

## ACADEMIC PROGRESS POLICY (HIGHER EDUCATION)

### 1. Purpose and Objectives

- 1.1 The policy details the criteria by which it is determined whether students have or have not achieved satisfactory academic progress, and sets out the actions taken as a result of findings relating to student academic progress.
- 1.2 This policy describes the ways in which Le Cordon Bleu Australia (LCBA) provides specific support to enable student progress through their studies and the successful completion of their course within a reasonable timeframe.

### 2. Scope

- 2.1 This policy applies to students of LCBA's higher education undergraduate courses and Student Visa Holders.

### 3. Legislative Context

- Education Services for Overseas Students (ESOS) Act 2000
- Higher Education Standards Framework (Threshold Standards) 2021
- National Code of Practice for Providers of Education and Training to Overseas Students 2018

### 4. Policy Statement

- 4.1 LCBA commits to upholding academic standards and will implement a process for supporting and monitoring students at risk of unsatisfactory academic progress.
- 4.2 Students are required to maintain satisfactory academic progress.
- 4.3 LCBA supports students to achieve satisfactory academic progress.
- 4.4 LCBA applies effective procedures to monitor the academic progress of students.
- 4.5 LCBA varies or cancels student enrolments as required where students do not meet the academic progress requirements set out in this policy.

### 5. Policy

- 5.1 Lecturers monitor student participation and progress during each study period, implementing early intervention and referring students to learning support services as appropriate.
- 5.2 Students achieve satisfactory academic progress where they:
  - successfully complete more than 50% of the credit points attempted in a study period; and
  - successfully complete units within two (2) attempts.
- 5.3 Students are deemed to be at risk of unsatisfactory academic progress where they:
  - receive a Fail result in 50% or more of the credit points attempted in one (1) study period; or
  - receive a Fail result for the same unit, or a unit deemed equivalent, on two (2) occasions; or
  - receive a Fail result in a WIL Unit.

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- 5.4 Students are deemed to have unsatisfactory academic progress where they:
- receive a Fail result in 50% or more of the credit points attempted across two (2) consecutive study periods (excluding WIL placement periods); or
  - receive a Fail result for the same unit, or a unit deemed equivalent, on three (3) occasions; or
  - receive a Fail result for a WIL unit on two (2) occasions (refer to *Work Integrated Learning Policy*); or
  - fail to meet any conditions associated with an agreed intervention strategy.
- 5.5 Units are deemed equivalent for the purpose of determining whether a student has satisfied a particular course requirement; however, elective units are not considered equivalent.
- 5.6 The grade ‘Withdrawn – Failed’ is counted as a Fail result for the purpose of determining student academic progress status (refer to *Results and Grades Policy HE*).
- 5.7 LCBA monitors academic performance in order to identify student support needs as early as possible and support students to complete their course within the expected duration of study.
- 5.8 Where students are **at risk of unsatisfactory academic progress**, LCBA employs an intervention strategy to facilitate successful completion of their course. The Academic Committee may, at its discretion, make final determinations regarding study plans for students on a case-by-case basis.
- 5.9 Where student support strategies prove unsuccessful, **unsatisfactory academic progress** may lead to cancellation of enrolment.
- 5.10 Students may appeal a decision to cancel their enrolment (refer to *Student Complaints and Appeals Policy*).
- 5.11 LCBA reports Student Visa holders with unsatisfactory academic progress to the Department of Home Affairs (DHA) via Provider Registration and International Student Management System (PRISMS).

### 6. Roles and Responsibilities

Roles	Responsibilities
Lecturers	Support students to achieve satisfactory academic progress
Academic Committees	Monitor student academic progress and determine academic progress status Specify requirements for intervention strategies on a case-by-case basis
Program Managers (or delegate)	Counsel students/refer to counselling services as required Oversee creation and implementation of intervention strategies and learning agreements
Student Services Manager	Notify students where they have not achieved satisfactory academic progress Create variations to student enrolments on the LCBA student management system and PRISMS

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Roles	Responsibilities
Student	Monitor their own academic progress and maintain satisfactory academic progress  Avail themselves of learning support services and engage with intervention strategies

### 7. Definitions

‘Academic Progress’ means a student’s progress towards successful completion of the academic requirements of the course of study in which they are enrolled. There are three (3) categories of academic progress status:

- Satisfactory academic progress;
- At risk of unsatisfactory academic progress;
- Unsatisfactory academic progress.

‘Intervention Strategy’ means any action taken by LCBA to assist a student who is making unsatisfactory academic progress in their course of study.

‘Learning Agreement’ means a signed, formal undertaking from a student to specified actions to enable them to improve their academic performance as a condition of their continuing enrolment.

*Other applicable definitions may be found in LCBA’s Glossary of Policy Terms on the LCBA website.*

### 8. Related Documents

- Access, Diversity and Equity Policy
- Assessment Policy HE
- Enrolment Policy
- Learning Support Policy HE
- Results and Grades Policy HE
- Student Attendance Policy
- Student Complaints and Appeals Policy
- Work Integrated Learning Policy

### 9. Implementation

9.1 The Head of School of Business is responsible for ensuring that future major changes to this policy will be accompanied by a completed Implementation Plan and presented with the policy to the Academic Board.

9.2 The Implementation Plan will include a Communication Strategy that identifies key stakeholders and the requirements for effectively implementing and monitoring this policy.

