

## Health Education and Training Institute Higher Education Progression and Unsatisfactory Academic Progress Policy

|                                     |  |
|-------------------------------------|--|
| <b>Document Reference Number</b>    | HEP18/18[v2]   |
| <b>Superseded Version</b>           | HEP18/18[v1]   |
| <b>NSWIOP Document Number</b>       | IOPD15/3728[v2]  |
| <b>TRIM Document Classification</b> | Governance   |
| <b>Framework Part</b>               | Part 2 – Course Support Standards  |
| <b>Approval date</b>                |  |
| <b>Publication date</b>             |  |
| <b>Summary</b>                      | This policy covers matters relating to identifying and dealing with poor performance, including "at risk" students; multiple failures; conditional enrolment, suspension or exclusion for unsatisfactory academic performance and appeals; maximum length of enrolment; and requirements that must be met in order for students to progress. |
| <b>Keywords</b>                     | Poor academic performance, policy, support services, appeal, suspension, exclusion, conditional enrolment, risk, re-admission, progression rules   |
| <b>Authoring Portfolio</b>          | Mental Health  |
| <b>Contact</b>                      | Director   |
| <b>Consultation</b>                 | as per Document History  |
| <b>Distribution</b>                 | Higher Education   |
| <b>Applies to</b>                   | Higher Education   |
| <b>Related documents</b>            | Health Education and Training Institute Higher Education Enrolment Policy<br>Health Education and Training Institute Higher Education Fees Policy<br>Health Education and Training Institute Higher Education Student Support (Rights and Responsibilities) Policy   |
| <b>Review date</b>                  | June 2020  |
| <b>Risk Assessment</b>              | As per Attachment 1 to this document.  |

**Issued under the authority of the Health Education and Training Institute Higher Education Governing Council**

Please note printed copies of this document are uncontrolled, to ensure you are viewing the latest version of this document, please refer to our website <http://www.heti.edu.au/policies-and-procedures>

# Health Education and Training Institute Higher Education Progression and Unsatisfactory Academic Progress Policy

## Policy Statement

This policy establishes the principles and rules of progression for Health Education and Training Institute (HETI) Higher Education courses and rules and procedures in relation to identifying and dealing with unsatisfactory academic performance and applies to all students formally enrolled at HETI Higher Education in higher education awards.

## Principles

1. HETI Higher Education has a duty to maintain the quality, integrity and reputation of its courses by establishing clear rules and standards concerning the conditions of progression through its higher education courses and by providing reasonable support to individual students as they progress through their studies.
2. This duty is supported by having clearly specified measures in place to: stipulate requirements that must be met in order for students to progress, including fair and impartial appeal provisions; establish processes to identify and manage at risk students who exhibit unsatisfactory academic performance, including conditional enrolment, suspension or exclusion sanctions; and specify maximum length of enrolment.
3. At the same time, HETI Higher Education recognises that there can be extenuating circumstances for unsatisfactory academic performance, and that students who are sanctioned are provided with opportunities to show cause and to appeal that may lead to the sanctions being removed or modified.

## Aims and Objectives

4. The aims of this policy are to establish clear rules and standards concerning the conditions of progression through HETI Higher Education courses and to identify at risk students, so that plans may be initiated to address continued unsatisfactory academic performance.

## Overview

5. HETI Higher Education is subject to a number of NSW Health legislative requirements, policy requirements and codes of behaviour that cover a wide range of matters including work health and safety, anti-discrimination, equal opportunity, and equity. Some of these relate to matters described in this document. Nothing in this document is intended to override or be inconsistent with such NSW Health policies and procedures.

