
STUDENT ACADEMIC PROGRESS POLICY

1. Purpose

The *Student Academic Progress Policy* provides a framework to guide decisions regarding student's academic performance and progression at Ikon Institute of Australia (Ikon). It articulates clear responsibilities and accountabilities for decisions and processes about academic progression and ensures that these are undertaken in a transparent, consistent, and equitable manner.

This policy provides information on the:

- rules for meeting course completion requirements
- identification of students who are, or are 'at risk' of, making unsatisfactory academic progress
- intervention strategies to ensure that students have access to appropriate support mechanisms
- ways in which students shall be supported as they adapt to the Australian higher education system
- processes relating to the exclusion of students who do not meet completion or academic progress requirements.

2. Scope

This policy applies to students enrolled in AQF accredited courses offered by Ikon in all delivery locations and modes of delivery, and all staff involved in teaching and learning and student support.

3. Related Documents

This policy should be read in conjunction with the following documents:

- Assessment Policy
- Learning Support Policy
- Orientation and Transition Policy
- Inclusion, Diversity and Equity Policy
- Grievance and Appeals Policy
- Reasonable Adjustment Policy
- Recognition of Prior Learning and Credit Policy
- Enrolment Policy.
- Records Management Policy

All policies and forms associated with this policy can be found in the [Policy and Procedures](#) section of the Ikon website and/or the student and staff policy libraries.

4. Definitions

"**Assessment**" means the process of collecting evidence and making judgements on whether the

prescribed learning outcomes for a subject have been achieved.

“Australian Qualifications Framework (AQF)” is the framework that identifies learning outcomes for each AQF level and qualification, policy requirements, educational and economic objectives, and governing and monitoring arrangements for courses.

“Academic Improvement Plan” means a plan that documents a student’s academic results from the previous semester, reasons for unsatisfactory progress in a specific subject (or subjects), actions that the student has agreed to undertake in order to improve academic performance and relevant support services at LEA and externally.

“Appeal” means a process by which a student can dispute a decision made by LEA.

“At risk’ student” means a student who is identified as being at risk of failing a subject and therefore at risk of unsatisfactory progress through a course of study; or a student who fails a core or compulsory subject or fails 50% or more of the credit points in a study period and is thus ‘at risk’ of unsatisfactory progress.

“Course” means a sequenced program of subjects that a student enrolls in and for which they receive an award upon graduation.

“Credit Points” means points allocated for successful completion of a subject. A student must complete a predetermined number of credit points to be awarded their degree.

“Education Services for Overseas Students Act 2000 (ESOS Act)” means the Australian federal legislation establishing legislative requirements and standards for the quality assurance of education and training institutions offering courses to international students who are in Australia on a student visa.

“International student” means a person enrolled in a course of study at LEA who is not a citizen of Australia or New Zealand, or an Australian Permanent Resident, and has been granted a student visa by the Department of Home Affairs to study full-time in Australia.

“Working days” means Monday to Friday and excludes public holidays.

POLICY

5. Principles

- 5.1 Students are required to demonstrate a level of understanding, knowledge and skills expected at the relevant qualification level in order to be successful in their course. That level of competence is reflected in the students’ ability to attain a mark of 50% or more for each subject, demonstrating achievement of the course learning outcomes.
- 5.2 Ikon is committed to assisting students to maintain satisfactory progress in their chosen course.
- 5.3 Academic staff shall ensure that students whose progress is ‘at risk’ are identified at an early stage and appropriate action is taken to assist them.

PROCEDURE

6. Monitoring Academic Progress

- 6.1 Ikon has systems in place to promote early detection and support for students at risk of making unsatisfactory academic progress.

