

# Monitoring Course/Qualification Progression Procedure

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## Purpose

The purpose of this procedure is to identify and support students throughout their learning journey, specifically to achieve satisfactory course/qualification progression.

This procedure supports and aligns with the Students and Support for Students Policy, which mandates student-focused structures and operations in accordance with the Federation University Australia Act 2010 and other relevant legislative and regulatory requirements. It ensures equitable enrolment practices that reflect the diversity of student backgrounds and promotes student success throughout their learning journey. Additionally, the procedure ensures the University's compliance with the ESOS Act, the National Code 2018, and the 2023 Amendment to the Higher Education Support Act, which require higher education providers to have a student support policy in place - ensuring that appropriate supports are available and that students are made aware of them to assist in their academic success.

This procedure describes how the University will:

- systematically monitor, record, and assess the course/qualification progression of each student for each unit/module of the course they are enrolled in.
- be proactive in notifying, supporting, and counselling students who are at risk of failing to meet course/qualification progression requirements.

Additionally, this procedure also describes the circumstances in which the University will report onshore international students to the Department of Home Affairs Immigration via PRISMS if students do not meet course/qualification progression requirements.

For international students studying English Academic Purposes EAP and Foundation Studies, attendance requirements in these courses must be met in accordance with [International Student Attendance Requirements Procedure AG1572](#) in addition to the requirements of this procedure.

Furthermore, this procedure aligns with national policies such as the "Closing the Gap", the "Indigenous Student Success Program" and Wurreker Strategies to ensure access to education and provide tailored support services for Indigenous students. The University is committed to supporting Indigenous students through initiatives such as the Aboriginal Education Centre, which offers culturally safe spaces, scholarships, tutorial assistance, mentoring, and other personal support services. These efforts are aimed at improving educational outcomes and ensuring compliance with legislative requirements to support the success of Indigenous students.

## Scope

This procedure applies to all students enrolled in courses/qualifications at the University and outlines the processes for monitoring and supporting their academic progression. It includes regular business processes that monitor and report student participation, progression, and completion, which are developed and disseminated across a range of governance and accountability committees.

## Legislative Context

This procedure ensures compliance with the following legislative and regulatory requirements in Australia:

- [Tertiary Education Quality and Standards Agency Act 2011](#) – established TEQSA as a national regulatory body for higher education
- Higher Education Standards Framework (Threshold Standards) 2021 - <https://www.education.gov.au/new-requirements-support-students>: sets the standards for higher education providers to ensure quality and accountability in the sector.
- [ESOS Act 2000](#): The Education Services for Overseas Students Act regulates the delivery of education to international students and ensures their protection.
- [The National Code of Practice for Providers of Education and Training to Overseas Students 2018 \(The National Code\)](#): Provides nationally consistent standards for the delivery of education to international students.
- Higher Education Support Act 2003 (HESA): Governs the approval of higher education providers, government funding, student loans, and reporting requirements.
- Federation University Australia (Students) Regulations 2022: Includes specific regulations related to student progress and academic performance.
- 2023 Amendment to the Higher Education Support Act: Requires higher education providers to have a support for students' policy, ensuring supports are available and students are made aware of them, assisting them to succeed in their studies.
- Additionally, this procedure aligns with national policies such as the "Closing the Gap" strategy and the "Indigenous Student Success Program" to ensure access to education and provide tailored support services for Indigenous students.

### Transnational Education

For courses delivered in other jurisdictions, the University will comply with the relevant legislative and regulatory requirements of those districts whilst adhering to the requirements of the Higher Education Standards Framework (Threshold Standards) 2021. This includes adhering to the standards and guidelines set by local education authorities and ensuring that the quality and integrity of the University's courses are maintained.

The University will also follow best practices as outlined in the Tertiary Education Quality and Standards Agency (TEQSA) Transnational Education Toolkit, which provides guidance on managing the risks and complexities associated with offshore delivery of Australian higher education awards.

## Definitions

A complete list of definitions relevant to this procedure is contained within the [Quality Framework](#).

A further list of definitions and abbreviations specifically relevant to this procedure is included below:

Term	Definition
Action Plan	Plan of intervention strategies for students with unsatisfactory progress (recorded on the student study plan).
ADLT	Associate Dean, Learning and Teaching – a role in each Institute at Federation University
At Risk	A student who, for any reason, is considered as not, or potentially not, meeting course/qualification or course/unit/module progression requirements.
Candidate	Student enrolled in a higher degree by research course.
CoE	Confirmation of Enrolment – A document provided electronically, issued by the University to intending onshore international students, which must accompany their application for a student visa. It confirms the overseas student's eligibility to enrol in the course/qualification of the University.
Course	A course of study/research leading to the granting of an official award or qualification of the University. A course contains subsidiary elements referred to as units.
Course Coordinator (CC)	A university staff member responsible for the oversight of a course.
Course/Unit Progression	The measure of advancement through academic merit or skill-based competencies towards the completion of a course/unit as per course/unit/module rules.
Course/Unit/Module	Component of a course/qualification of education or training.
Cultural Wellbeing Plan	Plan developed by the Aboriginal Education Centre to support indigenous students.
EAP	English and Academic Preparation. ELICOS course
Exclusion	Cancellation of enrolment in a course of study, typically due to unsatisfactory academic performance or for misconduct. At the end of the exclusion period the student must re-apply for re-admission.
HDRC	Higher Degree by Research Coordinator
HDR student	Higher Degree by Research. Students studying in a higher education course by research.

