

Academic Progression Procedure

Policy Category	Academic		
Policy Owner	Dean		
Responsible for Implementation	Dean		
Review Date (2 years)	October 2025		
Relevant to	IGI students, IGI staff		
Related Documents	Academic Progression Policy Admissions Policy Assessment Policy Benchmarking Policy Evaluation Policy Grading Policy Student Code of Conduct		
Version	Authorised by	Approval Date	Effective date
1.1	Academic Board	10 Oct 2023	10 Oct 2023

1. Purpose

The Academic Progression Procedure gives effect to the IGI's Academic Progression Policy by specifying processes for early identification of the need for additional student support, determining that a student has failed to make satisfactory progress, implementation of intervention strategies, and decisions relating to student exclusion and enrolment.

This Procedure also outlines the processes that IGI uses to ensure that student cohort performance and associated needs are understood and monitored, and that adequate support is offered throughout their studies.

2. Definitions

Definitions	
Academic Progression	The measure of a student's advancement toward the completion of a course
Assessment	A process to determine a student's achievement of identified learning outcomes may include a range of written, oral, practice, or demonstration.
Compassionate or compelling circumstances	Circumstances beyond the control of the student which will have an impact on the student's progress or wellbeing
Course	A course of study comprising units of study, which, when successfully completed, results in awarding a qualification, such as a bachelor's degree.
Domestic Students	Australian citizens, New Zealand citizens, or holders of an Australian permanent visa (holders of all categories of permanent resident visas, including Humanitarian Visas).
Overseas Student/ International Student	A student who is not a domestic student and may hold a student visa is protected by the Education Services for Overseas Students Act 2000.

Definitions	
Satisfactory progress	A student's progress towards successfully completing the academic requirements of the course in which they are enrolled within the set duration.
Unit	The separate unit of study and other units make up a course.

3. Scope

This Procedure applies to all students and all staff involved in academic progression processes and decisions.

4. Procedure

4.1. Approach

- 4.1.1. Student lifecycle and risk:** IGI adopts a whole-of-cycle and risk-based approach to student performance to prevent and mitigate the risk of adverse student educational outcomes from admission to graduation.
- 4.1.2. Monitoring of student performance outcomes and experience:** The Academic Board maintains a current and evidence-based understanding of the performance risk profile of student cohorts at course and institute levels informed by multi-dimensional analysis and benchmarking overseen by the Learning, Teaching and Assessment Committee.
- 4.1.3. Data:** The Academic Board, through the Learning, Teaching and Assessment Committee, monitors student performance using reliable indicators of student performance, including:
- attrition rates
 - retention rates
 - progress rates
 - completion rates
 - grade distributions
 - student satisfaction
 - graduate success.
- 4.1.4. Analysis:** Student cohort performance risk analysis includes examination of underlying patterns and causes of any identified lapses or deteriorations in student performance and identifying students as sharing particular characteristics that may have a bearing on their success in each course. The analysis is conducted on:
- academic performance data from pre-identified groups of students, such as international students, annual intakes to a course of study or students studying within a particular field of education; and
 - Data aimed at detecting areas of risk, such as groups associated with certain types of academic integrity issues and sharing characteristics (e.g., basis of admission, country of origin).
- 4.1.5. Measures:** The Learning, Teaching and Assessment Committee maintains a register of measures designed to prevent and mitigate identified student cohort performance risks.
- 4.1.6. Review and improvement:** The Learning, Teaching and Assessment Committee ensures that data and analyses relating to academic performance are considered in the institutional review and improvement processes, in particular course design, teaching practices, and support services.

4.2. Strategies

- 4.2.1. Course design:** Courses are developed to support a progressive and consistent progression of students, culminating in the achievement of learning outcomes and graduate capabilities. Assessments are designed to enable early and effective identification of the risk of failing to make satisfactory progress and meet academic standards.

4.2.2. Admission: The institutional understanding of student performance and associated data and analysis inform assessments of the preparedness of particular students to study particular courses and the referral to specific support services to fulfil predicted needs. This assessment may include pre-admission interviews or questionnaires.

4.2.3. Orientation and Transition:

- Students are informed about academic progression requirements, support services, and intervention strategies during Orientation.
- IGI provides commencing students with information on requirements for satisfying academic requirements and transitioning to tertiary education.
- Academic staff issue regular reminders to students, particularly in their first study period, to access transition support services and engage early with staff on issues that could impact their course progression.
- Student Services may request commencing students to attend a post-admission interview up to the census date to ensure a successful transition.

4.2.4. Participation: Students are encouraged to engage in teaching and learning activities actively. They are provided with tools and resources to monitor and review their progress against expected learning outcomes and graduate capabilities.

