

## Student Monitoring, Progress and Exclusion Policy and Procedure HEPP29

### PURPOSE

This policy defines the standards for meeting course progression toward completion and the grounds for exclusion for lack of progress. Southern Cross Education Institute (Higher Education) requires that the academic progress of each student is monitored so that students who are determined to be at academic risk can be provided with advice and support to ensure successful course completion and graduation. The policy ensures transparency by informing students of progression requirements and support services at enrollment and throughout their studies. This policy supports compliance with the Higher Education Standards Framework 2021, specifically Standard 1.4 (Monitoring and Management of Academic Progress) and Standard 5.3 (Academic and Student Support), ensuring students receive timely monitoring and appropriate support.

### SCOPE

This policy and procedure apply to all students and staff of Southern Cross Education Institute (Higher Education).

### DEFINITIONS

DHA	Department of Home Affairs
Paradigm	Student Management System for recording student's attendance and course progression
SCEI-HE	Southern Cross Education Institute (Higher Education)
Monitoring	Systematic and ongoing collection and review of data related to student attendance, academic performance, and engagement to identify students who may be at risk of not meeting academic requirements.
Progress	The satisfactory advancement of a student through their enrolled course requirements, demonstrated by successful completion of units and adherence to the maximum allowable timeframe for course completion.
Exclusion	The formal termination of a student's enrolment due to failure to meet minimum academic standards, unsatisfactory course progress, or breach of institutional policies, preventing further participation in the course.
At Risk Student	A student identified through monitoring as potentially not meeting academic progression requirements without intervention.
Intervention	Supportive actions taken to assist students identified as at risk to improve their academic performance or engagement.

### POLICY

- SCEI-HE will identify students at risk of failing units and monitor the course progression of each student.
  - Monitoring of student progress will be systematic and timely, incorporating early intervention strategies to maximise student success.
- SCEI-HE will take appropriate steps to maximise the opportunity for each student to successfully complete a course.
- Students must meet the requirements of a course within a prescribed number of years from the date of first enrolment. The rationale for placing a timeframe on course completion is to ensure that the qualification awarded reflects currency of knowledge and skills.
- The number of years allowed to complete the requirements of a course is listed in the table below. The time elapsed will be calculated from the date that the student commenced their first unit of study with SCEI-HE.

Course	Years
Bachelor's Degree	10
Graduate Diploma	3
Masters	5

- Any student whose enrolment is terminated due to unsatisfactory academic progress or for exceeding the maximum period of candidature and who wishes to undertake further study at SCEI-HE will need to apply to SCEI-HE for admission.
- SCEI-HE will ensure equitable access to support services for all students, including those with disabilities or diverse

needs, in accordance with the Disability Standards for Education 2005.

7. SCEI-HE is committed to equitable access and inclusiveness in student monitoring and support, providing reasonable adjustments for students with disabilities and diverse needs in accordance with the Disability Standards for Education 2005 and HESF Standard 5.3.

## PROCEDURE

### 1. Students at risk of failing units (please see Appendix 1 for detailed monitoring processes)

- 1.1 Teaching staff are required to record student attendance in Paradigm (or equivalent). Students identified by Course Coordinators as being at risk of failing units will be offered additional support by the Academic Skills Support Officer and/or the Student Welfare Officer within 5 working days of identification to ensure timely intervention.
  - 1.1.1 Identifying students at risk may include those who have:
    1. not logged onto Moodle (access to required learning material)
    2. not attended lectures/tutorials
      - a. Absent for 2 consecutive lectures or tutorials
    3. not completed unit/tutorial activities
    4. poor writing or other skills
    5. failed or poor performance in formative assessments
    6. failed or not submitted assessments
    7. been identified as needing support following scheduled academic skills workshops
    8. Significant changes in personal circumstances that may impact academic progress.
  - 1.2 The relevant support staff, and the student at risk, will determine what additional support is required. This may include, but is not limited to, the student:
    - 1.2.1 being referred to Academic Skills Support Officer
    - 1.2.2 attending additional workshops or study groups
    - 1.2.3 receiving individual case management
    - 1.2.4 agreeing to attend scheduled classes
    - 1.2.5 accessing counselling services
    - 1.2.6 receiving Student Welfare assistance with personal issues which are influencing progress
    - 1.2.7 receiving peer mentoring
    - 1.2.8 a combination of the above and a reduction in course load
    - 1.2.9 reasonable adjustments for students with disability, such as modified assessment formats or extended deadlines, in consultation with the Disability Support Officer
  - 1.3 A record of the support to be provided will be signed by the Student Welfare Officer in consultation with the relevant Course Coordinator and the student and placed on the student's academic file. All records of student support and intervention will be maintained confidentially, in compliance with relevant privacy legislation and HESF Standard 7 (Governance and Accountability).