## Definitions

6. For the purpose of this policy, the following definitions apply:
  - a. At Risk: students who are in danger of not making satisfactory course progression because of unsatisfactory academic performance
7. Conditional Enrolment for Unsatisfactory Academic Performance: a sanction for students whose academic performance is unsatisfactory, involving limitations on the number of units in which they may enrol and or any other conditions deemed appropriate by HETI Higher Education.
  - a. Suspension for Unsatisfactory Academic Performance: the barring of a student from course participation at HETI Higher Education for a specified period of time up to 12 months.
  - b. Exclusion for Unsatisfactory Academic Performance: the withdrawal from course participation at HETI Higher Education for a specified period of time up to 24 months.

## Procedures

### Progression Rules

8. The Progression Rules against which students are assessed are as follows:
  - a. students are required to complete all the requirements for current units of study before commencing any additional units of study
  - b. students enrolled in a particular course will normally be expected to complete that course in the format as described by HETI Higher Education providing they make satisfactory progress

- c. in order to progress from Graduate Certificate to a Graduate Diploma students will normally be expected to attain the prerequisite number of credit points (i.e. 40)
- d. in order to progress from Graduate Diploma to a Masters course students will normally be expected to attain the prerequisite number of credit points (i.e. 80)

### **Assessment of Academic Progress**

- 9. The Examiners Committee approves all student results and progressions and receives report on students at risk at the end of each semester.

### **At Risk Students**

- 10. At Risk Students are students who:
  - a. demonstrate inconsistent academic performance in a unit of study by, for example, non-submission of assessment tasks, non-participation in online or face-to-face activities, repeated requests for extensions to assessment submission deadlines or poor academic performance; and/or
  - b. fail 50% or more of the units attempted in a semester; and/or
  - c. fail the same or equivalent unit twice; and/or
  - d. fail a mandatory program component.
- 11. There are four stages of intervention and support in the management of unsatisfactory progression as a result of unsatisfactory academic performance:
  - a. Stage 1: Potentially At Risk Students
  - b. Stage 2: Formally At Risk Students
  - c. Stage 3: Suspension for unsatisfactory academic achievement
  - d. Stage 4: Exclusion for unsatisfactory academic achievement

### **Stage 1: Potentially At Risk**

- 12. In the first instance a student may be identified as potentially at risk by a Unit Coordinator during the course of a semester due to non-engagement in learning activities, non-submission of assessment tasks, repeated requests for extensions to assessment submission deadlines or poor academic performance. In this case, the Unit Coordinator will consult with the student and Education Support Officer to devise

a support plan for the student for the rest of the semester. It is the student's responsibility to recognise they are at potentially at risk and to respond accordingly by seeking and engaging with the plans devised to provide support for the student's academic progression.

13. At the end of the semester, the Unit Coordinator will notify the Framework Coordinator of students who have not achieved satisfactory academic progress, despite the implementation of the support plan.

## **Stage 2: Formally At Risk**

14. At the Examiners Committee meeting, at the end of each semester, the Framework Coordinator will report on student academic performance, including grade distributions and comparisons with results from previous years where applicable, and the students at risk who require to be formally notified that they have reached Stage 2 of the At Risk Process either because they have not successfully completed their unit(s) after having been identified as potentially at risk or because they have triggered one or more of the following:
  - a. fail 50% or more of the units attempted in a semester; and/or
  - b. fail the same or equivalent unit twice; and/or
  - c. fail a mandatory program component.
15. Students identified as being formally at risk will receive formal notification from the Framework Coordinator advising that:
  - a. their academic progress is not satisfactory
  - b. they have been deemed as formally at risk
  - c. the student management system will indicate their at risk status
  - d. there may be required changes to the pattern of their enrolment for the following semester, such as Conditional Enrolment, which limits the number of units in which a student may enrol
  - e. they must attend a meeting with the Framework Coordinator, their Unit Coordinator and Education Support Officer at which a Risk Management Plan will be devised for the following semester. It is their responsibility to recognise they are at risk and to respond accordingly by seeking and engaging with the plans devised to provide support for their academic progression.