4.2.5. Assessments:

- Where possible, early assessments are scheduled within the first four weeks of each trimester to identify at-risk students and potential early intervention.
- Academic staff remind students to use formative assessments to track and reflect on their academic progress.
- Academic staff promote self-assessment tools such as marking rubrics and exemplars.
- Feedback on assessments is provided promptly and constructively to support students' reflective practice.
- In providing feedback on students' assessments, academic staff direct students to relevant academic support services as appropriate.

4.2.6. Consultation: Academic staff encourage students to raise any concerns and issues that could impact their progress during consultation hours.

4.2.7. Support services: Student Services staff are trained to identify early signs of academic progress issues and to advise on adequate support services.

4.2.8. Completion: IGI may conduct exit interviews with students who have failed to complete a course to offer options for other more suitable courses as appropriate.

4.3. Early Identification of Academic Progression Risk and Provision of Support

4.3.1. During the early stage of the study period (generally in Week 1 to Week 4), the lecturers monitor the students' participation, engagement, and progress in their class, implementing early intervention, if necessary, to enable students to achieve academic success. The lecturers will identify students at risk of disengagement and potential underperformance during this early stage.

4.3.2. The criteria for identifying early warning signs of students requiring additional support include:

- Poor performance or failure in early/first assessment
- Late or no submission of the first assessment
- Low attendance or lack of participation in a scheduled class
- English language difficulties; and
- Low usage of the Learning Management System.

4.3.3. Students identified as requiring additional support at this stage are advised in writing, usually during Week 5 of the study period, that they may be at risk of performing unsatisfactorily academically in the current study period, of the possible implications for academic progress at risk as per 4.4 (and visa status if applicable), and of the availability of academic and personal support services. Refer to **Appendix A** for more detailed information on intervention strategy and its associated procedures.

4.3.4. Refer to **Appendix B** for the workflow of monitoring academic progress and notifying students of early intervention.

4.4. Identification of students at risk

- 4.4.1.** At the end of the study period, after grades are finalised (usually in week 14), the Academic Progression Committee formally review each student based on the credit load completed and passed in the current study period, together with the level of achieving satisfactory progress at the end of the previous study period.
- 4.4.2.** Students are considered to be at risk of achieving satisfactory progress where they:
- Fail a unit more than once.
 - Withdraw from any unit more than twice, or
 - Fail more than half of the units attempted in a study period.
- 4.4.3.** Students may be identified at risk of not achieving satisfactory progress for not being validly enrolled for the duration of a study period, for serious breaches of the Student Code of Conduct, or other compelling or compassionate circumstances preventing them from performing satisfactorily in their studies.
- 4.4.4.** Where students are deemed to be at risk of failing to make satisfactory academic progress, they are requested to engage with an intervention strategy as per 4.5 for the entire duration of the subsequent study period.
- 4.4.5.** The Academic Progression Committee determines if students are at risk of unsatisfactory academic progress.
- 4.4.6.** Upon the Academic Progression Committee's determination, the Dean advises the student in writing of:
- Their being at risk of failing to make satisfactory academic progress.
 - The requirement to engage with an intervention strategy as per 4.5.
 - The requirement to attend an interview to discuss the proposed intervention strategy.
- 4.4.7.** Refer to **Appendix B** for the workflow of monitoring academic progress at the end of the study period.

4.5. Intervention strategy

- 4.5.1.** The relevant Course Coordinator initiates the intervention strategy and arranges for relevant staff attendance at the interview.
- 4.5.2.** The purpose of the interview is to allow academic staff, the Counsellor (if appropriate) and the student to agree on an effective and credible intervention strategy to improve academic progress over the following study period. The need for monitoring progress over a longer period and for ongoing support may also be discussed at the interview.
- 4.5.3.** An intervention strategy identifies the issues limiting the capacity of students at risk of making satisfactory progress and seeks to provide appropriate advice and support to students over the following study period.
- 4.5.4.** Each case will be considered individually, and appropriate interventions will be determined to support the student to succeed in their ongoing enrolment. The Course Coordinator (or delegate) may also recommend additional forms of intervention. Refer to **Appendix A** for more detailed information on intervention strategy and its associated procedures.
- 4.5.5.** The intervention strategy, initial interview, further counselling sessions, and attendance at support sessions are monitored and recorded in the student file.
- 4.5.6.** Course Coordinators report to the Academic Progression Committee on implementing intervention strategies based on the Counsellor's and academic staff's feedback.
- 4.5.7.** The Academic Progression Committee reviews progress with the implementation of intervention strategies and approves the completion or termination of intervention strategies.

4.6. Failure to make satisfactory academic progression

- 4.6.1.** At the end of the study period, after grades are finalised (usually in week 14), the Academic Progression Committee formally review each student on the basis of the credit load successfully completed and passed in the current study period, together with the level of achieving

satisfactory progress at the end of the previous study period. The review will determine each student's progress against the agreed intervention strategy and determine if a student has failed to make satisfactory progress.