### 2. Applications for an extension of time

- 2.1 Students who fail to complete their course within the prescribed period and who can reasonably be expected to meet the course requirements within 2 additional semesters may apply for an extension of time. Each application will be considered on its merits and with reference to the student's academic performance to date.
- 2.2 Extension can be granted only on the basis of:
  - 2.2.1 Compassionate or compelling circumstances (for example illness where a medical certificate states that the student was unable to attend classes or where SCEI-HE was unable to offer a prerequisite unit;
  - 2.2.2 An intervention strategy has been implemented for the student who is at risk of not meeting satisfactory course progress; or
  - 2.2.3 Deferral or suspension of study has been granted due to compassionate or compelling circumstances or student misbehaviour. Applications will also be assessed with regard to the student's engagement with support services and adherence to prior intervention plans.
- 2.3 Applications for an extension of time to complete the course must be made in writing to the Academic Director as soon as the student becomes aware that they are unable to complete the course within the required timeframe. This should be at least 1 semester prior to the expiry of the student's prescribed period

of maximum candidature. The application for extension must include reasons for the student's inability to complete the course in the prescribed time period.

- 2.4 The Academic Director will provide a written response to the student within 20 working days outlining their decision and informing the student of their right to appeal the decision as per the Appeals Policy and Procedure (HEPP05), including access to an independent internal or external review process.

### **3. Students who fail to complete within the timeframe**

- 3.1 Students who fail to complete course requirements within the specified timeframe (including any extension of time granted) will have their enrolment terminated and provided with a statement noting that the maximum period of candidature has been exceeded.
- 3.2 The student will be advised in writing of the decision to terminate their enrolment and will also be advised that they have 20 working days from the date of receiving notification of the decision to terminate their enrolment to appeal the decision through the Appeals Policy and Procedure (HEPP05), which ensures procedural fairness and access to independent review. *The notification will also inform the student of available support services during the appeal process, ensuring procedural fairness in accordance with HESF Standard 4.1.*
- 3.3 A student who has failed to complete the course requirements will be provided with a Record of Results.

### **4. Requirement to attain minimum academic standards**

- 4.1 Students are required to attain minimum academic standards. Students do not meet minimum academic standards in a course if they:
  - 4.1.1 fail a particular unit of study more than once; or
  - 4.1.2 fail 50% or more of the units of study attempted in a semester.
- 4.2 Students who do not meet the minimum academic standards will be deemed to be "at risk" and provided with additional support by the Academic Skills Support Officer and the Student Welfare Officer within 5 working days of identification.
- 4.3 The relevant support staff and the student will determine what additional support will be provided to the student. This may include, but is not limited to, the student:
  - 4.3.1 attending additional workshops or study groups
  - 4.3.2 receiving individual case management
  - 4.3.3 agreeing to attend scheduled classes
  - 4.3.4 accessing counselling services
  - 4.3.5 receiving Student Welfare assistance with personal issues which are influencing progress
  - 4.3.6 receiving peer mentoring
  - 4.3.7 a combination of the above and a reduction in course load
  - 4.3.8 reasonable adjustments for students with disabilities, such as modified assessment formats or extended deadlines, in consultation with the Disability Support Officer
- 4.4 A record of the support to be provided will be signed by the Student Welfare Officer in consultation with the relevant Course Coordinator and the student and placed on the student's academic file. Support plans will be regularly reviewed and adjusted to ensure their effectiveness, with documentation retained for audit and continuous improvement purposes.