HE	Higher Education Students studying in a higher education course by coursework.
Immigration	Department of Home Affairs.
Intervention Strategy	<p>Any documented action targeted at addressing the needs of an 'at risk' student. For higher education students, the university uses two levels of Interventions: 1. A success plan of suggestions of support and enrolments as guided, when a student fails. 2. An action plan for when a student is at risk of Exclusion / Suspension. Referred to as a Success or Action Plan in fdlGrades for HE students.</p> <p>Intervention strategies must be recorded on the student's study plan.</p>
LASS	Learning and Academic Skills Success program <a href="mailto:lass@federation.edu.au">lass@federation.edu.au</a>
Onshore international student	A person who holds an Australian Student Visa and is an 'overseas Student' as defined by the ESOS Act.
Partner Provider (PP)	Educational institute providing courses/qualifications and units of the University through an approved Education Agreement.
PRISMS	Provider Registration and International Student Management System.
Q&A	Quality and Accreditation
Qualification	The result of an accredited complete program of learning that leads to formal certification that a graduate has achieved learning outcomes.
Research	Graduate Research School
RISE	Retention, Innovation and Student Experience <a href="mailto:student.success@federation.edu.au">student.success@federation.edu.au</a>
Satisfactory Progress	Satisfactory completion of the academic merit or skill-based competency requirements as per course/qualification rules.
Substantive Course	University course that the student is seeking enrolment into after successful completion of EAP or Foundation Studies course.
Success Plan	Plan of intervention strategies for students who have failed a unit or units (recorded on the student study plan).
Suspension	Where a student is not permitted to continue studies for a defined period due to poor academic performance. The defined period will be outlined to the student in university communications.
Termination of candidature	Cancellation of enrolment and candidature for HDR students due to unsatisfactory academic performance. At the end of the termination period the student must re-apply for re-admission.
Unit Coordinator (UC)	A university staff member responsible for the delivery, assessment and structure of a unit. This staff member may also teach the unit or <i>delegate</i> this responsibility to another university staff member
Unsatisfactory Progress	At a minimum where student has failed or is not deemed competent in 50 % or more of units/courses/modules attempted in a study period

	(regardless of the number of units/courses/modules they have attempted) or as per course/qualification rules. A VET student may only repeat a unit twice before not meeting academic progress for individual units which may affect their overall academic progress for the study period.
VET	Vocational Education and Training

## Actions

This section outlines the specific actions required to implement the [Monitoring Course/Qualification Progression Procedure](#). These actions are designed to ensure systematic monitoring, recording, and assessment of student progression, as well as proactive support and intervention for students at risk of not meeting progression requirements.

These actions include:

- Communication of progression rules
- Interim Monitoring Systems
- Early Interventions
- Support Services
- Data Collection and Reporting
- Student and University Communications

The course/qualification and corresponding unit/module progression rules are communicated to staff and students via the Course Handbook, website, or email. Actions required to meet this procedure are outlined in the following section.

## Course Progression Monitoring

### A. Higher Education Students

	Activity	Responsibility	Steps
A	Communicate progression rules and unit guidelines	Institute/ Partner Provider RISE / Partner Provider	<ol style="list-style-type: none"> <li>1. Ensure all students are made aware of course and unit progression rules of the course that they are enrolled in, before commencing their studies.</li> <li>2. Communicate the role of intervention strategies and provide guidance through appropriate support services.</li> </ol>
B	Semester transition monitoring and communications	RISE / Partner Provider Step 2 - Student Administration	<ol style="list-style-type: none"> <li>1. Deliver transition program to support commencing students which may include communications, events, and targeted preparation program.</li> </ol>

		Step 3 - Student Administration / Partner	<ol style="list-style-type: none"> <li>2. Set up systems for interim semester monitoring to identify students who may need additional support.</li> <li>3. Communicate with students that have not accessed their Moodle shells and point them to Moodle resources and other necessary student resources.</li> </ol>
C	Interim Monitoring: within semester interventions	Unit Coordinator - Institute/ Partner Provider  Step 3 - ADLTs  Step 5 - LASS  Step 6 & 7 -Unit Coordinator / CLXO	<ol style="list-style-type: none"> <li>1. Within semester / teaching period all academic delivery staff (partners or on-campus) must undertake early assessment or review that provides formative feedback on academic progress and is able to identify student needs for additional support, to allow the University to communicate information about support services, assist students 'At Risk' and provide academic counselling.</li> <li>2. Minimum monitoring activities for all semesters / teaching periods should be at least one of the following:               <ol style="list-style-type: none"> <li>i. Moodle inactivity</li> <li>ii. Instructor / lecturer flags student at risk for one of the following:                   <ul style="list-style-type: none"> <li>• Academic</li> <li>• Participation</li> <li>• Language</li> <li>• Other</li> </ul> </li> <li>iii. Unit first assessment task or participation measure</li> </ol> </li> <li>3. Where student's progress will be assessed on completion of the first assessment task in each unit, in each semester/ study period of course.</li> <li>4. Exceptions where interim monitoring is not required should only be for units where assessment is ongoing such as placement or practical units. Any exceptions need to be approved by the head of discipline.</li> </ol>

			<ol style="list-style-type: none"> <li>5. Trigger targeted follow-ups based on academic flags and provide timely support and intervention for flagged students.</li> <li>6. Ensure continuous monitoring and support throughout the semester.</li> <li>7. If it is determined that a student requires an intervention strategy (success plan) as a result of interim monitoring, the Course Coordinator implements and emails it to the student. This does not need to wait until the end of a semester when a student has failed.</li> </ol>
D	Identify students with unsatisfactory marks for the first assessment task	Unit Coordinator - Institute/ Partner Provider	<ol style="list-style-type: none"> <li>1. If the student's results are not achieving satisfactory progress or they did not submit an assessment task a communication is sent from the Institute/ Partner Provider offering support and intervention strategies.</li> <li>2. Correspondence is sent to students via fdIGrades.</li> <li>3. Where a student identifies as an Aboriginal and/or Torres Strait Islander person an intervention strategy may also include a Cultural Wellbeing Plan (see section E Indigenous Student Support for more details).</li> </ol>
E	Apply course rules to determine whether student's progress is satisfactory / unsatisfactory	Course Coordinator - Institute/ Partner Provider	<ol style="list-style-type: none"> <li>1. Ensure students' performance is assessed in accordance with the course/qualification rules.           <ul style="list-style-type: none"> <li>• If deemed to have unsatisfactory academic performance, they need to be advised in writing and the appropriate action taken.</li> <li>• fdIGrades supports staff with assessing students' performance.</li> </ul> </li> </ol>

