

Monitoring Course/Qualification Progression Procedure

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Policy owner:	Associate Deputy Vice-Chancellor (Academic Quality and Accreditation)
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Table of Contents

Purpose	1
Scope	2
Legislative Context	2
Definitions	2
Actions	4
Program Progression Monitoring	4
Notes	14
Supporting Documents	15
Responsibility	15
Promulgation	15
Implementation	15
Records Management	16

Purpose

This procedure describes how the University will:

- systematically monitor, record and assess the course/qualification progression of each student for each course/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;
- identify business processes that incorporate regular and timely reporting aligned to course monitoring, qualification progression, student participation, student progression and student completion.

This procedure also describes the circumstances in which the University will report onshore international students via PRISMS if students do not meet course/qualification progression requirements.

For international students studying ELICOS including English and Academic Preparation EAP, attendance requirements in these courses must also be met in accordance with [International Student Attendance Requirements Procedure](#).

This procedure ensures the University's compliance with the ESOS Act, Standard 8 of the National Code 2018.

Scope

This procedure applies to all students studying at the university. This is irrespective of where the course/qualification is delivered. Regular business processes that monitor and report student participation, progression and completion are developed and disseminated across a range of governance and accountability committees.

There will be regular monitoring and reporting of key metrics on student participation, progress and completion.

These metrics include:

- Enrolments
- Student experience measures via internal and external surveys
- Withdrawal reasons and data trends
- Pre-Census loss
- Semester progression
- Attrition
- Completions

This information will be used to monitor student experience and outcomes, and to diagnose issues as early as possible so that interventions can be implemented. For coursework students, intervention strategies must be activated where the student has failed, or deemed not yet competent, in 50% or more of the courses or units studied in any study period. Data insights will also be used to plan retention and student support activities, as well as improve student experience and retention.

The timing of reports will depend on the availability of the data but generally, reports will be provided post Census each semester.

Formal reports will be provided to key university committees, including:

- Academic Board
- Learning and Teaching Quality Committee LTQC
- Vice-Chancellor's Senior Team (VCST)
- University Council

Information will also be shared with key stakeholder groups including Institute staff and relevant working groups.

Legislative Context

- Higher Education Standards Framework (Threshold Standards) 2021
- [ESOS Act 2000](#).
- [The National Code of Practice for Providers of Education and Training to Overseas Students 2018 \(The National Code\)](#).
- Federation University Australia (Students) Regulations 2022
 - Para 38 - Unsatisfactory progress

Definitions

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

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

TERM	DEFINITION
At Risk	An 'At Risk' student is a student who for any reason, is considered as not, or potentially not, meeting course/qualification or course/unit/module progression requirements.
CoE	Confirmation of Enrolment – A document provided electronically, which is issued by the University to intending onshore international students and which must accompany their application for a student visa. It confirms the overseas student's eligibility to enrol in the particular course/qualification of the University.
Course/Unit/Module	Component of a course/qualification of education or training
EAP	English and Academic Preparation. ELICOS course
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	Any documented action targeted at addressing the needs of an 'at risk' student. Referred to as a Success Plan in fdlGrades.
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.
Course	A full-time registered course of education or training for HE course registered on CRICOS for the attainment of a testamur or certificate. Defined as course in the ESOS Act.
Course/Unit Progression/Progress	The measure of advancement through academic merit or skill-based competencies towards the completion of a course/unit as per course/unit/module guidelines.
Qualification	Qualification of education or training for VET. Defined as Course in the ESOS Act.
Research	Graduate Research School
Satisfactory Progress	Satisfactory completion of the academic merit or skill-based competency requirements as per course/qualification rules.
School	School delivering courses/qualifications to students.
Study Period	Teaching period up to but not exceeding six months as defined by timetable or study plan. For this procedure: for Higher Education a study period is a semester and for VET courses mid-point of course (six-month course or less) or a semester

Substantive Course	University course that the student is seeking enrolment into after successful completion of EAP course
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 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.
TAFE	Federation TAFE
VET	Vocational Education and Training

Actions

The University's academic approved course/qualification/course/module/unit specify the progress requirements for each course/qualification/course/module/unit that forms part of a course or unit. These 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.