- 6.2 A student may be deemed to be making unsatisfactory academic progress in their course if they:
- fail to successfully complete at 50% or more of their study load in a trimester
 - fail the same subject/unit twice
 - fail to enrol after an approved study break
 - withdraw more than twice from any subject
 - fail to undertake an enrolment load that will enable them to complete within the guidelines of this policy
 - fail to complete a compulsory course requirement, such as a placement
 - have not successfully completed all core course subjects
- 6.3 A student may also be deemed to be making unsatisfactory academic progress and therefore 'at risk' if they fail:
- their first assessment task in a trimester
 - to complete the first assessments in a subject, where there is no grant of Special Consideration
- 6.4 Other indicators may be used by staff to determine students at risk of making unsatisfactory progress including low grades in ongoing formative and summative assessments, and a failure to regularly attend classes and engage in subjects. These indicators may form the basis for offering the student additional support, but on their own do not constitute unsatisfactory academic progress.
- 6.5 If a student engages in any form of academic misconduct, such as plagiarism or contract cheating, this will indicate the student is potentially at risk of unsatisfactory course progress. In the first instance, Ikon shall provide the student with coaching and support. However, repeat offences may incur serious penalties. For more information on academic integrity, and in particular the processes associated with acts of misconduct, please see the *Academic Integrity and Misconduct Policy*.
- 6.6 In the above situations, and where the student fails to contact Ikon to make appropriate arrangements or does not respond to Ikon communications, Ikon may administratively withdraw the student from the subject. In such situations, the student shall remain financially liable for the subject.
- 6.7 At the end of every trimester the Education Team shall formally review the progress of all students to identify students who have made:
- unsatisfactory progress
 - conditional academic progress whereby students may progress providing they repeat a failed subject, resubmit, or are reassessed, complete a supplementary assessment, are awarded a conceded pass, or fulfil another prescribed requirement such as an academic improvement plan
- 6.8 Academic Support staff shall provide support to students at risk of not progressing, including academic skills training, or advising the student of assignment extensions or reassessment opportunities. Further details can be found in the Intervention and Support section below.

7. Course Progression

School of Counselling

Bachelor Degrees

- 7.1 A bachelor degree course from the School of Counselling is equivalent to three years of full-time study or 144 credit points consisting of a notional 24 subjects, each valued at 6 credits Points and spread over 3 Levels (Level One, Level Two and Level Three) requiring progressively higher standards.
- 7.2 There may be variance in the number of subjects completed due to weightings of those subjects.
- 7.3 In order to graduate a bachelor course from the School of Counselling, at least 36 credit points must be completed at Level Two and at least 36 credit points must be completed at Level 3.
- 7.4 Students may not enter any Level Two subjects without having successfully completed at least 18 credits of Level One subjects or having received that number of credits in advanced standing.
- 7.5 Students may not enter any Level Three subjects before completing at least 18 credits of Level 2 subjects or having received that same number of credits in advanced standing.

Associate Degrees

- 7.6 An associate degree course is equivalent to two years of full-time study or 96 credit points consisting of a notional 16 subjects, each valued at 6 credits points and spread over 2 Levels (Level One and Level Two) requiring progressively higher standards. Students may be able to undertake subjects at a higher level, where they meet the entry requirements .
- 7.7 There may be variance in the number of subjects completed due to weightings of those subjects.
- 7.8 In order to graduate in an associate degree course, at least 36 credit points must be completed at Level Two.

Diplomas

- 7.9 An undergraduate diploma course is equivalent to one year of full-time study or 48 credit points consisting of a notional 8 subjects, each valued at 6 credits points and typically completed within a single level (Level One) although students may be able to undertake subjects at a higher level, where they meet the entry requirements.
- 7.10 There may be variance in the number of subjects completed due to weightings of those subjects.
- 7.11 There are no limits at what Level the 48 Credit Points are completed within.

School of Early Childhood Education

Bachelor Degree

- 7.12 A bachelor degree course from the School of Education is equivalent to four years of full-time study or 192 credit points consisting of a notional 32 subjects including four placement subjects, each valued at 6 credits points and spread over 3 Levels (Level One, Level Two, Level Three) requiring progressively higher standards.
- 7.13 There may be variance in the number of subjects completed due to weightings of those

subjects.