			<p>2. Ensure students are sent appropriate communications which may be one of the following.</p> <ul style="list-style-type: none"> <li>• <b>Failed unit letters/emails</b> - sent when not successful in one unit. <ul style="list-style-type: none"> <li>• <i>This is to provide advice on where to seek support and assistance to aid future success.</i></li> </ul> </li> <li>• <b>Multiple Failed units letters</b> - sent when a student fails 50% of units studied in a teaching period. <ul style="list-style-type: none"> <li>• <i>This notification letter informs the student about their course rules, the consequences of continued unsatisfactory progress, and where to find support services to improve future performance.</i></li> <li>• <i>At this point, students should engage with their Course Coordinator to review their course progress, offer guidance, and develop an Action Plan.</i></li> <li>• <i>See Activity G for the next steps in the process to set up an action plan.</i></li> </ul> </li> <li>• <b>Exclusion/Suspension from letters</b> – sent when a student has two consecutive ‘unsatisfactory’ semesters or multiple fails of one unit, this is dependent on the course rules. This letter advises the student of their pending exclusion or suspension from the course/ qualification and provides the student with the option to appeal the outcome to the Institute within 20 working days from the date of this letter. <ul style="list-style-type: none"> <li>• <b>Note:</b> <i>a student cannot be suspended or</i></li> </ul> </li> </ul>
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			<p><i>excluded for unsatisfactory academic progress without the university making some sort of attempt at implementing an Intervention Strategy/ Action Plan.</i></p> <ul style="list-style-type: none"> <li>• <b>Commendation letter</b> - sent for a unit or course for a teaching period in recognition of a student's outstanding academic performance and achievements.</li> </ul> <p>3. Correspondence for unsatisfactory progress or advising student of exclusion or suspension from course is sent via fdlGrades.</p>
F	Update of student study plan after fail unit/s	Student Administration / Partner Provider	<ol style="list-style-type: none"> <li>1. Run a report in fdlGrades to identify students that have failed one or more units and amend the study plan. The student must receive a copy of the amended study plan.</li> <li>2. Where a student has been put on a reduced load because of a Success or Action Plan, the student will receive an updated study plan to reflect the reduced unit load. Student's enrolment will be monitored to ensure that they are not enrolling in more units than the Success or Action Plan advises.</li> </ol>
G	Development of Action Plans for Students with Unsatisfactory Progress	<p>Student</p> <p>Step 2 - 4 Course Coordinator - Institute / Partner Provider</p>	<ol style="list-style-type: none"> <li>1. Student contacts Course Coordinator to implement an Action Plan following an unsatisfactory semester communication.</li> <li>2. Implement Intervention Strategies (Action Plan) for students with <b>unsatisfactory progress</b> ('unsatisfactory progress' in the previous semester of study, as per their course/qualification rules) by the end of week 2 of the following semester.</li> </ol>

			<p>3. Intervention strategies can cover, but are not limited to:</p> <ul style="list-style-type: none"> <li>• transition support.</li> <li>• English language support.</li> <li>• study skills support.</li> <li>• wellbeing support.</li> <li>• reduction in unit load.</li> <li>• increased contact.</li> </ul> <p>i. <b>Transition and Wellbeing Support:</b> Students requiring support during transition or with personal issues impacting progression may be directed to the student support services for assistance with:</p> <ul style="list-style-type: none"> <li>• accommodation problems.</li> <li>• cultural shock, home sickness.</li> <li>• local customs and etiquette.</li> <li>• balancing work commitments and studies.</li> </ul> <p>ii. <b>Study skills support:</b> Students requiring assistance with study skills should be directed to one or more of the available student learning supports, including: Learning Skills Advisors, Student Academic and Study Support (SASS), online resources, Studiosity or similar service at their partner provider. Students can receive assistance in:</p> <ul style="list-style-type: none"> <li>• time management.</li> <li>• assessment expectation.</li> <li>• class attendance and participation.</li> <li>• reading and notetaking.</li> <li>• academic referencing and plagiarism.</li> <li>• research, web searching, and library skills and more.</li> </ul> <p>iii. <b>Reduce Load:</b> Students may reduce their load under an intervention strategy however this should be done in conjunction with one or more</p>
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			<p>of the above listed interventions.</p> <p>iv. <b>Change of Course:</b> A student may transfer to a suitable alternative course as part of an intervention strategy on receiving an unsatisfactory progress letter. Students will need to apply for a new offer letter and CoE as applicable.</p> <p><b>4. Evidence of Intervention Strategy / Action Plan:</b>          Documentary evidence of the measures implemented is to be placed on the student's file in fdlGrades. Students must receive a copy.</p> <ul style="list-style-type: none"> <li>• <i>Note: Where a student identifies as an Aboriginal and/or Torres Strait Islander person, a team member of the Aboriginal Education Centre must be included in the development in the intervention strategy (see Action F: Indigenous Student Support).</i></li> <li>• An intervention strategy should still be put in place even if a student has not contacted the University. The strategy will be sent to the student with suggested strategies for success.</li> </ul>
H	Monitoring of Students at Risk	ADLTs - Institutes  Step 3 & 4 - Course Coordinator	<ol style="list-style-type: none"> <li>1. Ensure Course Coordinators are aware of the need to put in place Action Plans for students at risk and are trained on how to do this.</li> <li>2. Review Action Plan compliance for each semester and ensure all continuing students with unsatisfactory progress have an Action Plan in place for the subsequent semester by the end of week two of a teaching period.</li> <li>3. Where a student has not initiated their Action Plan, Course Coordinators are</li> </ol>