Program Progression Monitoring

A. Higher Education Students

	ACTIVITY	RESPONSIBILITY	STEPS
A	Interim Monitoring	Institute/School/ Partner Provider	1. Where practicable student's progress will be assessed on completion of the first assessment task in each unit, in each semester/study period of course.
B	Identify students with unsatisfactory marks for the first assessment task	Institute/School/ Partner Provider	<ol style="list-style-type: none"> 1. If the student's results are below the required standard or they did not lodge an assessment task a communication is sent from the Institute/School/Partner Provider. 2. Preferred correspondence to be sent to students can be sent via fdIGrades. 3. Refer to University's Intervention Strategy - MonitoringUnit Progression Guidelines. 4. Where a student identifies as an Aboriginal and/or Torres Strait Islander person an

			intervention strategy may also include a Cultural Wellbeing Plan
C	Assess student's course progression	Institute/School/ Partner Provider	1. Assess student's course progression at the end point of each semester/study period for the course.
D	Apply course rules to determine whether student's progress is satisfactory / unsatisfactory	Institute/School/ Partner Provider	<p>1. Determine outcome:</p> <ul style="list-style-type: none"> • Student satisfactorily completes all courses/units/modules; or • Student does not satisfactorily complete all courses/units/modules; and one of the following actions is taken in accordance with the course/qualification regulations: <ul style="list-style-type: none"> • Student receives a 'counselling' email; typically received when not successful in one unit. This provides advice on where to seek support and assistance to aid future success. • Student receives an 'unsatisfactory progress' email; typically received when a student fails 50% of units studied or fails the same unit multiple times. This advises the student of their course regulations and the repercussions of future unsatisfactory progress. It also provides advice on where to seek support and assistance to aid future success. • Student receives a 'show cause' letter; typically received when a student has two consecutive 'unsatisfactory' semesters. This advises the student of their exclusion or suspension from the course/ qualification and provides

			<p>guidance on the appeals process (Refer to Show Cause Exclusion Campus Letter).</p> <ul style="list-style-type: none"> • Students undertaking courses/qualifications with additional progression requirements at the course level have this performance reviewed throughout the year – it is not restricted to the end point of semester. Students deemed to have unsatisfactory professional performance will be advised in writing and the appropriate action taken in accordance with the course/qualification regulations. <p>2. Preferred correspondence for unsatisfactory progress or advising student of exclusion or suspension from course is sent via fdlGrades.</p>
E	Identify students with unsatisfactory progress and develop success (intervention) plan	Institute/School/ Partner Provider	<p>1. An Intervention Strategy must be implemented by the Institute/School or PP at enrolment, if a student has had 'unsatisfactory progress' in the previous semester of study, as per their course/qualification regulations</p> <p>2. Intervention strategies can cover, but are not limited to:</p> <ul style="list-style-type: none"> • transition support; • English language support; • study skills support; • welfare support; • reduction in unit load; • increased contact. <p>i. Transition Support</p> <p>Candidates requiring transition support may be directed to the International Student Advisors in</p>

			<p>Student Connect for assistance with:</p> <ul style="list-style-type: none"> • accommodation problems; • cultural shock, home sickness; • local customs and etiquette; • balancing work commitments and studies. <p>ii. Study skills support</p> <p>Candidates 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 and Studiosity.</p> <p>Students can receive assistance in:</p> <ul style="list-style-type: none"> • time management; • assessment expectation; • class attendance and participation; • reading and notetaking; • academic referencing and plagiarism; • research, web searching, and library skills and more. <p>iii. Welfare Support</p> <p>Candidates may be directed to International Student Advisors, and/or professional health and wellbeing services or Counsellor to receive assistance with personal issues influencing progress.</p> <p>iv. Reduce Load</p> <p>Students may reduce their load under an intervention strategy however this should be done in conjunction with one or more of the above listed interventions.</p> <p>Student reducing their load after the census date may not be eligible for a fee refund.</p>
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			<p>v. Change of Course</p> <p>A student may transfer to a suitable alternative course as part of an intervention strategy on receiving an unsatisfactory progress letter. GPS/PP must be notified as student will need a new offer letter and CoE.</p> <p>3. Study Plan</p> <p>An amendment study plan will be required for student who has an intervention in place due to failure of one or more units. The student must receive a copy of the amended study plan</p> <p>4. Evidence of Intervention Strategy</p> <p>Documentary evidence of the measures implemented is to be placed in the student's file. Students will receive a copy.</p> <p>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.</p>
F	Appeal	Institute/School / University Appeals Committee	<ol style="list-style-type: none"> 1. The student may appeal the decision to exclude or suspend their enrolment in accordance with Federation University Australia (Students) Regulations 2022. Letter advising exclusion or suspension from course must state the student has twenty (20) working days from date of receiving the letter to appeal and provide information on the appeal process. 2. The student will remain enrolled until the appeals processes are finalised where applicable. 3. Correspondence to students in regard to appeals and

