

# Progression Policy

## Scope

This policy is applicable to Kaplan Higher Education Pty Ltd, trading as Murdoch Institute of Technology (“School”).

## Purpose

The School is committed to providing all students the maximum opportunity to demonstrate the competence required to achieve their educational and career aspirations. In addition to the extra academic and English support available to all students who have been identified as potentially struggling with their studies, specific measures are put in place for students who have been formally identified as being at risk of not fulfilling the requirements of academic progression. The purpose of this Policy is to provide information on the:

- rules for meeting course completion requirements
- identification of students who are, or are ‘at risk’ of not making satisfactory academic progress
- intervention strategies to ensure that students have access to appropriate support mechanisms
- processes relating to the exclusion of students who fail to meet satisfactory academic progress requirements.

## Progression rules

To be successful in their program of enrolment, students need to demonstrate the level of understanding, knowledge and skill expected at the relevant qualification level.

The following academic progress rules are provided to facilitate the progression of students within and between School qualifications.

### Years to complete

The number of years permitted to meet course completion requirements are listed in the table below. The completion date will be calculated from the date of the student’s initial commencement date in the course (period and year) stated on the student’s transcript.

Course name	Requirements <sup>^</sup>	Course Duration <sup>*</sup>
Diploma of Business	8 subjects	5 study periods
Diploma of Communication & Media Studies	8 subjects	5 study periods
Diploma of Information and Communication Technology	8 subjects	5 study periods
English for Academic Purposes	10-week course	2 attempts

<sup>^</sup> Course architecture can consist of core and elective subjects – please see Student Services Manager for more information.

<sup>\*</sup> Course duration listed in the above table is the maximum time approved for a student studying without visa restrictions. International students are required to study full time, and therefore the maximum time to complete will be related to the length of their student Confirmation of Enrolment (CoE), however, in some circumstances described below, the CoE may be extended. The extension must not exceed the maximum duration stated in the table above.

## Applications for an extension of time

### For Murdoch University Preparation Course (MUPC) and Diploma

Students who fail to complete within the prescribed period and who can reasonably be expected to meet the course requirements within two additional study periods (inclusive of any intervention strategies employed by the School and the student during the student's study) may apply for an extension of time. For MUPC and Diploma, a study period is 15 weeks.

### For English for Academic Purposes (EAP)

Students who fail to complete within the prescribed period may apply for and be granted an extension of one study period. For EAP, one study period is 10 weeks,

Each application will be considered on its merits and with reference to the student's academic performance during the study period and any matters that warrant special consideration. In general, the maximum extension of time that will be granted in most circumstances is two (2) study periods, depending on the length of the course.

Applications for a time extension must be made in writing to the School a minimum of 4 weeks prior to the expiry of the student's prescribed time (or within the registration period of the trimester immediately after receiving results that indicate they will not finish within the set time frame). A request to extend should be made using the [Request for Program Extension form](#).

The application must include a letter outlining the reasons for the student's inability to complete the qualification in the prescribed time.

These documents will assist the School in assessing the extension application, and in particular the student's ability to complete the course within the extension period.

NB: conditions may apply for International students on student visas,

## Satisfactory Academic Progress

The School recognises the value of reliably and efficiently monitoring the academic progress of students in their studies, and of having systems in place to promote the early detection and support of students who are at risk of not making satisfactory progress, ("at-risk student").

In general, a student may be deemed to be making unsatisfactory academic progress in their course if they:

- fail to successfully complete at least 50% of their study load for a study period
- fail the same subject/unit twice
- fail to enrol after an approved study break
- withdraw more than twice from any subject/unit
- fail to undertake an enrolment load that will enable them to complete within the guidelines of this Policy.

Other indicators may be used by staff to determine students at risk of making unsatisfactory progress including poor attendance, low grades in formative and summative assessments including in-class tasks and mid-trimester assignments and exams. These indicators may be the basis for offering the student additional support but will not constitute unsatisfactory progress.

## International students

International students are required to achieve satisfactory course progress as a condition of their student visa. The School will ensure that the relevant National Code Standards are followed. Students who fail to achieve satisfactory course progress will be identified and an intervention strategy implemented.