			<p>required to initiate an Action Plan on the student's behalf.</p> <ol style="list-style-type: none"> <li>Ensure Action Plans are reviewed at the end of each term and, where appropriate, end the Action Plan in fdlGrades.</li> </ol>
I	Monitoring of Placement Completion	Academic Supervisor / Placement team / Course Coordinator – Institute / Partner Provider	<ol style="list-style-type: none"> <li>Supervise placements (by workplace supervisor, academic supervisor, partner provider and placement team) to identify attendance or performance issues early.</li> <li>Implement appropriate interventions and supports as needed.</li> </ol>
J	Institute Appeals Process for Show Cause Exclusion / Suspension letters	Student / Institute	<ol style="list-style-type: none"> <li>Students who receive a 'Show Cause Exclusion/Suspension' letter, have the opportunity to appeal to the Institute the decision, within 20 working days from the date of the letter.</li> <li>Students appeal to the Institute by responding to the Institute as per the instructions in the 'Show Cause Exclusion/Suspension' letter.</li> <li>The Institute will consider the student's submission in response to the 'Show Cause Exclusion/Suspension' letter, and decide the outcome:           <ul style="list-style-type: none"> <li>Continuation of study, with or without a reduced study load; or</li> <li>Exclusion; or</li> <li>Suspension.</li> </ul> </li> <li>If a student is not satisfied with the outcome and would like to proceed to the next step of appealing to the Student Appeals Committee – see Activities K and L in this procedure action.</li> <li>A student cannot be suspended or excluded without the University making some sort of attempt at</li> </ol>

			<p>implementing an Intervention Strategy/Action Plan.</p> <p><i>Note: Preferred correspondence advising a student of exclusion or suspension from course is sent via fdlGrades. Show Cause letters must provide students with the opportunity to appeal the exclusion/suspension within 20 working days. No Appeal or Appeal dismissed letters being sent to onshore international students must advise the student that their CoE will be cancelled and that they should seek advice from Immigration on how the exclusion/suspension may impact their student visa.</i></p>
K	Student Appeals Committee Process	Student Appeals Committee  Step 2 - Student	<ol style="list-style-type: none"> <li>1. The student may appeal the decision made by the Institute to restrict, exclude or suspend their enrolment via the <a href="#">online portal</a> to the Student Appeals Committee, in accordance with the <a href="#">Federation University Australia (Students) Regulations 2022</a>. Students must submit their appeal within 30 days of receiving their Institute appeal outcome. Refer to <a href="#">Appeals to the Student Appeals Committee Procedure</a>.</li> <li>2. The student will remain enrolled until the appeals processes are finalised, where applicable eg. student doesn't remain enrolled because student is approved for Leave from Studies.</li> <li>3. Correspondence to students regarding appeals and appeal outcomes must be sent to the student's University student email account.</li> <li>4. A student cannot be suspended or excluded without the University making some sort of attempt at implementing an Intervention Strategy/Action Plan.</li> </ol>

			<p><i>Note: Appeal outcomes <b>letters must provide students with the opportunity to appeal to the National Student Ombudsman within 10 working days.</b> Appeal dismissed letters being sent to onshore international students must advise the student that their CoE will be cancelled and that they should seek advice from Immigration on how the exclusion/ suspension may impact their student visa.</i></p>
L	Notifying of Excluded / Suspended students (excluding onshore international students – see Action M below)	Institute / Student Integrity  Step 2 - Student	<ol style="list-style-type: none"> <li>1. Notifying of student is to occur when: <ol style="list-style-type: none"> <li>a. The student does not access the Appeals process in Action J and or K above, within the required timeframes; or</li> <li>b. Withdraws from the process; or</li> <li>c. Is unsuccessful in having the decision overturned through the above Appeals processes.</li> </ol> </li> <li>2. Students who choose to appeal to the Student Appeals Committee must do so within thirty (30) days of the date of the letter issued by Institute.</li> <li>3. Students who choose to appeal to the National Student Ombudsman must do so within 10 working days of the date of the letter issued by the Student Appeals Committee.</li> <li>4. Ensure compliance with reporting requirements.</li> <li>5. Notify Student Administration of the student's suspension/ exclusion for cancellation in the Student Management System (see Action N below).</li> </ol>
M	Reporting of Excluded/Suspended Onshore International Students	International Student Compliance  Step 2 - Student  Step 3 - International Student Compliance	<p><b>Note: This section only applies to onshore international students.</b></p> <ol style="list-style-type: none"> <li>1. Reporting of student is to occur when: <ol style="list-style-type: none"> <li>a. The student does not access the Appeals</li> </ol> </li> </ol>

			<p>process in Action J and or K above, within the required timeframes; or</p> <p>b. Withdraws from the process; or</p> <p>c. Is unsuccessful in having the decision overturned through the Appeals processes.</p> <p>2. Students who choose to appeal to the National Student Ombudsman must do so within 10 working days of the date of the letter issued by the Student Appeals Committee. Students who appeal to the Ombudsman as per actions above, must notify International Student Compliance of their lodgement reference number/case number to avoid reporting to Immigration.</p> <p>3. Student's exclusion/suspension is reported to Immigration via PRISMS at the appropriate point noted above. This results in the student's Confirmation of Enrolment (CoE) being cancelled.</p> <p>4. Students are to be informed that they are excluded/suspended from the University and that their CoE has been cancelled. Students must also be advised to seek advice from Immigration on the potential impact on their student visa.</p> <p>5. Notify Student Administration of the student's suspension/exclusion for cancellation in the Student Management System (see Action N below).</p>
N	Cancellation of student in Student Management system	Student Administration	<p>1. Update the Student Management System to reflect the status of suspended or excluded students</p>