16. The Unit Coordinator will monitor and report progress against the stated goals of the Risk Management Plan to the Framework Coordinator.
17. At the end of semester the Framework Coordinator will report to the Examiners Committee meeting the progress of students at Stage 2 of the At Risk Process.
18. Students who successfully complete their unit(s) may resume normal enrolment and progression.
19. Students who do not successfully complete their unit(s) will be deemed as having reached Stage 3 of the At Risk process.

### **Stage 3: Suspension for Unsatisfactory Academic Performance**

20. Students who have unsuccessfully completed the conditions stipulated for them at Stage 2 of the At Risk process will be notified by the Director Education and Training that their enrolment may be suspended for a specified period of time of up to 12 months and invited to make a show cause submission as to why HETI Higher Education should allow their enrolment to continue.

### **Show Cause**

21. Show Cause submissions must be submitted within 10 working days of the date of notification.
22. Show Cause submissions may include, but are not limited to:
  - a. Compassionate or compelling reasons for academic performance, supported by documentary evidence
  - b. Remedial action undertaken since the student was notified of enrolment suspension
  - c. How the student intends to improve their academic performance if permitted to continue their enrolment
23. The Director Education and Training is responsible for convening a panel, which is responsible for making a decision concerning the merits of the Show Cause submission. The panel should consist of:
  - a. Director, Education and Training or nominee
  - b. Student and a student's support person, if requested
  - c. Framework or Unit Coordinator

24. The panel may either:
  - a. Approve the Show Cause submission and allow the student to continue in the program of study with further Conditional Enrolment conditions; or
  - b. Reject the Show Cause submission and approve the suspension of the enrolment of the student for a specified period for up to 12 months.
  
25. Students may appeal against a rejection of their show cause submission in accordance with the conditions of the Students Grievance Procedure <http://www.heti.edu.au/policies-and-procedures>.
  
26. Students whose Show Cause submission results in continuation of their program of study with further Conditional Enrolment conditions will receive formal notification from the Director Education and Training advising that:
  - a. their academic progress has continued to be unsatisfactory
  - b. they have been deemed to be at Stage 3 of the At Risk Process
  - c. the student record management system will indicate their at risk status
  - d. they have been allowed to continue in their studies under conditions of Conditional Enrolment
  - e. Failure to demonstrate satisfactory academic progression in line with the conditions of their enrolment in the subsequent semester may result in progression to Stage 4 of the At Risk Process (exclusion from their course).
  - f. They must attend a meeting with their Framework Coordinator and the Director Education and Training at which a further Risk Management Plan will be devised for the following semester. It is the student's responsibility to recognise they are at risk and to respond accordingly by seeking and engaging with the plans devised to provide support for their academic progression.
  
27. The Framework Coordinator will monitor and report progress against the stated goals of the Risk Management Plan to the Director Education and Training.
  
28. At the end of semester, the Director, Education and Training will report to the Examiners Committee meeting the progress of students at Stage 3 of the At Risk Process.
  
29. Students whose show cause submissions have been rejected by the panel, will receive formal notification from the Director, Education and Training that:
  - a. their show cause application has been rejected

- b. they will be suspended for a specified period for which they cannot be granted approval for deferral of their studies.
- c. their enrolment will cease
- d. they will not be entitled to have access to HETI Higher Education course resources
- e. they will not be granted advanced standing for units completed at another university during the period of suspension and may not take units at other universities under arrangements for concurrent or cross-institutional enrolment.
- f. they will be entitled to resume their studies under certain conditions
- g. they must attend a meeting with Director, Education and Training and Framework Coordinator to determine the conditions of their re-enrolment.