- 7.14 Students must successfully complete all required subjects to graduate with the Bachelor of Early Childhood Education (192 credit points).

Diploma

- 7.15 An undergraduate diploma course is equivalent to two years of full-time study or 96 credit points consisting of a notional 16 subjects including two placement subjects, each valued at 6 credits points and spread over two levels (Level One and Level Two).
- 7.16 There may be variance in the number of subjects completed due to weightings of those subjects.
- 7.17 Students must successfully complete all required subjects to graduate with the Diploma of Early Childhood Education (96 credit points).

Core subjects

- 7.18 Some subjects are defined as core subjects. It is a requirement for each course that a student must have completed all core subjects before graduating from that course.
- 7.19 The list of core subjects may be modified from time to time, where endorsed by the Teaching and Learning Committee and approved by the Academic Board..
- 7.20 The core subjects required to complete a course will be those:
- applying at the point of application to graduate, OR
 - those originally applied when a student first enrolled, as determined by the Registrar and with the intent to enable students to complete and not to impede that completion.

General Rules

- 7.21 Some subjects do not allow enrolment until another specific subject has already been completed – this is referred to as a pre-requisite subject.
- 7.22 Some subjects require enrolment alongside, or at the same time as another specific subject – this is referred to as a co-requisite subject.
- 7.23 Students may not enter a subject requiring a prerequisite unless they have successfully passed that prerequisite subject. Students may apply for special dispensation (a waiver) allowing them to enter a subject without undertaking the prerequisite subject.
- 7.24 Students are required to enrol in subjects at the lower level and then progress to subjects at the higher level.
- 7.25 Many Level 2 and 3 subjects, while not having a specific prerequisite, will however require students to have completed some lower-level subjects within that area of study, before enrolment into that subject.
- 7.26 Without special dispensation, a student may not enrol in more than 24 credits points in any trimester. Application for such a dispensation to enrol in more than 24 credits should be directed to the Registrar and must be based on academic merit.
- 7.27 The Registrar is responsible for determining the eligibility of students to study at the correct level, or to have met the requirements of entry into subjects, such as pre-requisites.
- 7.28 Students may request special dispensation from the Registrar to enter subjects where they do not meet the standard entry requirements, but only where they have clear circumstances that

suggest they have met those requirements by other methods. These might include, but are not limited to:

- prior experience in a similar field, OR
- prior successful conclusion of a similar subject at a similar level in another tertiary institution, OR
- prior successful conclusion of a similar subject at a similar level at Ikon, OR
- life experience which is closely and demonstrably equivalent to the pre-requisite subjects.

7.29 Dispensations are only to allow entrance into subjects and do not provide credit towards a course of study.

7.30 Where the Registrar is unable to make a final determination as to eligibility for entry, the Dean shall make a ruling as to eligibility.

8. Course Duration

8.1 The course duration permitted to meet Ikon's course completion requirements are listed in the table below.

Course	Total Credit Points in Course	Standard Subjects in Course	Subjects Per Year (full-time)	Maximum Period of Study (trimesters)	Maximum Course Duration (years)
School of Counselling					
Bachelor's degree	144	24	8	18	10
Associate Degree	96	16	8	12	7
Diploma	48	8	8	12	7
School of Education					
Bachelor's degree	192	32	8	24	10
Diploma	96	16	8	18	7

8.2 International students are required to undertake a full-time study load and must complete their course within the time indicated on their Confirmation of Enrolment (CoE), which is issued for this duration and in accordance with student visa requirements.

8.3 Domestic students may study part time at a pace of their choosing but may not exceed the maximum period of study.

8.4 Where a student shall exceed the maximum period of study requirement, the student shall not be able to complete their original course of study and must apply for credit towards entering a new course of study. Further details on how to apply for credit can be found in the *Recognition*

of Prior Learning Policy.