If the intervention strategy has been implemented and the student fails to meet satisfactory course progress in the following study period, then the student will be notified in writing of an intention to report them through the Provider Registration and International Students Management System (PRISMS) to the Department of Home Affairs (HA) for failing to achieve satisfactory course progress, and that this may result in HA cancelling their student visa. The student will be informed that they have 20 working days to submit an appeal to this decision. The parents of students under the age of 18 will also be notified in writing. Consent must be given by students over the age of 18 for the School to notify their parents.

If the student does not submit an appeal within 20 working days, a notification will then be made via PRISMS that the student is not achieving satisfactory course progress. A standard letter will be placed on the student's manual file.

Students with a current CoE must continue to attend school during the reporting and appeals process. However, if the CoE has finished, a student may access the appeals process without re-enrolling. Students should contact HA to receive information on how this will affect their visa and ability to stay in Australia.

### Extension of Confirmation of Enrolment (CoE)

An extension of the student's CoE may only be granted where it is clear that the student will not complete the course within the expected duration, as specified on the CoE. Reasons for an extension include:

- a. Compassionate, compelling or extenuating circumstances, defined in the National Code as "generally those beyond the control of the student and 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 in the home country requiring emergency travel and this has impacted on the student's studies; or
  - a traumatic experience which could include:
    - involvement in, or witnessing of a serious accident; or
    - witnessing or being the victim of a serious crime, and this has impacted on the student (these cases should be supported by police or psychologists' reports)
  - where the registered provider was unable to offer a pre-requisite unit; or
  - inability to begin studying on the course commencement date due to delay in receiving a student visa."
- b. Not completing as a result of a revised enrolment pattern due to implementation of the School's intervention strategy for an 'at risk' student, or
- c. If an approved deferment or suspension of study has been granted.

Should the variation affect the student's duration on their CoE, a new CoE will be issued via PRISMS and this will be recorded as such (i.e. the intervention strategy implemented by the School resulted in the student not being able to complete their program within the expected duration, as specified on the original CoE).

## Supporting students

The School aims to keep attrition to a minimum in all its programs. It is aware that attrition may be potentially high in certain cohorts, including students in their first year of study, students taking part-time programs, adult learners who have not studied before or for some time, students who are studying in a language other than their first language, students with significant family responsibilities and or financial difficulties, students whose performance in secondary school was not at a high level, international students, and students who commence a program late. The higher the number of these categories that a student falls into, the greater the risk of attrition.

Accordingly, the School will put in place actions to address these risks.

Students will:

- be given sufficient information about programs allowing well-informed course choices by students
- have an effective student support model which places particular emphasis on individual attention, personal service, and tracking success or failure, and which identifies staff specifically responsible for a cohort of students.
- be provided with an orientation to the School and, for international students, to Australia more generally
- be identified and followed up by student support staff where they are not involved, engaged or committed to their studies
- be identified by the Vice President (Academic) or delegate and followed up on, where results, or lecturer or support staff reports indicate that students are experiencing difficulties in their studies
- be informed of relevant program details including withdrawal dates for subjects or programs
- engage in subjects that include training in technologies, research methods and study skills so as to enhance their likelihood of success
- Have lecturers and teachers who are committed, appropriately qualified and sensitive to the needs of students in their classes who are in a likely attrition category.

Regular reporting measures are in place to ensure that relevant data is provided to the Vice President (Academic) or delegate, and the Academic Board so as to ensure timely intervention.

### Specific measures for individual students

A student identified as potentially not making satisfactory academic progress will be contacted by the School to discuss the support options available.

If the student has triggered one of the indicators of unsatisfactory progress (as outlined on page 2), then the student will be required to complete a short questionnaire and undertake an academic counselling interview with the Vice President (Academic) or delegate to discuss their questionnaire responses and to formalise an appropriate intervention strategy to assist the student in their progression. The student may bring a support person to this meeting who is approved by the School prior to the meeting. This process from contacting the student to finalising an intervention strategy, should be completed prior to week three of the next study period.

Intervention strategies used to address the academic progress matters will be documented and recorded and may include, but not be limited to:

- revising enrolment patterns, study load or course of enrolment
- minimum attendance requirements
- regular meetings with an identified School staff member to address key issues
- English language support (where available or students will be directed to appropriate services)
- study skills and/or study plan
- academic counselling, referral to appropriate medical services and/or other appropriate support
- review of accommodation (Homestay) and other support systems if applicable

- establishing a learning contract outlining specific activities that are to be completed by the student
- approving leave or deferment of studies.