O	Support services and retention data collection	RISE / Academic staff	<ol style="list-style-type: none"> <li>1. Collaborate with academic staff to identify opportunities to improve retention.</li> <li>2. Use data and student feedback to support retention strategies and early intervention activities up to census date.</li> </ol>
P	Student facing advice	RISE	<ol style="list-style-type: none"> <li>1. Develop and maintain a student-facing webpage explaining the procedure, the reasons for various communications, and the available support services.</li> <li>2. Ensure the webpage is easily accessible and regularly updated.</li> </ol>
Q	Staff training	FedServices - Training and Content	<ol style="list-style-type: none"> <li>1. Provide training resources for staff on the importance of the procedure and how to undertake the tasks involved.</li> <li>2. Ensure ongoing professional development opportunities to keep staff informed of best practices and updates to the procedure.</li> </ol>
R	Admissions after exclusion	Admissions	<ol style="list-style-type: none"> <li>1. A student who has been excluded for unsatisfactory academic progress is generally not permitted to re-enrol in the same or a closely related course (course with same embedded units or similar discipline – such as a pathway/early exit course) for a defined period of the original exclusion, unless they successfully appeal.</li> <li>2. If the student applies for a different course (e.g. a course from a completely different discipline / subject area), the application may be considered on its merits.</li> <li>3. However, the university may: <ul style="list-style-type: none"> <li>• Review the exclusion history as part of the admissions process.</li> </ul> </li> </ol>

			<ul style="list-style-type: none"> <li>• Decline admission based on prior academic performance.</li> <li>• Require the student to demonstrate readiness to succeed (e.g. through a statement, evidence of further study or work experience, or complete a pathway program).</li> </ul>
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## B. HDR Students

Refer to HDR Candidature Procedure

	Activity	Responsible	Steps
A	Identification of At-Risk Candidates	Supervisor / Graduate Research School	<ol style="list-style-type: none"> <li>1. Assess candidates as 'At Risk' through milestone or progress reports.</li> <li>2. Supervisor should provide commentary as to why the candidate has been assessed as 'At Risk' of having their candidature terminated.</li> </ol>
B	Notification of At-Risk Status	Graduate Research School	<ol style="list-style-type: none"> <li>1. Graduate Research School will generate a letter based on the commentary provided by the Supervisor in their report.</li> </ol>
C	Support Action Plan meeting.	Supervisor	<ol style="list-style-type: none"> <li>1. Candidate to contact Supervisor and arrange a meeting to discuss a Support Action Plan within 10 working days.</li> <li>2. Where additional support is required, Higher Degree by Research Coordinators can attend meetings and assist in the development of Support Action Plans.</li> </ol>
D	Development of Support Action Plan	Supervisor/ Candidate	<ol style="list-style-type: none"> <li>1. Support Action Plan can cover, but are not limited to: <ul style="list-style-type: none"> <li>• transition support.</li> <li>• English language support.</li> <li>• study skills support.</li> <li>• welfare support.</li> <li>• reduction in course load.</li> <li>• increased contact.</li> </ul> </li> </ol>

			<p>i. <b>Transition and Wellbeing Support:</b> Candidates requiring support during transition or with personal issues impacting progression may be directed to the student support services for assistance with:</p> <ul style="list-style-type: none"> <li>• accommodation problems.</li> <li>• cultural shock, home sickness.</li> <li>• counselling.</li> <li>• accessibility.</li> <li>• local customs and etiquette.</li> <li>• balancing work commitments and studies.</li> </ul> <p>ii. <b>Study skills support:</b> Candidates requiring assistance with study skills should be directed to the Skills Development Program (SDP), on-line epigeum courses, Research Development advisors, Library Skills Centre. SDP can aid in:</p> <ul style="list-style-type: none"> <li>• time management.</li> <li>• academic referencing and plagiarism.</li> <li>• research, web searching, library skills and more.</li> </ul>
E	Provision of Support Action Plan	Supervisor / Candidate / Graduate Research School	<ol style="list-style-type: none"> <li>1. Provide the candidate with a copy of the Support Action Plan.</li> <li>2. Documentary evidence of the measures implemented should be kept in candidate's file.</li> </ol>
F	Monitoring of Support Action Plan	Supervisor/ Candidate / HDRC	<ol style="list-style-type: none"> <li>1. Supervisor/s and candidate should meet regularly to assess the success of the Support Action Plan and implement changes where required.</li> </ol>
G	Support Action Plan form returned to GRS after 6 months	Supervisor / HDRC	<ol style="list-style-type: none"> <li>1. At the completion of the six (6) month period, the completed Support Action Plan should be completed and signed by candidate, and supervisor and approved by the HDRC.</li> </ol>

H	Invitation to Show Cause	Supervisor / Graduate Research School  Candidate	<ol style="list-style-type: none"> <li>1. Where the HDRC and/or supervisor/s assess that the support action plan criteria has not been met, or candidates have not engaged with the Support Action Plan, candidates will be invited to Show Cause as to why their candidature should not be terminated.</li> <li>2. A Show Cause Committee will be formed by the Graduate Research School</li> <li>3. Invitation to Show Cause will be sent to the candidate in writing and will advise the candidate that they must provide a written case to Show Cause as to why their candidature should not be terminated.           <ul style="list-style-type: none"> <li>• <b>Note: Invitation to Show Cause letters must provide students with the opportunity to appeal the termination of candidature within 20 working days.</b></li> </ul> </li> <li>4. Candidates will be invited to attend a Show Cause hearing to further support their case.           <ul style="list-style-type: none"> <li>• <i>Note: Timelines for Show Cause processes can be found in the HDR Candidate Guidelines.</i></li> </ul> </li> </ol>
I	Show Cause assessment	Show Cause Committee	<ol style="list-style-type: none"> <li>1. The Show Cause Committee will consider the candidate's submission, and any further information provided in the Show Cause Hearing, and decide the outcome:           <ul style="list-style-type: none"> <li>• Continuation of study, with or without conditions; or</li> <li>• Termination of candidature.</li> </ul> </li> <li>2. Candidate will be sent in writing the outcome of their Show Cause submission including provision to appeal to the StudentAppeals Committee.</li> </ol>