### 10. Procedure

#### 10.1 Early intervention

10.1.1 Lecturers monitor student participation and progress in their respective class by considering patterns of non-attendance, lack of engagement with LCBA’s Learning

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Management System, poor participation in lectures, tutorials, and other learning activities, and non-submission or failure of assessments.

10.1.2 Lecturers should engage with students based on the above early warning signs and refer them to learning support services as appropriate.

10.1.3 Lecturers should conduct a review of their class by mid-trimester, record any action taken, and provide a report to the Program Manager.

### **10.2 Determining student academic progress status**

10.2.1 Student results are ratified at Academic Committee meetings at the conclusion of each study period. Determinations are made about the academic progress of students according to the criteria stated in this policy.

10.2.2 The Academic Committee, after each meeting, notifies the Dean (or delegate) of students identified as at risk of unsatisfactory academic progress or as having made unsatisfactory academic progress.

### **10.3 Managing students at risk of unsatisfactory academic progress**

10.3.1 Where a student is deemed at risk of unsatisfactory academic progress, the student is notified in writing by LCBA Student Services. Copies of correspondence are forwarded to campus Program Managers and administrators.

10.3.2 Students at risk of unsatisfactory academic progress are required to participate in an intervention strategy. They are contacted by campus administration staff to schedule an intervention strategy meeting of the Program Manager and student.

10.3.3 Attendance at the meeting is compulsory. Failure to attend the meeting, or to respond to requests to schedule a meeting, is taken into account when making further determinations of the student academic progress status.

10.3.4 The discussion at the meeting may include:

- opportunity for students to provide reasons for their unsatisfactory performance;
- counselling students on whether the course is compatible with their goals and expectations;
- counselling students on the changes in behaviour required to improve their academic progress; or
- a reminder to international students that unsatisfactory academic progress could lead to the student being reported to DHA and the cancellation of their visa.

10.3.5 Where the Program Manager determines that the issue is resolved through counselling at the intervention meeting, no further action is required. The outcomes of the meeting are documented in a meeting record signed by the student and the Program Manager and kept on the student file.

10.3.6 Where the Program Manager determines that the student is required to undertake specified actions to enable them to improve their academic performance and as a condition of their continuing enrolment, the requirements are documented in a

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Learning Agreement. The Learning Agreement is signed by the Program Manager and the student at the conclusion of the meeting. The Learning Agreement is communicated to the relevant Course Coordinator and kept on the student file.

10.3.7 Specified actions that might form part of a Learning Agreement will maintain the integrity of the qualification.

10.3.8 Specified actions may include:

- Referral to learning support services, including English language support services (refer to *Learning Support Policy HE*);
- Re-enrolment in units (refer to *Enrolment Policy*);
- Alternative or modified assessments;
- Modifications to unit sequencing and scheduling within a course;
- A reduction in study load; or
- A leave of absence (refer to *Student Attendance Policy*).

10.3.9 Where an intervention strategy results in a change to the expected course duration of a student visa holder, LCBA:

- records this variation and the reasons on the student file;
- reports these details to Department of Home Affairs (DHA);
- and may issue a new 'Confirmation of Enrolment' for a student visa extension.

10.3.10 The student fulfilment of the terms of an intervention strategy is reported to the Academic Committee by Program Managers.

### **10.4 Students with unsatisfactory academic progress**

- Where a student is identified by the Academic Committee as having made unsatisfactory academic progress, the Committee informs the Dean (or delegate). In the presence of compassionate or compelling circumstances, the Academic Committee may recommend to the Dean not to cancel the student's enrolment and that the student be required to participate in a further intervention strategy. Students are advised in writing of LCBA's intention to cancel their enrolment and their rights to appeal this decision (refer to *Student Complaints and Appeals Policy*).
- Student enrolments are maintained while an appeal process is underway. Students should attend all scheduled classes and activities.
- Where a student does not lodge an appeal, their enrolment is cancelled due to unsatisfactory academic progress (refer to *Enrolment Policy*).
- Students whose appeal is unsuccessful have their enrolment cancelled due to unsatisfactory academic progress (refer to *Enrolment Policy*).
- Students whose appeal is successful meet with Program Managers (or delegate) to discuss a learning plan and may be required to participate in a further intervention strategy.

### **10.5 International student visa holders**

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- 10.5.1 Where a Student Visa holder is identified by the Academic Committee as having made unsatisfactory academic progress, LCBA Student Services notifies the student in writing of the details of their unsatisfactory progress and of LCBA's intention to report the student to DHA for unsatisfactory academic progress. The student is informed of their rights to appeal and that they have 20 working days in which to do so (refer to *Student Complaints and Appeals Policy*).
- 10.5.2 Where a student chooses not to appeal, withdraws from the appeals process or where the outcome of the appeal supports LCBA's decision, LCBA proceeds with cancelling the student's enrolment and notifying DHA that the student has not achieved satisfactory academic progress.

### 11. Summary of changes since last approval

Authored by	Description
Head of School	<p>Inclusion of provisions for early informal intervention based on lecturer monitoring of early warning signs of poor academic progress, including potential early warning signs, a requirement for lecturers to refer students to support services based on those signs, and a requirement for lecturers to conduct of mid-term review, record any action taken and report to the Program Manager.</p> <p>Inclusion of definitions of Intervention Strategy and Learning Agreement.</p>