

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 students' academic progress.
- 1.2 This policy describes the ways in which Le Cordon Bleu Australia (LCBA) provides specific support to enable students' 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

- National Code 2018, Standard 8
- Higher Education Standards Framework 2015, Standard 1.3

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 students' enrolments as required where students do not meet the academic progress requirements set out in this policy.

5. Policy

- 5.1 Students achieve satisfactory academic progress where they:
 - successfully complete more than 50% of enrolled Units in a study period; and
 - successfully complete Units within two (2) attempts.
- 5.2 Students are deemed to be at risk of unsatisfactory academic progress where they:
 - receive a Fail result in 50% or more of enrolled Units in one (1) study period; or
 - receive a Fail result twice for the same Unit; or
 - receive a Fail result in a WIL Unit
- 5.3 Students are deemed to have **unsatisfactory academic progress** where they:
 - receive a Fail result in 50% or more of enrolled Units across two (2) consecutive study periods (excluding WIL placement periods); or
 - receive a Fail result for the same Unit in on three (3) occasions; or
 - receive a Fail result for a WIL Unit on two (2) occasions (see *Work Integrated Learning Policy*); or
 - deviate from an agreed intervention strategy.

ACADEMIC PROGRESS POLICY (HIGHER EDUCATION)

- 5.4 The grade ‘Withdrawn – Failed’ is counted as a Fail result for the purpose of determining students’ academic progress status (see *Results and Grades Policy HE*).
- 5.5 LCBA monitors academic performance in order to identify students’ support needs as early as possible and support students to complete their course within the expected duration of study (for example, the expected duration of study for the Bachelor of Business (International Hotel Management) is three (3) years).
- 5.6 Prerequisites apply to WIL101. Students will be required to obtain a Pass as a minimum, or have been granted status for *Communication*, and the following units depending on their chosen placement, before they can undertake WIL101
- 5.6.1 All students placed in food and beverage roles must obtain a Pass as a minimum or granted status for *Food and Beverage Service*;
- 5.6.2 All students placed in culinary roles must obtain a Pass as a minimum or granted status for *Kitchen Operations Management*;
- 5.6.3 All students placed in housekeeping roles must obtain a Pass as a minimum or granted status for *Housekeeping*.
- 5.7 Where students are **at risk of unsatisfactory academic progress** LCBA employs an intervention strategy to facilitate students’ 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.
- 5.8 Where student support strategies prove unsuccessful, **unsatisfactory academic progress** may lead to cancellation of student enrolment.
- 5.9 Students may appeal a decision to cancel their enrolment (see *Student Complaints and Appeals Policy*).
- 5.10 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 students’ academic progress and determine academic progress status Specify requirements for intervention strategies
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 student management system and PRISMS

ACADEMIC PROGRESS POLICY (HIGHER EDUCATION)

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.

‘Course’ means a set of Units or a higher degree by research program approved by the Academic Board, and which when satisfactorily completed normally qualifies a student for an LCBA award.

‘Delivery partners’ are the institutions that provide training and assessment in LCBA’s education programs.

‘GPA (Grade Point Average)’ is where a student’s academic performance at Le Cordon Bleu Australia (LCBA) is assessed based on the Grade Point Average (GPA) for each term. The GPA is calculated using the number of courses that a student has attempted (including Fail grades) and the point value for the grade achieved. The GPA is also used to determine academic progression and academic awards.

‘Prerequisites’ are unit or sequence of units which must be completed before enrolling into a unit or stage of study.

‘Reasonable Adjustment’ are adjustments to assessments made so that students with educational disadvantage have the same opportunity to complete assessment tasks as other students, while maintaining the integrity of the unit/s being assessed.

‘Semester’ is one half of the academic year.

‘Study period’ means a defined teaching and study period specified by a faculty for the completion of units of study. For LCBA undergraduate courses, a study period is one semester in duration.

‘Term’ is one quarter of the academic year.

‘Unit’ refers to a component of a course of study with a designated code, title and credit point allocation in which students enrol and undertake assessment tasks in order to achieve specified learning outcomes.