			<ol style="list-style-type: none"> <li>3. If a student is not satisfied with the outcome and would like to proceed to the next step of appealing to the Student Appeals Committee – see Activities J and K in this procedure action.</li> <li>4. A candidate cannot have their candidature terminated for unsatisfactory progression without the University making some sort of attempt at implementing a Support Action Plan.           <ul style="list-style-type: none"> <li>• <b>Note: Where an onshore international candidate chooses not to Show Cause, they must be advised in writing that their CoE will be cancelled and that they should seek advice from Immigration on how the termination of candidature may impact their student visa.</b></li> </ul> </li> </ol>
J	Student Appeals Committee Process	Student Appeals Committee	<ol style="list-style-type: none"> <li>1. The candidate may appeal the decision made by GRS to terminate their candidature via the <a href="#">online portal</a> to the Student Appeals Committee, in accordance with the <a href="#">Federation University Australia (Students) Regulations 2022</a>. Students must submit their appeal within 30 days of receiving Show Cause outcome. Refer to <a href="#">Appeals to the Student Appeals Committee Procedure</a>.</li> <li>2. The candidate will remain enrolled until the appeals processes are finalised, where applicable.</li> <li>3. The candidate will be advised of the appeal outcome in writing and sent to the candidate's University email account.           <ul style="list-style-type: none"> <li>• <b>Note: Appeal outcomes letters must provide</b></li> </ul> </li> </ol>

			<p><b>candidates with the opportunity to appeal to the National Student Ombudsman within 10 working days. Appeal dismissed letters being sent to onshore international students must advise the student that their CoE will be cancelled and that they should seek advice from Immigration on how the termination of candidature may impact their student visa.</b></p>
K	<p>Notifying of Terminated Candidature (excluding onshore international students – see Action L below)</p>	<p>Graduate Research School / Student Integrity</p> <p>Step 2 - Candidate</p> <p>Step 4 - Graduate Research School / Student Integrity</p>	<ol style="list-style-type: none"> <li>1. Notifying of candidate is to occur when:           <ol style="list-style-type: none"> <li>a. The candidate does not Show Cause or access the Appeals process in Action I and or J above, within the required timeframes; or</li> <li>b. Withdraws from the process; or</li> <li>c. Is unsuccessful in having the decision overturned through the Show Cause or appeals processes.</li> </ol> </li> <li>2. Candidates who choose to appeal to the Student Appeals Committee must do so within thirty (30) days of the date of the letter issued by Institute.</li> <li>3. Candidates who choose to appeal to the National Student Ombudsman must do so within 30 working days of the date of the letter issued by the Student Appeals Committee.</li> <li>4. Ensure compliance with reporting requirements.</li> <li>5. Notify Student Administration of the termination of candidature for cancellation in the Student Management System (see Action M below).</li> </ol>

L	<p>Notifying of Terminated Candidature Onshore International Students</p>	<p>Graduate Research School / Student Integrity</p> <p>Step 3 - Candidate</p> <p>Step 5 - International Student Compliance</p>	<p><b>Note:</b> <i>This section only applies to onshore international students.</i></p> <ol style="list-style-type: none"> <li>1. Notifying of candidate is to occur when:       <ol style="list-style-type: none"> <li>a. The candidate does not Show Cause or access the Appeals process in Action I and or J above, within the required timeframes; or</li> <li>b. Withdraws from the process; or</li> <li>c. Is unsuccessful in having the decision overturned through the Show Cause or appeals processes.</li> </ol> </li> <li>2. International Student Compliance are advised that the candidature has been terminated.</li> <li>3. Candidates who choose to appeal to the National Student Ombudsman must do so within 10 working days of the date of the letter issued by the Student Appeals Committee.</li> <li>4. Candidates who appeal to the Ombudsman as per actions above, must notify International Student Compliance of their lodgement reference number/case number to avoid reporting to Immigration.</li> <li>5. Students termination of candidature is reported to Immigration via PRISMS at the appropriate point noted above. This results in the candidates' Confirmation of Enrolment (CoE) being cancelled.</li> <li>6. Candidates are to be informed that their candidature is terminated and that their CoE has been cancelled. Candidates must also be advised to seek advice from Immigration on the potential impact on their student visa.</li> </ol>
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			7. Notify Student Administration of the termination of candidature for cancellation in the Student Management System (see Action M below).
M	Cancellation of candidate in Student Management system	Student Administration	1. Update the Student Management System to reflect that the candidature has been terminated.

## C. VET Students

Refer to

[VET Qualification Delivery Procedure](#)

and

[Evidence of Student Participation / Engagement \(VET\) Procedure](#)

## D. Non-award courses

Note: This section is for Non-award courses only – students enrolled in non-award single subject units or short courses are not included.

	Activity	Responsibility	Steps
A	Interim Monitoring	Teacher / Course Coordinator	<ol style="list-style-type: none"> <li>1. Students' progress in class activities, engagement, conversations, and discussions are monitored throughout each unit.</li> <li>2. Where a student's classroom performance, engagement and communication skills (in reading, writing, speaking, and listening) are not up to the required level to satisfactorily complete the unit, an action plan must be implemented.</li> <li>3. An Action Plan may include but is not limited to: <ul style="list-style-type: none"> <li>• Weekly consultations with the teacher or course coordinator.</li> <li>• Additional support.</li> <li>• Attendance requirements.</li> <li>• Resubmit/resit assessment tasks; or</li> </ul> </li> </ol>

			<ul style="list-style-type: none"> <li>• Completion of additional study materials.</li> </ul>
B	Identify students not meeting course progression requirements	Teacher / Course Coordinator	<ol style="list-style-type: none"> <li>1. Students will be identified as meeting unsatisfactory as per the academic progression requirements for each non-award course, as per the course handbook provided to the student.</li> </ol>
C	Notifying students who have unsatisfactory academic progression	Teacher / Course Coordinator	<ol style="list-style-type: none"> <li>1. Students who have been identified as having unsatisfactory academic progression in their non-award course, will be advised of the outcome in writing and provided with an action plan to support ongoing satisfactory academic progression.</li> <li>2. Students who have a second term of unsatisfactory academic progression and are up for exclusion or have failed their non-award course will be notified in writing. This notification will include information to provide the student with the opportunity to appeal the decision within 20 working days.</li> <li>3. International students must be advised if that if the student doesn't appeal or the outcome of the appeal is dismissed, their CoE/s for their substantive course may be cancelled.</li> </ol>
D	Institute Appeals Process	Student / Institute	<ol style="list-style-type: none"> <li>1. Students who are advised that they have failed their non-award course, have the opportunity to appeal to the Institute the decision within 20 working days from the date of the letter.</li> <li>2. Students appeal to the Institute by responding to the Institute as per the instructions in the notification at Action C.</li> <li>3. The Institute will consider the student's submission in response to the notification at</li> </ol>