#### **Stage 4: Exclusion for Unsatisfactory Academic Performance**

- 30. Students who have resumed their studies after a period of suspension but have unsuccessfully completed the conditions stipulated for them at Stage 3 of the At Risk process will be notified by Director, Education and Training that they will be excluded from HETI Higher Education for a specified period between 12-24 months and invited to show cause in accordance with the conditions outlined at Clauses 21 to 24 of this policy.
- 31. Students whose show cause submission have been rejected by the panel, will receive formal notification from the Director, Education and Training that:
  - a. their show cause application has been rejected
  - b. they will be excluded for a specified period for which they cannot be granted approval for deferral of their studies
  - c. their enrolment will cease
  - d. they will not be entitled to have access to HETI Higher Education course resources
  - e. they will not be granted advanced standing for units completed at another university during the period of exclusion and may not take units at other universities under arrangements for concurrent or cross-institutional enrolment
  - f. they do not have automatic right of re-admission to the course or to HETI Higher Education after the expiration of their period of exclusion and must apply for re-admission through the normal channels to their original course of study or for admission to the course deemed by HETI Higher Education to be equivalent

- g. they will be subject to the rules for the course (or the course deemed by HETI Higher Education to be equivalent) that were current at the time of re-admission
  - h. they must attend a meeting with Director, Education and Training and Framework Coordinator to determine the conditions of their re-admission
32. Students may appeal against a rejection of their show cause submission in accordance with the conditions of the Students Grievance Procedure <http://www.heti.edu.au/policies-and-procedures>.
33. HETI Higher Education reserves the right to permanently exclude students who have been re-admitted after a period of exclusion and who failed to meet the conditions of their re-admission.

### **Maximum Length of Enrolment**

34. The maximum timeframes for students to complete their courses are:
- a. Graduate Certificate: 2 years
  - b. Graduate Diploma: 4 years
  - c. Masters Program: 6 years
35. Any alteration to the above timeframes must be approved by the HETI Higher Education Academic Board.
36. Students who fail to complete their course in the maximum timeframe specified in Clause 34 may be excluded for a period of up to two years.
37. Students who are identified as being unable to complete their course in the maximum time will be notified by HETI Higher Education in their final semester of study of the maximum timeframe (see Clause 34) and invited to show cause as to why they should not be excluded from HETI Higher Education in accordance with the Show Cause Section of this policy.
38. Students whose show cause submission is rejected will be excluded for a period of two years if, at the end of an academic year, the student has failed to complete their course in the specified maximum time.

## **Related Documents**

- HETI Higher Education Enrolment Policy
- HETI Higher Education Student Fees Policy
- HETI Higher Education Student Support (Rights and Responsibilities) Policy
- HETI Higher Education Students Grievance Procedure

## DOCUMENT HISTORY

| Version | Issued           | Status | Author                            | Reason for Change  |
|---------|------------------|--------|-----------------------------------|--|
| v0.1    | 30 November 2015 | Draft  | Geoff Murphy                      | Draft document   |
| v0.2    | 13 January 2016  | Draft  | Geoff Murphy                      | Consolidation of feedback  |
| v0.3    | 21 January 2016  | Draft  | Mark Wilbourn                     | Incorporating feedback from the Policy Review Workshop 21 January 2016   |
| v0.4    | 27 January 2016  | Draft  | Geoff Murphy                      | Post review amendment  |
| v0.5    | 28 January 2016  | Draft  | Mark Wilbourn                     | Incorporating feedback from the Policy Review Workshop 28 January 2016   |
| v0.6    | 15 February 2016 | Draft  | Mark Wilbourn                     | Incorporating slight amendment from Academic Board 15 February 2016 clause 1 – remove the words ‘of a range’ (prior to support services) |
| v1.0    | 24 February 2016 | Final  | Mark Wilbourn                     | As approved by HETI Higher Education Governing Council   |
| v2.0    | 1 November 2017  | Final  | Valerie Rhodes                    | As approved by HETI Higher Education Governing Council   |
| v2.0    | 20 April 2018    | Final  | Valerie Rhodes                    | Updated logos and templates  |
| v1.0    | 22 August 2018   | Final  | Valerie Rhodes                    | Updated logos, template and new TRIM Reference   |
| v1.1    | June 2018        | Draft  | David Baxter                      | Policy review  |
| v1.2    | 6 September 2018 | Draft  | Silke O’Callaghan<br>David Baxter | Incorporation of feedback from Policy review, restructure and tightening of definitions, stages and procedures.                          |
| v1.2    | 22 October 2018  | Draft  | Silke O’Callaghan                 | Endorsed by the Higher Education Academic Board  |
| v1.2    | 21 November 2018 | Draft  | Rhonda Loftus                     | Approved by the Higher Education Governing Council   |
| v2.0    | 28 November 2018 | Final  | Jana Chadid                       | Updated Logos, Published Version   |

