

IQY Technical College

Academic Progression and Exclusion Procedure

1. Purpose

This Procedure supports the Academic Progression and Exclusion Policy in managing and supporting student progress through a program of study, including early identification of students at risk of poor academic performance and subsequent intervention strategies.

2. Scope

This Procedure applies to students enrolled in:

- (a) all IQY Technical College (Australia) programs;
- (b) international students on a student visa (When IQY Gets CRICOS) and Australian domestic students, and
- (c) all modes of delivery, including online, face to face and hybrid.

3. Satisfactory academic progression

- (a) Students are satisfactorily progressing in their academic studies if they are:
 - i. meeting the academic and administrative requirements of the program in which they are enrolled; and
 - ii. engaging in the learning process.
- (b) The status of a student's progress towards meeting the requirements of their course or program of study is guided by their Academic Risk Level. 'At-risk' students are assigned a risk level from 1 to 3, that determines subsequent intervention strategies by the College.
- (c) The Academic Risk of students is typically assessed after completion of each Term .
- (d) Students not satisfactorily progressing are deemed to be "at risk of not successfully completing their program of study".

4. Early intervention prior to enrolment commencement

- (a) Prior to and during orientation, students are advised of services that assist with promoting a positive student experience at the College, as well as those designed to support the learning process. These include:
 - i. access to individual support and counselling
 - ii. peer assisted learning support;
 - iii. academic support consultations with academic staff and Student Progress Advisers;
 - iv. sessions related to supporting successful progress, including developing good study habits, time management and setting academic goals; and
 - v. LLN assistance.

4.1 Risk Assessment Levels: Students at risk

- (a) Risk assessment levels for students are assigned by Student Progress Advisers for a Term by week 1 of the subsequent Term. Risk levels guide students and staff on the level of support required and likelihood of a student succeeding in subsequent Terms of study.
- (a) IQY Technical College (Australia) has established early academic interventions within each Subject, to reduce the likelihood of a student being placed on a risk level at the end of a Term.
- (b) Early academic interventions are administered at the Subject level and monitored by, Teaching Teams, and the Student Progress Team.
- (c) As part of an early academic intervention strategy, students may receive a series of Subject-specific progress warnings, designed to improve academic performance..
- (b) Risk indicators: Factors contributing to the risk assessment level include:
 - i. poor outcomes in early formative assessment(s);
 - ii. failure to complete required assessments;
 - iii. unsatisfactory attendance, such as less than 80%;
 - iv. failure of 50% or more of enrolled courses in a specific study period;
 - v. failure of the same course for a second time;
 - vi. potential for breaching maximum time for completion of a program.
- (c) Identification of students at risk is undertaken through:
 - i. Student Management System (SMS) reports;
 - ii. an academic staff member identifying a student displaying at-risk behaviours of an academic, engagement, language, or welfare nature;
 - iii. a Student Progress Advisor who identifies a student displaying at risk behaviours of an academic or welfare nature.
- (d) The risk level assigned to a student is one of the following:
 - i. Risk Level 1:
 - Initial signs of a student being at-risk.
 - ii. Risk Level 2:
 - Ongoing concerns of a student being at-risk beyond a single term or initial multiple risk indicators and may be subject to a period of Suspension.
 - iii. Risk Level 3:
 - Student is at significant risk of not successfully completing their program of study and is facing Suspension or Exclusion.

5. Risk Level Intervention Strategies

The Risk Level assigned to a student influences the subsequent intervention strategies, which include:

(a) Risk Level 1:

A student is contacted by the Student Progress Team and encouraged to access available academic and/or welfare support, including teacher-led consultations, Student Progress Adviser consultations and / or peer-led study support sessions.

(b) Risk Level 2:

Meeting with a Student Progress Adviser to discuss concerns and develop appropriate strategies, which may include a reduced study load, agreement on a study / support plan, referral to LLN workshops or teacher-led consultations, ongoing engagement with a Student Progress Adviser throughout the Term and / or a 'show cause' written submission from the student as to why their enrolment should not be Suspended.

(c) Risk Level 3:

Students will be notified that they are at risk for not completing the course..

