% overall in a unit; or
- fails to achieve a minimum of 50% in the final examination or major piece of assessment (where there is no final exam) in a unit

It is essential that students are not only fully informed that they are At-Risk, but are also given the opportunity to engage in the intervention processes and given strategies to prevent further decline and to assist them to return to Satisfactory Course Progress. The student’s wellbeing is a primary consideration and VSC staff must take all reasonable measures to assist the student in returning to a status of Satisfactory Course Progress.

Students also need to be made aware that they also need to take the responsibility to engage. The Course Coordinator in conjunction with the Student Counselling and Wellbeing Officer will manage the process to address concerns relating to At-Risk students, including development of the Intervention Plan. The student needs to sign the Intervention Plan agreeing to the conditions that must be met by the student. All documents, records and relevant communications will be added to the student file.

The student needs to meet the Course Coordinator regularly to discuss ongoing progress as outlined in the intervention plan. The student also needs to demonstrate progress work on assessments at these meetings. Where a student continues to be At-Risk, it may be that the student is deemed to fall within the category of unsatisfactory progress. In this instance, the student must be dealt with in accordance with the following section.

5. Unsatisfactory Course Progress and Results/Consequences for Students

5.1 A student that does not achieve the Minimum Academic Standards is deemed to have made Unsatisfactory Course Progress.

5.2 A Warning Letter will be sent to the student by the Dean, detailing the areas of their unsatisfactory performance. This letter will be recorded on the Student’s file. They will be advised again that they may seek support or guidance from their Student Representative or the Student Counselling and Wellbeing Officer.

5.3 Students may be notified of an intention to terminate enrolment and advised the process they can take to appeal the decision under the *Student Complaints and Appeals Procedure*.



For international students, VSC will notify the student of an Intention to Report for not achieving satisfactory academic progress. The student will have access to both internal and external appeal processes within 20 business days.

Students will be given an opportunity to respond in writing and in person (face-to-face) to demonstrate why they believe they should not be terminated. They will also be given the opportunity to present their case to the Learning and Teaching Committee (LTC) who will consider their submission.

The LTC may, after consideration:

- continue with termination
- impose conditions on the enrolment
- require the student to attend further academic skills classes before continuing and provide evidence they are able to complete their studies

5.4 Students will be sent an Outcome Letter notifying them of the decision. The student may choose to appeal the decision on the grounds of unfair or inequitable treatment or new evidence.

5.5 If VSC extends the Expected Course Duration of the international student's enrolment (the requirements for which are contained within VSC's *Enrolment Policy*), the international student must be advised to contact Immigration to seek advice on any potential impacts on their visa, including the need to obtain a new visa.

6. Student Appeals

- Under the *Student Complaints and Appeals Policy*, the student has a right to appeal the decision and will need to do so under the requirements of the *Student Complaints and Appeals Procedure*.
- VSC will only report an international student, due to unsatisfactory course progress, in PRISMS in accordance with section 19(2) of the ESOS Act if:
 - (a) the internal and external complaints processes have been completed and the decision or recommendation supports VSC or
 - (b) the international student has chosen not to access the internal complaints and appeals process within the 20 working day period or
 - (c) the international student has chosen not to access the external complaints and appeals process or
 - (d) the international student withdraws from the internal or external appeals processes by notifying VSC in writing.

It is important to ensure that at all stages of the processes both the Learning and Teaching Committee and the Academic Board are kept notified of the progression and both monitor and support the academic staff in their work.

Related policy instruments

Aboriginal and Torres Strait Islander Peoples Policy

Academic Documentation and Graduation Policy



Academic Integrity Policy

Academic Progression and At-Risk Policy

Admissions Policy

Admissions Procedure

Assessment and Moderation Policy

Code of Conduct

Equity and Diversity Policy

Feedback Policy and Procedure

Risk Management Policy

Student Complaints and Appeals Policy

Student Complaints and Appeals Procedure

Student Orientation Policy

Student Orientation Procedure

Student Refund Policy

Student Refund Procedure

Student Wellbeing and Support Policy

Student Wellbeing and Support Procedure

Teaching and Learning Policy

Related documents and legislation

AQF Qualifications Pathway Policy

Education Services for Overseas students (ESOS)

Higher Education Standards Framework, (Threshold Standards) 2021 Part A: Standards 1.3 (Orientation and Progression) and 1.4 (Learning Outcomes and Assessment)

National Code 2018, Part B: Standard 8

Tertiary Education Quality and Standards Agency (TEQSA) Act 2011

Administration

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