- 8.5 The maximum course duration is calculated from the commencement of the course before a student is not able to complete the original course of study and must apply for credit towards entering a new course of study. Further details on how to apply for credit can be found in the *Recognition of Prior Learning Policy*.
- 8.6 The prescribed standard length of each course shall be published in [each course webpage](#) on the Ikon website.

9. Applications for an Extension of Time

- 9.1 Students who fail to complete within the prescribed maximum period of study and who can reasonably be expected to meet the course requirements within two additional trimesters (inclusive of any intervention strategies employed by the Ikon and the student) may apply for an extension of time.
- 9.2 An extension may be granted:
- if there are compassionate, compelling or extenuating circumstances. Such circumstances are defined as circumstances beyond the student's control, which have an impact on the student's course progress or wellbeing. These could include, but are not limited to:
 - serious illness or injury, where a medical certificate states that the student was unable to attend classes
 - bereavement of close family members such as parents or grandparents (where possible, a death certificate should be provided)
 - major political upheaval or natural disaster requiring emergency travel where this impacts on the student's studies
 - a traumatic experience which could include:
 - involvement in, or witnessing of, a serious accident
 - witnessing or being the victim of a serious crime, and this has impacted the student (these cases should be supported by police or psychologists' reports)
 - where Ikon is unable to offer a course pre-requisite unit or subject
 - inability to begin studying on the course commencement date due to delay in receiving a student visa.
 - if non-completion is a result of a revised enrolment pattern due to the implementation of an intervention strategy
 - if an approved deferment or suspension of study has been granted.
- 9.3 Applications for a time extension must be made in writing using the *Application for Course Extension* form as soon as it becomes clear that the course cannot be completed within the expected duration. Ikon shall assess the extension application, and in particular the student's ability to complete the course within the extension period.
- 9.4 Each application shall be considered by the Registrar on its merit and with reference to the student's academic performance and any matters that warrant special consideration. Where the Registrar is unable to make a final determination for an extension of time, the Dean shall make a ruling as to eligibility.

International Students

- 9.5 For students on an overseas student visa, variations that affect the student's course

duration shall be recorded via student course variation (SCV) in PRISMS (i.e. the intervention strategy implemented by Ikon resulted in the student not being able to complete their course within the expected duration, as specified on the original CoE). Where a course is extended, the student shall be issued a replacement CoE.

10. Intervention and Support

- 10.1 Ikon shall put in place preventative actions so that students are, while maintaining high standards, nurtured so that their chances of becoming 'at-risk' are lessened. Students therefore shall be:
- given sufficient information about courses, enabling better-informed course choices
 - given individual attention, and the timely tracking of success or failure
 - provided with an orientation to Ikon and, for international students, to Australia more generally
 - given additional support when they are experiencing difficulties in their studies due to poor academic performance or some other cause
 - where necessary, be directed to additional academic skills support or advice on how to seek further support
 - given access to a range of support resources, particularly for students who may need greater assistance
 - referred to Ikon's professional counselling service
 - informed of relevant course details including withdrawal dates for subjects and courses
 - given opportunities to engage in instruction in relevant technologies, research methods, and study skills.
 - have informed academic staff that they may have students in their classes who are 'at risk' of making unsatisfactory academic progress.
- 10.2 Reporting measures are in place to ensure that relevant and regular data is provided to the Teaching and Learning Committee and through to the Academic Board to ensure timely intervention.
- 10.3 When the Education Team identifies a student as making unsatisfactory progress in the course, the student shall be notified in writing, and may be required to meet with the Academic Support and/or academic teaching staff to discuss their academic progress and possible options, including:
- the suitability of the course and possible alternatives
 - mandatory academic skills support
 - advice to access academic language support
 - agreement to complete a mandatory academic performance improvement plan
 - a reduction in study load
 - leave or a suspension of studies
 - an extension of time
 - withdrawal from the course
- 10.4 The agreed intervention, including any planned follow up, shall be noted on the student record and all relevant parties shall be advised.
- 10.5 If a student chooses to not accept an academic performance improvement plan, the student's enrolment further evaluated or be terminated.