			<p>appeal outcomes must be sent to student's University student email account.</p> <p><i>Note: Preferred correspondence advising student of exclusion or suspension from course is sent via fdlGrades.</i></p>
G	Reporting of Excluded Onshore International Students	International Student Compliance	<p>This only applies to onshore international students.</p> <ol style="list-style-type: none"> Reporting of student is to occur when: <ul style="list-style-type: none"> The student does not access the Appeals process within the 20-day working period; or Withdraws from the process; or Is unsuccessful in having the decision overturned through the Appeals processes. Students who choose to appeal to the University Appeals Committee must do so within ten (10) working days of the date of the letter issued by School. Students who choose to appeal to the Ombudsman Victoria must do so within ten (10) working days of the date of the letter issued by the Student Appeals Committee, and must notify International Student Compliance of their lodgement reference number/ case number to avoid reporting to Immigration. Immigration must be notified via PRISMS at the appropriate point noted above. The student will be advised by email that they have been reported to Immigration.
H	Cancellation of student in Student Management system	International Student Compliance / Institute/School / Student Services	<ol style="list-style-type: none"> If the student has been suspended or excluded from their course, student is reported to Student Services for a suspended or dismissed

			<p>status to be applied in the Student Management system.</p> <p><i>Note: Students cannot be reported to Student Services for suspension or exclusion until after their appeal opportunities have lapsed or are completed.</i></p>
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B. HDR Students

Refer to HDR Candidature Management Procedure

	Steps	Responsible	Comments
1.	Candidate assessed as being 'At Risk' through milestone or progress report	School / Research Services	Schools should provide commentary as to why the candidate has been assessed as 'At Risk'.
2.	Letter advising of 'At Risk' status sent to candidate	Research Services	Research Services will generate a letter on the basis of the commentary provided by the School in their report.
3.	Intervention Strategy meeting.	School / Supervisor	Candidate to contact Supervisor and arrange a meeting to discuss an intervention strategy with 10 working days.
4.	Intervention strategy drafted.	School / Supervisor/ Candidate	<p>Intervention strategies can cover, but are not limited to:</p> <ul style="list-style-type: none"> • transition support; • English language support; • study skills support; • welfare support; • reduction in course load; • increased contact. <p>Transition Support Candidates requiring transition support may be directed to the International Student Advisors in Student Connect for assistance with:</p> <ul style="list-style-type: none"> • accommodation problems; • cultural shock, home sickness; • local customs and etiquette; • balancing work commitments and studies.

			<p>Study skills support Candidates requiring assistance with study skills should be directed to the Graduate Centre Program, on-line epigeum courses, Research Development advisors, Library Skills Centre, Maths drop-in centre.</p> <p>GCP can provide assistance in:</p> <ul style="list-style-type: none"> • time management; • academic referencing and plagiarism; • research, web searching, and library skills and more. <p>Welfare Support Candidates may be directed to International Student Advisors, and/or professional health and wellbeing services wellbeing or Counsellor to receive assistance with personal issues influencing progress.</p>
5.	Evidence of Intervention Strategy provided to candidate, Research Services and ADR/HDRC	School / Research Services	Documentary evidence of the measures implemented should be kept in candidate's file. Candidates should also receive a copy.
6.	Intervention strategy monitored	Supervisor/ ADR / HDRC	Supervisor/s and candidate should meet regularly to assess the success of the intervention strategy and implement changes where required.
7.	Intervention Strategy form returned to RS after 6 months	Supervisor / ADR / HDRC	At the completion of the six (6) month period, the completed Intervention Strategy form should be completed and signed by candidate, supervisor and ADR / HDRC.

C. VET Students

Refer to [VET Assessment Procedure](#).