- 4.6.2.** Students are considered to have failed to achieve satisfactory progress where they:
- fail a unit more than twice;
 - withdraw from any unit more than three times;
 - fail more than half of the units attempted in two consecutive study periods;
 - exceed the maximum duration for completing the course as per 4.7; or
 - Do not engage with the intervention strategy as agreed in the previous study period.
- 4.6.3.** Students who continue to fail to make satisfactory progress despite an intervention strategy are considered by the Academic Progression Committee for exclusion from their course.
- 4.6.4.** Upon decision by the Academic Progression Committee, the Dean advises the student in writing that:
- The Academic Progression Committee has recommended excluding them from the course.
 - The student may request a review of the Academic Progression Committee's decision within 20 working days in accordance with the Complaints and Appeals Procedure and
 - Include information on IGI's appeals process.
- 4.6.5.** International students receive an Intention to Report Letter, which indicates that, as international students are granted a visa that expires at the completion of the average registered course duration in full-time mode as per their Electronic Confirmation of Enrolment, exclusion may impact their visa status. IGI is required to inform relevant government authorities.
- 4.6.6.** If a student elects not to have the decision reviewed within 20 days in accordance with the Complaints and Appeals Procedure, the exclusion will take effect. International students will have their enrolment cancelled, and the cancellation will be reported to the relevant government authorities via PRISMS.
- 4.6.7.** The outcome of the complaints and appeals process, as outlined in the Complaints and Appeals Procedure, in relation to academic progression decisions may:
- confirm the decision; or
 - overturn the decision and maintain the student's enrolment, with or without conditions.
- 4.6.8.** The Dean will communicate the decision made to the student in writing within 10 working days from receipt of the student's request for a review, including information on options for external review of IGI's decision.
- 4.6.9.** Where a student's enrolment has been maintained with conditions, and the student continues to make unsatisfactory progress or breaches the conditions imposed on their enrolment, the enrolment will be cancelled.
- 4.6.10.** The exclusion period is at least one year, and the student may only apply for re-enrolment after that period. Students seeking to re-enrol must reapply per the Admissions Policy and provide evidence that the circumstances prohibiting their academic progress have been resolved.
- 4.6.11.** Refer to **Appendix B** for the workflow of monitoring academic progress at the end of the study period.

4.7. Failure to complete the course within the maximum duration

- 4.7.1.** A student who fails to complete their course within the maximum period (including any extension of time granted by the Academic Progression Committee) will have their enrolment cancelled. The student's academic transcript will include a statement indicating that they have exceeded the maximum duration for completing the course.
- 4.7.2.** A student identified for cancellation of enrolment because of exceeding the maximum duration within which they can complete their course may apply to the Academic Progression Committee through the Dean to seek an extension of enrolment.
- 4.7.3.** An extension of a student's enrolment duration will be granted in the following circumstances:
- There are compelling or compassionate circumstances;
 - an intervention strategy for the student has been, or is being, implemented; or
 - IGI has approved a deferral or leave of absence of the student's enrolment.

- 4.7.4.** The maximum course duration is indicated in the student's Letter of Offer and Written Agreement.
- 4.7.5.** The maximum extension of the duration for completing a course is one year on a full-time study load basis.
- 4.7.6.** Students wishing to apply for an extension of the maximum duration of a course must submit a Special Consideration Form to the Dean at least one study period before the expiry of the maximum duration, including:
- a description of the compelling or compassionate circumstances or other valid grounds for the extension;
 - evidence of exceptional circumstances; and
 - an explanation of how they can complete the course within the extension period.
- 4.7.7.** The application will be considered based on the evidence provided, the student's study record, and the stated ability to complete the course within the extension.
- 4.7.8.** The Dean will inform the student of their decision within 10 working days of receiving the application for extension, including the reason for the decision and the student's options for appealing the decision.
- 4.7.9.** For international students, where an extension is granted, a new confirmation of enrolment is issued, and the student's visa expires before the end of the extended enrolment, the student will be required to apply for a new student visa.

4.8. Compassionate or compelling circumstances

Compassionate or compelling circumstances include:

- serious illness or injury, where a medical certificate states that the student was unable to attend classes;
- bereavement of close family members such as parents or grandparents;
- major political upheaval or natural disaster in an international student's home country requiring emergency travel, and this has impacted the student's studies;
- a traumatic experience, which could include involvement in or witnessing a serious accident; or witnessing or being the victim of a serious crime, and this has impacted on the student; and
- where IGI cannot offer a prerequisite unit, or the student has failed a prerequisite and therefore faces a shortage of relevant units for which they are eligible to enrol.

4.9. Complaints

Students dissatisfied with the outcome of academic progression may seek a review per the Complaints and Appeals Policy and related procedure.