Copies of the intervention plan, and any modifications, will be given to the student as well as being kept on the student's academic file.

Any student who has been identified and contacted as being 'at risk', and fails to attend the required academic counselling interview or does not participate in an alternative process prescribed by the School as deemed necessary may be subject to the following courses of action:

- An intervention strategy may be developed in the student's absence and sent to the student by registered mail, in such an instance, the student will be bound by the conditions of the intervention strategy
- Be required to meet with the Vice President (Academic) or delegate to show cause as to why they should not be excluded from the course.

## Legislative Context

International students may like to refer to the following additional information:

- [Education Services for Overseas Student's \(ESOS\) Act 2000](#)
- [National Code 2018](#)

## Version Control and accountable officers

It is the joint responsibility of the Implementation Officer and Responsible Officer to ensure compliance with this policy.

<b>Policy Category</b>	Academic			
<b>Responsible Officer</b>	Vice President, Academic			
<b>Implementation Officer</b>	College Director or equivalent			
<b>Review Date</b>	May 2019			
<b>Approved by</b>				
KHE Academic Board				
<b>Change and Version Control</b>				
Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
1.0	Quality & Standards Group	Unpacking of one document into existing document	01.01.2014	01.01.2014
1.1	Quality & Standards Group	Format and wording changes to align across all businesses	22.05.2015	15.06.2015
1.2	Academic Quality and Governance Group	Reduction in maximum course duration for Diploma students. Policy updated for currency and clarifications made to policy scope, standards and expectations. For instance, the policy scope includes all education courses under MIT's scope of operations.	1.12.2016	15.12.2016
1.3	Academic Quality and Governance Team	Department of Border Protection and Immigration updated to the Department of Home Affairs.	07.03.2018	09.03.2018

## Appendix A: Student at Risk Questionnaire

The School is aware that students may experience difficulty in their studies from time to time. Our records indicate that you are 'at risk' of not completing your course within the required time frame, or may be at risk in the future. We'd like to talk to you about this and work on strategies to help you complete your course. Please fill in the following questionnaire and contact us to arrange a time to discuss your situation.

**Student ID:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Phone (wk):** \_\_\_\_\_ **Phone (mob):** \_\_\_\_\_

**Course enrolled in:** \_\_\_\_\_

<b>Business/Higher Education Provider</b>	<b>Kaplan Business School</b>	<b>Kaplan Professional Education</b>	<b>Murdoch Institute of Technology</b>
<b>Campus (KBS only)</b>	<b>Adelaide</b>	<b>Sydney</b>	<b>Melbourne</b>

### Part One – Study

1. Are you enjoying the course that you have chosen? (circle) YES NO  
 If you answered no, can you briefly describe why?

\_\_\_\_\_

\_\_\_\_\_

2. Answer the following questions

	<b>Yes/No or NA</b>
Are you enrolled in more than a full-time load this study period?	
Do you find it difficult to find time to study?	
Are you struggling with key concepts in any of your subjects?	
Are you struggling with required skills?	
Is English your first language?	
Are you struggling with strategies for learning?	
Have you used the Discussion Forum to raise questions? (online courses only)	
Have you spoken to your Student Support Officer during the study period?	
Would you consider any extra tuition for your studies?	

3. Please describe any problems you are experiencing and in what unit of study you are experiencing them.

\_\_\_\_\_

\_\_\_\_\_

4. Identify any School services you have used and whether it was useful

<b>Service</b>	<b>Usefulness</b>

5. Does your home environment allow you to concentrate on your studies? (circle)      **YES**      **NO**
6. Are there any health issues that have impacted on your studies? (circle)      **YES**      **NO**
7. In addition to your study are you doing any paid or voluntary work? (circle)      **YES**      **NO**  
Describe any impact this has had on your ability to study?

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8. What do you think would help you achieve you study outcomes in the next study period

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I understand that material provided by myself to the School will be kept confidential and private and may only be used to verify authenticity of any the supporting documentation I have provided.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Student)

**Office Use Only**

Signed:		Date:	
	(Student Services)		