‘Work Integrated Learning (WIL)’ is the umbrella term adopted by LCBA to describe the complement of theoretical and practical learning a student undertakes, providing students with an opportunity to gain academic credit to recognise the learning undertaken. It may be comprised of multiple placements and WIL experiences in industry or, a single placement. Examples of WIL placement activities include paid work/employment, vocational placements/internships, observation of industry events, mentorship programs, and voluntary work placements. WIL placements combine both class-based learning and structured and supported workplace opportunities, where students reflect on their learning and receive feedback on their workplace performance, including formal assessments. Examples of WIL at LCBA include:

ACADEMIC PROGRESS POLICY (HIGHER EDUCATION)

- ‘Industry Interactions’ defined as students being provided with opportunities to interact with industry to gain an insight into work practices. Examples include; field trips, site visits, guest lecturers from industry, practical or work experience, mentoring.
- ‘Industry Placement’ defined as work that a student engages in that is connected to their discipline or career goals. Work is generally paid, and can be full-time, part-time or casual.
- ‘Industry Simulations’ defined as aspects of the workplace that are integrated with classroom learning. Examples include; applied research projects, workshops, case studies, role plays, simulation-based learning, gaming, virtual business learning, project-based learning or work-related problem-solving projects.

8. Related Documents

- Access 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. Procedure

9.1 Determining students’ academic progress status

- 9.1.1 Student results are ratified at Academic Committee meetings at the conclusion of each term. Determinations are made about the academic progress of students according to the criteria stated in this policy.
- 9.1.2 The Academic Committee notifies the Dean, or delegate, of students identified as at risk of unsatisfactory academic progress, or deemed as having unsatisfactory academic progress, after each meeting.

9.2 Managing students at risk of unsatisfactory academic progress

- 9.2.1 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.
- 9.2.2 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.
- 9.2.3 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 determinations of students’ academic progress status.
- 9.2.4 The discussion at the meeting may include:
- opportunities for students to provide reasons for their unsatisfactory performance;

ACADEMIC PROGRESS POLICY (HIGHER EDUCATION)

- 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;
 - a reminder to international students that unsatisfactory academic progress could lead to the student being reported to DHA and the cancellation of their VISA.
- 9.2.5 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.
- 9.2.6 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, these conditions are documented in a Learning Agreement. The Learning Agreement is signed by the Program Manager and the student at the conclusion of the meeting and is later signed by the Dean. The Learning Agreement is kept on the student file.
- 9.2.7 Specified actions that might form part of a Learning Agreement will maintain the integrity of the qualification.
- 9.2.8 Specified actions may include:
- Referral to learning support services, including English language support services (see *Learning Support Policy HE*);
 - Re-enrolment in units (see *Enrolment Policy*);
 - Resubmission of assessments;
 - Reasonable adjustments;
 - Modifications to unit sequencing and scheduling within a course;
 - A reduction in study load;
 - A leave of absence (see *Attendance Policy HE*).
- 9.2.9 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 for it on the student file and also reports these details to Department of Home Affairs (DHA) and/or issues a new 'Confirmation of Enrolment' for a student visa extension.
- 9.2.10 Students' fulfilment of the terms of an intervention strategy is reported to the Academic Committee by Program Managers.

9.3 Students with unsatisfactory academic progress

- Where a student is identified by the Academic Committee as having unsatisfactory academic progress, the Committee informs the Dean of LCBA or delegate.
- Students are advised in writing of LCBA's intention to cancel their enrolment and their rights to appeal this decision (see *Student Complaints and Appeals Policy*).
- Students' enrolments are maintained while an appeal process is underway. Students should attend all scheduled classes and activities.

ACADEMIC PROGRESS POLICY (HIGHER EDUCATION)

- Where a student does not lodge an appeal, their enrolment is cancelled due to unsatisfactory academic progress (see *Enrolment Policy*).
- Students whose appeal is unsuccessful have their enrolment cancelled due to unsatisfactory academic progress (see *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.

9.4 International student visa holders

9.4.1 Where a Student Visa holder is identified by the Academic Committee as having 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 (see *Student Complaints and Appeals Policy*).

9.5 Where a student chooses not to appeal, withdraws from the appeals process or 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 course progress.

9.6 Accelerated Stage 5

9.6.1 Students wishing to complete the final year of the Bachelor of Business (3-year course) in an accelerated mode over six (6) months must meet the following conditions:

- Have no outstanding units to be completed (either not yet attempted, or to be repeated) from years 1 and 2;
- Have submitted and had marked all assessment requirements for all previous units (years 1 and 2);
- Have gained a minimum cumulative GPA of 4.50 or better.

10. Summary of changes since last approval

Authored by	Description
Academic Registrar	Annual review, no major changes New policy template
Academic Quality Manager (Higher Education)	Definition for WIL added. Academic Committee's role in determining study plans clarified. New pre-requisites and academic progress rule for WIL Unit specified (<i>to be enforced as of Jan 2021</i>).