### **5. Students who continue to fail to meet minimum academic standards**

- 5.1 If a student continues to fail to meet minimum academic standards after additional support has been provided, the Course Coordinator will request that the student provide a written statement within 20 working days outlining reasons why they should be permitted to continue their enrolment in the course.
- 5.2 The Course Coordinator, in consultation with the Academic Director, will consider the written statement and may:
  - 5.2.1 terminate the student's enrolment;
  - 5.2.2 permit the student to continue the course without conditions; or
  - 5.2.3 permit the student to continue the course with specific conditions.
- 5.3 The Course Coordinator will provide a written statement to the student within 20 working days outlining the decision and informing the student of the right to appeal the decision through the Appeals Policy and Procedure (HEPP05), which ensures procedural fairness and access to independent review.
- 5.4 A student who does not submit a written statement by the due date will have their enrolment terminated.
- 5.5 A student who is permitted to continue their enrolment in the course, but with conditions imposed, who

again fails to attain the minimum academic standards or breaches the conditions imposed, will have their enrolment terminated. Decisions regarding termination of enrolment will be communicated with clear reasons and provide information on the right to appeal, ensuring transparency and fairness as per HESF Standard 4.2.

## **6. Failing or at risk in a prerequisite unit and class attendance for practical placement**

- 6.1 Course progression rules require that a student who has, in a previous semester, failed (and not subsequently passed) the prerequisite for entry to a unit cannot be enrolled in that unit. However, where a student believes that this rule may adversely affect their course progress, they may seek a review of this rule by applying in writing to the Course Coordinator.
- 6.2 The Course Coordinator will assess the student's academic record to determine if the student has a reasonable chance of success.
- 6.3 Under these circumstances, the Course Coordinator may allow the student to repeat the prerequisite unit concurrently with the unit for which it is a prerequisite.
- 6.4 SCEI-HE takes a high level of responsibility for practical placement students by ensuring that they are prepared for this critical step in achieving expected standards. Therefore, students must attend 80% of placement unit classes, in order to be considered for in-the-field, practical placement. Students will be informed of attendance requirements and consequences prior to placement commencement to ensure clarity and compliance with HESF Standard 1.3 (Information for Prospective and Current Students).

## **7. International Students**

- 7.1 International students are expected to complete their course in the requisite number of semesters for a student undertaking a full-time load (the approved course duration).
- 7.2 The Course Coordinator will monitor the progress of international students at the end of each semester to determine if satisfactory progress is being achieved.
- 7.3 Where appropriate, an intervention strategy will be put in place to assist the student to complete the course in the registered course duration. A course may be extended where an intervention strategy has been implemented.
- 7.4 Where the Course Coordinator has assessed an international student as not achieving satisfactory course progress, the student will be provided a student progress letter and required to meet with the Student Welfare Officer and Course Coordinator to discuss the reasons for unsatisfactory progress and to document strategies to meet expected academic standards.
- 7.5 Where an international student has received 2 consecutive student progress letters where all units have received a fail grade, they will be notified in writing of the intention to report to the Department of Home Affairs through PRISMS. The written notice will advise the student that they are able to appeal the decision under the provisions of this policy and that the student has 20 working days in which to do so.
- 7.6 If the student chooses not to appeal or the student's appeal is unsuccessful, SCEI-HE will notify the Department of Home Affairs through PRISMS as soon as possible.
- 7.7 An international student will not be reported until all grievance and appeals processes have been exhausted. All notifications regarding unsatisfactory progress and reporting to the Department of Home Affairs will adhere strictly to the National Code of Practice 2018 Standard 8, ensuring fairness and transparency.

## **8. Appeals**

- 8.1 A student may appeal against a decision made under this policy.
- 8.2 Appeals must be made as prescribed in *Appeals Policy and Procedure HEPP05*. Appeals will be managed impartially and transparently, with students informed about access to independent external review options, consistent with HESF Standard 4.2. The appeals process includes the following steps:
  - (a) submission of a written appeal to the Academic Director within 20 working days;
  - (b) review by an independent internal panel;
  - (c) option for external review by an independent mediator if the internal appeal is unsuccessful; and
  - (d) notification of the final outcome within 20 working days of each stage. Students are informed of this process at enrollment and in decision letters.