			<p>Action C, and decide the outcome which may include but is not exclusive to:</p> <ul style="list-style-type: none"> <li>• Complete a supplementary assessment.</li> <li>• Repeat the non-award course.</li> <li>• Sit an approved proficiency test to demonstrate proficiency to the required level; or</li> <li>• Seek enrolment at another provider in Australia.</li> </ul> <p>4. If a student is not satisfied with the outcome of the appeal and would like to proceed to the next step of appealing to the Student Appeals Committee – see step Action E in this procedure actions.</p> <p>5. A student cannot be failed in their non-award course without the University making some sort of attempt at implementing an Action Plan.</p> <p>6. Where an international student does not appeal, or their appeal is not successful, International Student Compliance and International Admissions must be notified to arrange for the CoE of the student’s substantive course to be deferred or cancelled, dependant on the students’ options.</p> <ul style="list-style-type: none"> <li>• <i>Note: Preferred correspondence advising student of from the outcome is sent via fdlGrades. No Appeal or Appeal dismissed letters being sent to onshore international students must advise the student that their CoE will be cancelled and that they should seek advice from Immigration on how the exclusion/</i></li> </ul>
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			<i>suspension may impact their student visa.</i>
E	Student Appeals Committee Process	Student Appeals Committee	<ol style="list-style-type: none"> <li>1. The student may appeal the decision made by the Institute via the <a href="#">online portal</a> to the Student Appeals Committee, in accordance with the <a href="#">Federation University Australia (Students) Regulations 2022</a>. Students must submit their appeal within 30 days of receiving their Institute appeal outcome. Refer to <a href="#">Appeals to the Student Appeals Committee Procedure</a>.</li> <li>2. The student will remain enrolled until the appeals processes are finalised, where applicable.</li> <li>3. Correspondence to students regarding appeals and appeal outcomes must be sent to the student's University student email account.</li> <li>4. A student cannot be failed in their non-award course without the Institute making some sort of attempt at implementing an Action Plan.</li> <li>5. Where an international student's appeal is not successful, International Student Compliance and International Admissions must be notified to arrange for the CoE of the student's substantive course to be deferred or cancelled, dependant on the students' options. <ul style="list-style-type: none"> <li>• <i>Appeal outcomes letters must provide students with the opportunity to appeal the National Student Ombudsman within 10 working days. Appeal dismissed letters being sent to onshore international students must advise the student that their CoE will be cancelled and that they</i></li> </ul> </li> </ol>

			<i>should seek advice from Immigration on how the exclusion/suspension may impact their student visa.</i>
F	Notifying of failed non-award course (domestic students only)	Institute / Student Appeals Committee	<ol style="list-style-type: none"> <li>1. Notifying of the student is to occur when: <ol style="list-style-type: none"> <li>a. The student does not access the Appeals processes in Actions D and or E above, within the required timeframes; or</li> <li>b. Withdraws from the process; or</li> <li>c. Is unsuccessful in having the decision overturned through the appeals processes.</li> </ol> </li> <li>2. Notified that the student has failed their non-award course and the options available to the student.</li> <li>3. Notify Student Administration of the student's suspension/ exclusion for cancellation in the Student Management System.</li> <li>4. If application (if a pathway course), Admissions will be notified for deferral and or new offer letter.</li> </ol>
G	Reporting of failed non-award course (international students only)	Institute / Student Appeals Committee  Step 3 - Student  Step 5 - International Student Compliance  Step 7 - International Admissions	<ol style="list-style-type: none"> <li>1. Reporting of the student is to occur when: <ol style="list-style-type: none"> <li>a. The student does not access the Appeals processes in Actions D and or E above, within the required timeframes; or</li> <li>b. Withdraws from the process; or</li> <li>c. Is unsuccessful in having the decision overturned through the appeals processes.</li> </ol> </li> <li>2. International Student Compliance are advised of international students that have failed their non-award course and the options available to the student.</li> </ol>

			<ol style="list-style-type: none"> <li>3. Students who choose to appeal to the National Student Ombudsman must do so within 10 working days of the date of the letter issued by the Student Appeals Committee.</li> <li>4. International students who appeal to the Ombudsman as per actions above, must notify International Student Compliance of their lodgement reference number/case number to avoid reporting to Immigration.</li> <li>5. Students failed non-award course will be reported to Immigration via PRISMS at the appropriate point noted above. This may result in the student's Confirmation of Enrolment (CoE) for their substantive course being deferred or cancelled.</li> <li>6. Students are to be informed that their CoE has been deferred or cancelled. Students must also be advised to seek advice from Immigration on the potential impact on their student visa.</li> <li>7. As applicable International Admissions will issue the student with a new International Student Offer Letter and Acceptance Agreement.</li> </ol>
H	Admissions after exclusion	Admissions	<ol style="list-style-type: none"> <li>1. A student who has been excluded for unsatisfactory academic progress is generally not permitted to re-enrol in the same or a closely related course (course with same embedded units or similar discipline – such as a pathway/early exit course) for a defined period of the original exclusion, unless they successfully appeal.</li> <li>2. If the student applies for a different course (e.g. a course from a completely</li> </ol>