D. English and Academic Preparation Students

ACTIVITY	RESPONSIBILITY	STEPS
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A	Interim Monitoring	Teacher / Course Coordinator	<ol style="list-style-type: none"> 1. Students' progress in class activities, engagement, conversations and discussions are monitored throughout each unit. 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 intervention strategy may be implemented. 3. An intervention strategy may include but is not limited to: <ul style="list-style-type: none"> • Weekly consultations with the teacher or course coordinator; • Additional English language support; • Resubmit/resit assessment tasks; or • Completion of additional study materials.
B	Identify Satisfactory course requirements	Teacher / Course Coordinator	<ol style="list-style-type: none"> 1. Students must pass both reading/writing and listening/speaking components of each unit to satisfactorily meet unit hurdle requirements.
C	Identify students who have not passed required components of their unit	Teacher / Course Coordinator	<ol style="list-style-type: none"> 1. Students who do not pass one component of their unit (e.g. reading/writing or speaking/listening) may be given the opportunity to do a supplementary task to demonstrate their English language ability. 2. Students who do not pass one component of their units may have an intervention strategy implemented where applicable. An intervention strategy may include but is not limited to: <ul style="list-style-type: none"> • Weekly consultations with the teacher or course coordinator;

			<ul style="list-style-type: none"> • Additional English language support; • Resubmit/resit assessment tasks; or • Completion of additional study materials. <p>3. Students must meet the requirements of the Supplementary Assessment Procedure.</p>
D	Identify students who have not passed EAP units	Teacher and/or Course Coordinator	<ol style="list-style-type: none"> 1. Students who do not achieve 50% or higher in each 5-week EAP unit will be required to attend a meeting to discuss progress. 2. Where applicable the student will have an intervention strategy put in place. An intervention strategy may include but is not limited to: <ul style="list-style-type: none"> • weekly consultations with the teacher or course coordinator; • Additional English language support; • Resubmit/resit assessment tasks; or • Completion of additional study materials. 3. Students must pass the requirement of each EAP unit before enrolling in the next unit.
E	Identify students that have completed the requirements of the EAP course	Teacher and/or Course Coordinator	<ol style="list-style-type: none"> 1. Students must pass the final ISEAP unit to successfully complete EAP. 2. Students must maintain satisfactory attendance to successfully complete EAP. 3. In addition to passing units in the EAP course, students must also maintain satisfactory attendance as per the International Student Attendance Requirements Procedure
F	Identify students that have failed to complete the EAP course	Coordinator, Courses	<ol style="list-style-type: none"> 1. Students who fail the EAP course will be informed of the

			<p>outcome in writing within 2 working days after results for the course are published.</p> <ol style="list-style-type: none"> 2. Students will be given one or more of the following options in accordance with the course/ qualification regulations: <ul style="list-style-type: none"> • Complete a supplementary assessment; • Repeat the EAP course; • Sit an English proficiency test and demonstrate English proficiency to the required level as per the University's proficiency requirements for the substantive course; or • Seek enrolment at another provider in Australia. 3. Students who fail the EAP course will not be able to commence their substantive University course without demonstrating that they have meet the English proficiency requirements of the course. 4. If the student elects to sit an English proficiency test it will be at the student's own expense. 5. If the student elects to repeat the EAP course, the student's offer and enrolment for the substantive course will be deferred to the next available intake after the EAP course is due to conclude. The student's CoE will also be deferred.
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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 (electronic or hardcopy) for all follow up meetings, support provided and strategies undertaken by the student.

If it is noted that the student is not following the intervention strategy in place for the student 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 Immigration and Border Protection which may result in their student visa being cancelled.

Supporting Documents

- [Academic Governance Policy](#)
- [Global Partners and Community Engagement Policy](#)
- [Research and Research Training Policy](#)
- [Higher Education Assessment \(inclusive of FedTASKs\) Procedure](#)
- [Quality Framework](#)
- [Student Appeal Procedure](#)
- [VET Assessment Procedure](#)
- [International Student Attendance Requirements Procedure](#)
- [Supplementary Assessment Procedure](#)

Forms.

- [Show Cause - Exclusion \(Campus\) Letter](#) (DOCX 22.2kb)

Responsibility

- Provost (as the Approval Authority) is responsible for monitoring the implementation, outcomes and scheduled review of this procedure.
- Associate Deputy Vice-Chancellor (Academic Quality and Accreditation) (as the Document Owner) is responsible for maintaining the content of this procedure as delegated by the Approval Authority.
- Policy Editor: Coordinator, International Student Compliance

Specific responsibilities for action are included under Actions.

- Institutes
- Schools
- Partner Provider
- Graduate Research School
- International Student Compliance
- Federation TAFE
- Student 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/ School / Head of Department / University staff.
3. Notification to Institutes/Schools 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/School/PP	7 years
Students Study Plan as a result of intervention strategy	Student file	Institute/School/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