## **9. Institutional Monitoring and Continuous Improvement**

SCEI-HE will systematically analyse data from student monitoring, progression, and support interventions to identify trends and areas for improvement. Findings will be reviewed annually by the Academic Board to ensure continuous

enhancement of student academic outcomes and support services, consistent with HESF Standard 7.1 and 7.2 (Governance).

#### RELATED DOCUMENTS

Academic Appeals Policy and Procedure HEPP05  
Student Complaints and Grievance Policy and Procedure HEPP03

#### LEGISLATIVE CONTEXT

Education Services for Overseas Students Act 2000  
National Code of Practice for Providers of Education and Training to Overseas Students 2018, Standard 8

#### RESPONSIBILITIES

##### Course Coordinator/s and the Academic Director:

- Consider applications for extension of time to complete the course;
- Monitor students' progress and arrange for the provision of Student Welfare support to students deemed 'at risk';
- Consider applications from students who continue to be deemed 'at risk';
- Consider applications to continue a unit of study having failed the pre-requisite unit; and
- For international students, notify students of the intent to report to the Department of Home Affairs through PRISMS, for unsatisfactory progress and if the student fails to appeal or the appeal is unsuccessful.

## APPENDIX 1: STUDENT MONITORING/STUDENTS AT RISK

SITUATION	ACTION AND STAFF ROLES
<b>Attendance Monitoring</b>	
Enrolled Student did not attend orientation or re-enrolment day.	Admin to check student study package status and contact student via phone and/or email to offer and provide relevant assistance.
Students are expected to attend all of their enrolled classes.	<ul style="list-style-type: none"> <li>All teaching staff are required to record student attendance in Paradigm (or equivalent CRM);</li> <li>Administration will generate weekly reports of student attendance; and</li> <li>Student Support will send an <b>Attendance Notification HELET18</b> via SMS when students miss 10%, 15% and 20% of their classes.</li> </ul>
Student has not attended any classes, engaged with the LMS for a period of one week at the start of any teaching period.	<ul style="list-style-type: none"> <li>Admin check student enrolment status; and</li> <li>Welfare to SMS student. Where there is no response, send <b>Failure to Attend Letter HELET13</b> to the student via student email.</li> </ul>
Student has not re-enrolled in the weeks prior to census date.	Student Administration SMS student. If no response, email SCEI-HE <b>Failure to Re-Enrol HELET14</b> .
Student has not attended by census date.	CoE is cancelled by Provider or student.
Student has not attended two consecutive lectures or tutorials.	Teaching staff to contact student (SMS and subsequent email if detail required).
If students are unable to attend due to an ongoing health condition.	Refer to the Student Welfare Officer.
Student has not attended more than two consecutive lectures or tutorials.	Teacher to inform the Course Coordinator for actioning: <ul style="list-style-type: none"> <li>Student referred to Student Welfare/external services;</li> </ul>