			<p>different discipline / subject area), the application may be considered on its merits.</p> <p>3. However, the university may:</p> <ul style="list-style-type: none"> <li>• Review the exclusion history as part of the admissions process</li> <li>• Decline admission based on prior academic performance.</li> </ul> <p>4. Require the student to demonstrate readiness to succeed (e.g. through a statement, evidence of further study or work experience, or complete a pathway program).</p>
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## E. Indigenous Student Support

	Activity	Responsibility	Steps
A	Cultural Wellbeing Plans	Aboriginal Education Centre	<ol style="list-style-type: none"> <li>1. Develop and implement Cultural Wellbeing Plans for Indigenous students identified as at risk.</li> <li>2. Cultural Wellbeing Plans developed to allow students flexibility in study requirements including but not limited to assessment deadlines, TD grade, AD grade (for grade definitions see <a href="#">Schedule 6 of the Federation University Academic Regulations</a>), deferring studies, hurdle adjustments. Ensure plans are tailored to individual needs and provide culturally appropriate support.</li> </ol>
B	Transition Support	Aboriginal Education Centre	<ol style="list-style-type: none"> <li>1. Provide transition support for Indigenous students, including assistance with accommodation, cultural adjustment, and balancing work and study commitments.</li> <li>2. Offer orientation sessions and ongoing support to help</li> </ol>

			students integrate into university life.
C	Academic Support	Aboriginal Education Centre / Learning Skills Advisors	<ol style="list-style-type: none"> <li>1. Offer academic support services, including tutoring, study skills workshops, and access to learning resources.</li> <li>2. Collaborate with academic staff to identify and support Indigenous students who may need additional academic assistance.</li> <li>3. All students have the opportunity to complete an Individual Success Plan (ISP)</li> </ol>
E	Monitoring and Reporting	Aboriginal Education Centre	<ol style="list-style-type: none"> <li>1. Regularly monitor the progress and wellbeing of Indigenous students.</li> <li>2. Report on key metrics related to Indigenous student participation, progression, and completion to relevant university committees.</li> </ol>
F	Staff Training and Awareness	Aboriginal Education Centre / People and Culture	<ol style="list-style-type: none"> <li>1. Provide training for staff on cultural competency and the specific needs of Indigenous students.</li> <li>2. Promote awareness of the support services available to Indigenous students and how staff can assist in their success.</li> </ol>

## F. Course / Qualifications in Teach Out

	Activity	Responsibility	Steps
A	Regular monitoring of student progress	Institute	<ol style="list-style-type: none"> <li>1. As well as the sections above in this procedure, the progress of students in teach-out courses must be regularly monitored to ensure they are on track to complete their studies by the end of the Teach Out Plan.</li> <li>2. Adjustments to the teach-out plan should be made as necessary to address any emerging issues – please refer to the <a href="#">Approval and</a></li> </ol>

			<a href="#">Maintenance of Higher Education Courses Procedure</a> for more details, including requirements for student support and communications, and annual reporting.
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## Notes

When an intervention strategy has been activated for a student, documentation or notes must be kept in the student's file (in fdlGrades for HE students) for all follow up meetings, support provided, and strategies undertaken by the student.

For international onshore students: If it is noted that the student is not following the intervention strategy in place it is recommended that the student is sent a letter reminding the student that if they do not meet academic progress requirements they will be excluded or suspended from their course which will result in them being reported to Department of Home Affairs Immigration which may result in their student visa being cancelled. This information should also be provided to international onshore students at the point that they are receiving letters about unsatisfactory academic progress and when they have failed to meet academic progression requirements and are being excluded or suspended from their course.

## Supporting Documents

- [Academic Governance Policy](#)
- [Approval and Maintenance of Higher Education Courses Procedure](#)
- Completion Within the Expected Duration of Study Procedure
- [Global Partners and Community Engagement Policy](#)
- [HDR Candidate Procedure](#)
- [Higher Education Assessment \(inclusive of FedTASKs\) Procedure](#)
- [Quality Framework](#)
- [Research and Research Training Policy](#)
- [Student Appeal Procedure](#)
- [VET Assessment Procedure](#)
- [International Student Attendance Requirements Procedure](#)
- [Supplementary Assessment Procedure](#)

## Responsibility

- Chief Learner Experience Officer (as the Approval Authority) is responsible for monitoring the implementation, outcomes and scheduled review of this procedure.
- Director, Student Services and Registrar (as the Document Owner) is responsible for maintaining the content of this procedure as delegated by the Approval Authority.
- Policy Editor: Manager, International Regulatory Services

Specific responsibilities for action are included under Actions.

- Institutes
- Partner Provider

- Graduate Research School
- International Regulatory Services
- Federation TAFE
- Student Services
- FedServices
- CLXO
- Aboriginal Education Services

## Promulgation

This procedure will be communicated throughout the University community via:

1. A FedNews announcement and on the 'Recently Approved Documents' page on the University's Policy Central website.
2. Distribution of e-mails to Executive Deans/ Deans of Institutes/ Head of Department / University staff.
3. Notification to Institutes and Partners.

## Implementation

This procedure will be implemented throughout the University via:

1. A FedNews announcement and on the 'Recently Approved Documents' page on the University's Policy Central website.
2. An Announcement Notice under through the University Policy - 'Recently Approved Documents' webpage to alert the University-wide community of the approved Procedure.
3. Inclusion on the University's Policy, Procedure and Forms website.

## Records Management

Document title	Location	Responsible Officer	Minimum Retention Period
Completed Assessment Tasks	Grades Software or equivalent	Teacher/Lecturer/ Tutor	7 years
Evidence of assessing a student's unit progress at the end of each study period	Grades Software or equivalent	Teacher/Lecturer/ Tutor	7 years
Intervention Strategy agreement	Student file	Institute/PP	7 years
Students Study Plan because of intervention strategy	Student file	Institute/PP	7 years
Notification letters / emails of the intention to report sent to students	Student file	Institute/School	15 years
HDR Progress Reports	Student file	Director, Graduate Research School	7 years

Evidence of an appeals	Student file	Graduate Research School	7 years upheld 15 years dismissed
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