## IMPLEMENTATION CHECKLIST – COMPLIANCE SELF ASSESSMENT

| Assessed by:   | Date of Assessment:  |                    |                 |
|--|--|--------------------|-----------------|
| IMPLEMENTATION REQUIREMENTS  | Not commenced  | Partial compliance | Full compliance |
| 1. Presentation of key changes and messages was provided to all key stakeholders   |  |                    |                 |
|  | <b>Notes:</b> Training session was conducted Jan/Feb 2019                    |                    |                 |
| 2. Quizzes were conducted to assess all key stakeholders knowledge and application to practice of the updated policy clauses |  |                    |                 |
|  | <b>Notes:</b> Relevant Director conducted and assessed the quiz Jan/Feb 2019 |                    |                 |
| 3. Reflection/evaluation;<br>Training session to assess progress of implementation   |  |                    |                 |
|  | <b>Notes:</b> Session planned for June/July 2019                             |                    |                 |
| 4.   |  |                    |                 |
|  | <b>Notes:</b>  |                    |                 |
| 5.   |  |                    |                 |
|  |  |                    |                 |
| 6.   |  |                    |                 |
|  | <b>Notes:</b>  |                    |                 |

## Attachment 1

### RISK ASSESSMENT

<Document Title>

| 1.  | Policy/Process being assessed  | Notes     |
|-----|--|-----------|
|     | Progression and Unsatisfactory Academic Progress Policy v1.2   |           |
|     | Document Number  |           |
|     | Publication date   | June 2020 |
|     | Scheduled review date  |           |
|     | Date of this risk assessment   |           |
|     | Name & position of assessing officer   |           |
|     |  |           |
| 2.  | Summary of policy purpose (from PD Cover Page)   |           |
|     | This policy covers matters relating to identifying and dealing with poor performance, including "at risk" students; multiple failures; conditional enrolment, suspension or exclusion for unsatisfactory academic performance and appeals; maximum length of enrolment; and requirements that must be met in order for students to progress. |           |
|     |  |           |
| 3.  | Agency (HETI) key roles & responsibilities as per PD   |           |
|     |  |           |
|     |  |           |
| 4.  | Risk Assessment  |           |
| 4.1 | <u>Identification of risks</u> – what might happen & how?  |           |
|     | 1.   |           |
|     | 2.   |           |
|     |  |           |
| 4.2 | <u>Analysis of risks</u> – combined estimate of the consequence & likelihood of the risk, using NSW Health Risk Matrix (attached)  |           |
|     | <ul style="list-style-type: none"> <li>• Consequence:</li> <li>• Likelihood:</li> <li>• Risk rating :</li> </ul>   |           |
|     |  |           |
| 4.3 | <u>Evaluation of risks</u> – comparison of the level of risk as determined against a predetermined criteria to determine whether a level of risk is acceptable or needs to be treated.   |           |
|     |  |           |

|  |  |  |
|--|--|--|
|  | Risk level assessed after implementing treatment: <ul style="list-style-type: none"> <li>• <b>Consequence:</b></li> <li>• <b>Likelihood:</b></li> <li>• <b>Risk rating :</b></li> </ul> Evaluation – |  |
|--|--|--|

**Risk Assessment Approval**

|   |  |
|---|--|
| <b>Name &amp; position of approving T2 Officer:</b> |  |
| <b>Date:</b>  |  |