SITUATION	ACTION AND STAFF ROLES
	<ul style="list-style-type: none"> <li>Student advised to attend additional workshops or study groups;</li> <li>Student to receive individual case management; and</li> <li>Course Coordinator to arrange peer mentoring.</li> </ul>
<b>Academic Monitoring</b>	
Student identified at Academic Skills Workshop (orientation) as potentially requiring support. Session is to include diagnostic assessment.	<ul style="list-style-type: none"> <li>Course Coordinators are to provide list of students to Unit Convenors/lecturers;</li> <li>Unit Convenors/lecturers are to provide supplementary material and monitor/provide additional support to students; and</li> <li>Refer to Academic Skills Officer if additional support is required.</li> </ul>
Student has not logged onto Moodle for one week (accessed required learning material).	Unit Convenor/lecturer to contact student (SMS and subsequent email if detail required).
Students identified by Course Coordinators (via sessional staff) or Unit Convenors/lecturers (ongoing staff) as potentially being at risk of poor academic performance or failing assessments.	<ul style="list-style-type: none"> <li>Discuss at monthly staff meeting potential at risk students;</li> <li>Teaching Staff to provide additional academic support; and</li> <li>Refer to Academic Skills Support and/or Welfare Officer if required.</li> </ul>
Student has not satisfactorily completed tutorial activities on two consecutive occasions.	<ul style="list-style-type: none"> <li>Teaching Staff to contact student and offer/provide additional support to student (SMS and subsequent email if detail required).</li> <li>Teaching Staff are to inform the Course Coordinator.</li> <li>Student referred to Student Welfare/external services: <ul style="list-style-type: none"> <li>Student advised to attend additional workshops or study groups;</li> <li>Student to receive individual case management; and</li> <li>Course Coordinator to arrange peer mentoring.</li> </ul> </li> </ul>
Student has poor writing or other skills.	<ul style="list-style-type: none"> <li>Student advised to attend additional workshops or study groups; and</li> <li>Course Coordinator to arrange peer mentoring.</li> </ul>
Student has failed formative assessments(s).	<ul style="list-style-type: none"> <li>Teaching Staff to contact student and offer/provide additional academic support to student (SMS and subsequent email if detail required).</li> <li>Teaching Staff are to inform the Course Coordinator; and</li> <li>Refer student to Academic Skills Support Officer.</li> </ul>
Student has failed second assessment.	<ul style="list-style-type: none"> <li>Teaching Staff to inform the Course Coordinator for actioning: <ul style="list-style-type: none"> <li>Student referred to Student Welfare/external services;</li> <li>Refer student to Academic Skills Support Officer;</li> <li>Student advised to attend additional workshops or study groups;</li> <li>Student to receive individual case management; and</li> <li>Course Coordinator to arrange peer mentoring.</li> </ul> </li> </ul>
Student did not submit assessment.	<ul style="list-style-type: none"> <li>Unit Convenors/lecturers are to send <b>Failure to Submit Assessment HELET15</b> to the student.</li> <li>If the student does not submit the assessment or respond to the letter within three days, they are to be referred to Student Welfare.</li> <li>Student Welfare Officer (SWO) to email <b>Offer of Support HELET16</b> with SMS notification of email: <ul style="list-style-type: none"> <li>No response for 48 hours, SWO to follow up with a phone call to</li> </ul> </li> </ul>



SITUATION	ACTION AND STAFF ROLES
	student.
Students have been identified as needing support following scheduled academic skills workshops.	<ul style="list-style-type: none"> <li>• Student advised to attend additional workshops or study groups;</li> <li>• Student to receive individual case management; and</li> <li>• Course Coordinator to arrange peer mentoring.</li> </ul>
<b>Student Progress: Students at Risk of Not Completing the Course</b>	
Student fails a particular unit more than once.	<ul style="list-style-type: none"> <li>• Student referred to Student Welfare/external services: <ul style="list-style-type: none"> <li>○ Student advised to attend additional workshops or study groups;</li> <li>○ Refer student to Academic Skills Support Officer;</li> <li>○ Student to receive individual case management;</li> <li>○ Course Coordinator to arrange peer mentoring; and</li> <li>○ A combination of the above and a reduction in course load.</li> </ul> </li> </ul>
Student fails 50% or more of the units of study attempted in a semester.	<ul style="list-style-type: none"> <li>• Student Support send <b>Academic Progress Letter HELET17</b>;</li> <li>• Student referred to Student Welfare/external services; <ul style="list-style-type: none"> <li>○ Student advised to attend additional workshops or study groups;</li> <li>○ Student to receive individual case management;</li> <li>○ Course Coordinator to arrange peer mentoring; and</li> <li>○ A combination of the above and a reduction in course load.</li> </ul> </li> </ul>
Record Keeping	<p>All staff are to keep records of student monitoring and support:</p> <ol style="list-style-type: none"> <li>1. Student Support will maintain a Students at Risk spreadsheet;</li> <li>2. Course Coordinators are to maintain a Student Monitoring and Support spreadsheet to be shared with Student Welfare; and</li> <li>3. Relevant correspondence from Student Welfare or Administration is to be documented in the student's record in Paradigm.</li> </ol>

DOCUMENT AND RECORD CONTROL	
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