5. Roles and Responsibilities

- 5.1. The Academic Board** is responsible for:
- Approving the Academic Progression Procedure;
 - maintaining a current understanding of the performance risk profile of student cohorts at course and institute levels; and
 - Review student performance and approve institutional policies, standards, processes, and systems improvement recommendations.
- 5.2. The Learning, Teaching and Student Outcomes Committee** is responsible for:
- monitoring student cohort performance for issues and risks relating to academic progression; and
 - developing measures and strategies to improve students' chances of successfully completing their chosen course while maintaining the integrity of the course.
- 5.3. The Academic Progression Committee** is responsible for:
- monitoring individual student performance;

- identifying students at risk of not making satisfactory progress and students failing to make satisfactory progress;
- approving successful completion of intervention strategies; and
- making recommendations for exclusion based on failure to make satisfactory progress.

5.4. The Dean (or delegated officer) is the owner and is responsible for overseeing the implementation and dissemination of this procedure.

5.5. The Registrar is responsible for keeping records of progress, completion, or termination of intervention strategies in accordance with governing bodies' decisions.

5.6. Academic staff are responsible for:

- Reporting students who may be at risk of failing to make satisfactory progress;
- Refer students to appropriate academic and support services.

5.7. Students are expected to:

- Consider and act on assessment feedback from academic staff;
- Engage with intervention strategies.

6. References

- Higher Education Standards Framework (Threshold Standards) 2021
- Education Services for Overseas Students Act 2000 (Cth)
- Education Services for Overseas Students Regulations 2019
- The National Code of Practice for Providers of Education and Training to Overseas Students 2018 (The National Code)
- Tertiary Education Quality and Standards (TEQSA) Act 2011 (Cth)
- TEQSA Guidance Note: Monitoring and Analysis of Student Performance

7. Document History

Version	Date	Author	Reason	Sections
1.0	Jun 2022	PBL Education	New policy	All
1.1	Oct 2023	IGI	Rebrand and review	All

APPENDIX A: Intervention Strategy and Associated Procedures

Suggested Intervention Strategy but not limited:	Responsibility	Recommended action(s) to be taken:
Provision of learning resources and tools	Course Coordinator in consultation and approval from the Dean	<ul style="list-style-type: none"> • Creation of, or amendment to, a Disability Access Plan, where disabilities or medical conditions impact the student's ability to participate or progress. Refer to Access and Inclusion Policy • Acquiring additional learning resources and special equipment, tools or systems or making reasonable adjustments to assessments because it poses unnecessary barriers to a student's progression refer to Assessment Policy and Procedures.
Academic or language skills sessions	Course Coordinator	<ul style="list-style-type: none"> • Provide advice on appropriate courses for their learning style, time management, referencing, professional writing, etc. • Refer to Student Support Policy and Procedure and English Language Proficiency Policy
Additional tutoring, mentoring, peer support, or mentoring	Lecturer approved by Course Coordinator.	<ul style="list-style-type: none"> • Providing additional academic consultation and tutoring time for students struggling with course content due to their level of skills and knowledge or experiencing significant difficulty meeting outcomes of a particular unit. • Refer to Student Support Policy and Procedure
Referral to external support services such as counselling or well-being coach	Course Coordinator or Student Wellbeing Officer refer to Support Services.	<ul style="list-style-type: none"> • Refer to relevant support services where the student is experiencing difficulties due to personal, mental health or well-being issues requiring professional support and counselling services. • Refer to Student Support Policy and Procedure
Reduced study load	Course Coordinator	<ul style="list-style-type: none"> • The Course Coordinator may recommend a reduced study load or restrict the number of units studied simultaneously. • Refer to Change of Study Load Procedure
Learning contract	Course Coordinator	<ul style="list-style-type: none"> • An agreement to which the student must agree before continuing their enrolment in the course. The agreement may outline the following conditions: <ul style="list-style-type: none"> ○ Compulsory minimum class attendance requirements where the student had shown poor engagement due to attendance, completion of work, the standard of work, participation and/or presence in the LMS ○ Weekly/fortnightly meetings with academic staff ○ Completion of assessment tasks as per unit requirements ○ Unit enrolment or recommended study plan • Refer to Student Support Policy and Procedure
Changes to study plan	Course Coordinator	<ul style="list-style-type: none"> • Creating a recommended study plan describing the order of units to be completed throughout the course. • Refer to Change of Course Procedure, Extension of Course Duration Procedure and Change of Study Load Procedure

Suggested Intervention Strategy but not limited:	Responsibility	Recommended action(s) to be taken:
Leave of absence	Course Coordinator	<ul style="list-style-type: none"> • Recommending students apply for a leave of absence due to an extenuating circumstance and are deemed temporarily unsuitable to continue in a course. Creating a recommended study plan describing the order of units to be completed throughout the course. • Refer to Leave of Absence Procedure

APPENDIX B: Monitoring Academic Progression