Table 1: Student At-Risk Possible Causes and Recommended Interventions

Risk Level	Possible Causes	Recommended Intervention Strategy
1	<ul style="list-style-type: none">• Failure of a single course.• Failure of a diagnostic test, or early assessment	<ul style="list-style-type: none">• Student Progress Team to notify the Training and Compliance Manager to provide individual tutoring support.
2	<ul style="list-style-type: none">• Failure of more than half the Subjects in a single	<ul style="list-style-type: none">• Student Progress Team to notify the student about available academic support

	<p>Term of study.</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Meeting with a Student Progress Adviser to address concerns impacting on academic progression.
<p>3</p>	<ul style="list-style-type: none"> • Failing a Unit twice. • Failure of more than half of the Subjects across consecutive Terms of study. • Failure of more than half of all Subjects in a program of study. 	<ul style="list-style-type: none"> • Student Progress Team to issue student with a notice that the student is at risk for not completing the course.

6. Compassionate or compelling circumstances

- (a) Compassionate or compelling circumstances are matters which, in most cases, are beyond the control of the student and will impact the student's capacity to progress with their planned course of study. For further information on compassionate and compelling circumstances, refer to the Guidelines for Assessing Compassionate or Compelling Circumstances.

7. Definitions and Acronyms

Definitions and Acronyms	
Academic Progression	The process by which a student advances in their program of study, through progressively meeting the academic and administrative requirements for the program.
Academic Risk Level	Academic Risk Levels are the measure by which student success is evaluated in a program of study. There are three levels of risk which guide students and staff on the level of support required and likelihood of a student succeeding.
Training and Compliance Manager	Means a Director role in the College's Academic team .

Definitions and Acronyms	
Course	A planned and structured sequence of learning and teaching that allows a student to gain knowledge, skills and understanding in relation to an agreed set of learning outcomes. This is sometimes called a 'unit' or 'subject' in other institutions.
Consultations	An academic teacher-led support session designed to assist students with academic issues.
ELICOS	English Language Intensive Courses for Overseas Students as defined in section 5 of the <i>Education Services for Overseas Students Act 2000</i> (Cth)
ESOS Act	<i>Education Services for Overseas Students Act 2000</i> (Cth)
ESOS National Code	<i>National Code of Practice for Providers of Education and Training to Overseas Students 2018</i> (Cth)
Exclusion	Cancellation (either permanently or for a specified period) of the enrolment of a student, typically due to unsatisfactory academic performance or as a penalty for misconduct. If the exclusion is for a specific period, a student may only recommence studies by seeking re-admission to IQY Technical College (Australia) after completing the exclusion period. The student must meet all criteria under relevant admissions policies. There is no automatic right of re-admission
Hybrid delivery model of program	Combines both online and face-to-face learning and teaching activities in one class, thus providing greater flexibility around attendance.
Program	An approved set of requirements and courses into which a student is admitted which will lead to a College award.

Definitions and Acronyms	
Recognition of Prior Learning	The process of assessing an individual's relevant prior learning for equivalence to the learning outcomes of a course/s in the program to which a student has been admitted, to determine the credit value to be granted as advanced standing or exemptions.
Satisfactory academic performance	A level of performance and engagement which meets the academic and administrative requirements of the program in which a student is enrolled.
Student Handbook	A document received by a student on commencement of their course or program, that outlines essential course information including assessment and progression rules, and central policies and services.
Term	A teaching period in which courses and their related classes are taught and timetabled.

Related Policy Documents and Supporting Documents	
Legislation	<ul style="list-style-type: none"> • <u>Higher Education Standards Framework (Threshold Standards) 2021</u> • <u>Australian Qualifications Framework</u> • <u>Foundation Program Standards 2021</u> • <u>National Code of Practice for providers of Education and Training to Overseas Students 2018</u>
Policy	<ul style="list-style-type: none"> • Academic Progression and Exclusion Policy • Admissions Policy • Student Appeal Policy • Student Refund Policy

Procedures	<ul style="list-style-type: none">• Admissions Procedure• Student Appeal Procedure• Guidelines for Assessing Compassionate or Compelling Circumstances
Forms	<ul style="list-style-type: none">• <u>Request to Appeal Form</u>