10.6 A student whose enrolment has been terminated, will not be allowed to re-enrol for a period of one year.

11. Attendance

11.1 Students are responsible for:

- ensuring attendance and/or engagement at all scheduled lectures, tutorials, and workshops
- being aware of the attendance and engagement requirements to successfully complete a subject
- seeking assistance and advice in meeting attendance and engagement requirements and any special consideration due to illness or other circumstances

12. Exiting from a Course

12.1 Students enrolled in a higher award course that has nested qualifications within it may exit with a lesser, nested qualification, provided they have met the requirements of the lesser award within the maximum time frame, and all other eligibility criteria. Further details can be found in the *Enrolment Policy*.

13. International Students

13.1 Students on an overseas student visa are required to maintain satisfactory course progress as a condition of their student visa. Ikon shall ensure that the relevant National Code 2018 Standards are followed. Students who fail to maintain satisfactory course progress shall be identified and an appropriate intervention strategy implemented. The identification of these at-risk international students shall be determined by the same factors noted in the preceding sections, such as the failure to complete 50% or more of a study load in any one trimester or by failing the same subject twice.

13.2 If an intervention strategy has been implemented and a student fails to meet satisfactory course progress in the following trimester, the student shall be provided with written notification of an intention to cancel their enrolment. Ikon shall report the student to the Department of Home Affairs for failing to achieve satisfactory course progress, and that this may result in the Department of Home Affairs cancelling their student visa. The student shall be informed that they have 20 working days to submit an appeal regarding this decision.

13.3 If the student does not submit an appeal within 20 working days, the student's enrolment will be cancelled, and a notification shall then be made to the Department of Home Affairs via the Provider Registration and International Students Management System (PRISMS) that the student has failed to maintain satisfactory course progress. The student shall be informed of the cancellation of their enrolment, a copy of which shall be also placed in the student's file.

14. Placement Completion

14.1 Students must complete all required placements within the maximum period of study.

14.2 Students who fail to complete their placements within this timeframe may not be able to complete their course.

15. Appeals

15.1 Students who have been notified in writing that they have been deemed to be making

unsatisfactory progress may lodge an Application for *Appeal* in accordance with the *Grievance and Appeals Policy*.

- 15.2 If an appeal shows that there was an error in calculation and the student made satisfactory progress, the student may continue with their studies without any intervention being required.
- 15.3 If the appeal shows that the student has not made satisfactory progress, but there are compelling reasons for the lack of progress, ongoing support shall be provided to the student.

16. Recordkeeping and Confidentiality

- 16.1 All outcomes shall be maintained in the student’s record in accordance with the *Records Management Policy*

17. Publication

- 17.1 This policy shall be published in the [Policy and Procedures](#) section of the Ikon website and in student and staff policy libraries.

Policy Information & History

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Approved by	Academic Board
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Government Legislation	<u>Tertiary Education Quality and Standards Agency Act 2011</u> <u>Higher Education Support Act 2003</u> <u>Higher Education Standards Framework (Threshold Standards) 2021</u> <u>National Code 2018</u> <u>Australian Qualifications Framework</u>
Responsible Officer	Registrar
Sources	In developing this policy, the following documents were considered: Tertiary Education Quality and Standards Agency (2019). <u>Guidance Note: Academic Quality Assurance</u> , Version 2.2 (11 October 2017)
Benchmarking	External referencing activities were conducted against comparable providers and best practice using publicly available information, including from: University of Melbourne, Deakin University, Macquarie University, Kaplan Business School, Charles Sturt University, University of Adelaide.