



# Academic Progression and At-Risk Policy

## Purpose

The Academic Progression and At-Risk Policy (“policy”) provides a framework for institutional oversight at Victorian School of Commerce (VSC) including monitoring of students’ academic performance and progress. VSC takes a student-centred approach that aims at student success. To that end, this policy ensures that students receive appropriate learning support, while also providing for appropriate consequences where a student continues not to achieve satisfactory academic progress following intervention.

## Scope

The Policy 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.

*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 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.

**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- achieve at least a pass grade in 50% of enrolled study load, including units withdrawn or discontinued;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.



## Policy

VSC values and cares for its student population and works in every way to support their progression and completion of study. VSC is aware of the transitional challenges faced particularly by first year students and acknowledges the diversity and changing social and educational. VSC commits to a positive and engaging first year experience, which connects new learners with their academic staff and professional staff, and peers in a community committed to learning success and career attainment, and enhances student satisfaction, a positive learning and course experience, and retention.

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 Course 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.

VSC is committed to a student-centered learning process. TEQSA has found that academic leadership is a critical success factor, especially for students enrolling in higher education for the first time.

According the Higher Education Standards Framework (HES 1.3) it is noted that:

“Specific strategies support transition, including:

- a. Assessing the needs and preparedness of individual students and cohorts
- b. Undertaking early assessment or review that provides formative feedback on academic progress and is able to identify needs for additional support, and
- c. Providing access to informed advice and timely referral to academic or other support”.

VSC is committed to seeking teaching staff with appropriate and relevant qualifications who can enable students to reach the Course Learning Outcomes and the Graduate Attributes.

Any special consideration needs of students such as Disability, Equity and Diversity or an Aboriginal and Torres Strait Islander background, must be noted at the time of admission and enrolment. Academic staff will be notified so they can endorse the support needed and monitor progress accordingly.

### Access to Information

- Students must have access to their academic performance records and be aware of areas in which they may potential or actually be At-Risk
- Students are to be made aware of this Policy and its related procedure so they can seek assistance of their own accord if needed.
- Confidentiality, fairness and equity are hall marks of dealing with any student who is deemed potentially or actually At-Risk.
- Students must be given very clear expectations and outlines of what is required for their progression, what Satisfactory Course Progress means and what is deemed to be Unsatisfactory Course Progress.

### Identification of Students Potentially At-Risk



VSC will identify students potentially At-Risk throughout their degree and ensure that there are interventions and follow up strategies in place. VSC academic staff will monitor these students and work with them to find what is causing their regression in study and what support is needed to ensure their academic progression.

- Potential At-Risk issues may be found early after admission and, if so, the information is given to the academic staff to put into place strategies that will support the student.
- Issues may also be found in the first round of assessments which will enable staff to put supportive measures and mentoring in place.
- Staff may also observe in class or tutorials that a student is struggling, for example language skill in English, poor participation. In this case the staff will make this known to academic support and encourage the student to speak to their lecturer and get the support needed.
- Issues may also be found through academic misconduct reports. Academic staff who report any student for academic misconduct will also inform academic support to assist the student.
- A student may also be identified as potentially At-Risk due to compelling circumstances beyond their control or serious illness etc.
- Low attendance is also an indicator of students potentially At-Risk.

VSC will appropriately communicate and offer counselling as well as academic support to any student identified as potentially or actually At-Risk.

### **Early Intervention Support Strategies**

VSC will ensure that a variety of early intervention support strategies are in place:

- Academic skills sessions
- English language support sessions
- Mentoring
- Revised study load and number of assignments at the same time
- Access to resources and learning materials
- Additional lectures, workshops, tutorials etc.

### **Student Consultation and follow up**

- Students must be given sufficient opportunity to engage in support strategies and mentoring. Students may also seek support from their Student Representative.
- Academic staff must follow up on any mentoring or support strategy students are undertaken and encourage the student to maintain progress.



## Unsatisfactory Course Progress and Results/Consequences for Students

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

### Consequences of Unsatisfactory Progress

- Students are notified in writing of their Unsatisfactory Course Progress and the reasons outlined. The Lecturer must confer with the Dean and then Learning and Teaching Committee (LTC) need to be aware of the process and provide the advice and support needed to ensure the process is fair and equitable and the consideration of the student's needs is taken into account.
- Students may be invited to a meeting with the lecturer or coordinator to explain or present their case to the LTC. They may have a Student Representative or Support person with them.
- VSC may then, after consideration of all aspects:
  - Require the student to take further support courses or undertake counselling and make a report on these
  - Impose conditions on the student's enrolment
  - Terminate the student's enrolment

### Student Appeal

- Under the *Student Complaints and Appeals Policy*, the student may 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.

## Related policy instruments

*Aboriginal and Torres Strait Islander Peoples Policy*

*Academic Documentation and Graduation Policy*

*Academic Integrity Policy*

*Academic Progression and At-Risk Procedure*

*Admissions Policy and 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

*Australian Qualifications Framework (2<sup>nd</sup> edition 2013)*

*AQF Qualifications Pathway Policy*

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

*Australian Government, National Code of Practice for Registration Authorities and Providers of Education and Training of Overseas Students, 2018) (ESOS Framework)*

*National Code 2018, Part B: Standard 8*

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## Administration

### Revision History

Version	Approval date	Approval body	Review date
0.1	1/05/2020	Academic Board	
0.2	26/06/2020	Academic Board	
1.0	02/06/2021	Academic Board	
2.0	29/08/2022	Academic Board	29/08/2024