

STUDENT PROGRESSION AND EXCLUSION POLICY AND PROCEDURE

1. Overview

Skyline Higher Education Australia ("SHEA") has designed this policy to detail the rules for meeting course progression requirements and to define the grounds for the exclusion of a student due to a lack of satisfactory academic progress.

SHEA requires that the academic achievement of each student is monitored so that students who are determined to be 'at risk' can be provided with advice and support to ensure successful course progress and completion whenever possible[1].

2. Maximum time to complete a course

Students must meet the completion requirements of a course within a prescribed number of years from the date of the first enrolment. The rationale for placing a timeframe on course completion is to ensure that the qualification awarded reflects currency of knowledge and skill.

2.1 Years to complete

The number of years allowed to complete the requirements of a course are listed in the table below, inclusive of all requirements including holidays. The time elapsed will be calculated from the date that the student commenced their first study period. SHEA will send students a courtesy reminder after two study periods of inactivity to notify students of the maximum time to complete.

The normal maximum time to complete an award course is $2n + 2$ years, where n is the full-time equivalent duration of the course in years.

Full-time equivalent course duration	Maximum time to complete
1 year	3 years
2 years	6 years
3 years	8 years
4 years	10 years

2.2 Applications for an extension of time

Students who fail to complete within the prescribed maximum period and can reasonably be expected to meet the course requirements within two additional study periods 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 and circumstances such as a disadvantaged background.

Applications for an extension of time to complete the course must be made in writing to the Course Coordinator at least one study period prior to the expiry of the student's prescribed time to complete the course. The application must include reasons for the student's inability to complete the qualification in the prescribed time period. The Course Coordinator will provide a written response to the student's written application within ten working days outlining their decision and informing the student of their right to request a review of the decision.

2.3 Students who fail to complete within the time limit

Students who fail to complete course requirements within the specified time limit (including any extension of time granted) will have their enrolment terminated and a statement noting that 'the maximum time to complete the course has been exceeded' will appear on the final record of results issued to the student. The student will be advised in writing of the decision to terminate

[1] Guidance Note: Monitoring and Analysis of Student Performance https://www.teqsa.gov.au/latest-news/publications/guidance-note-monitoring-and-analysis-student-performance

their enrolment and will also be advised that they have twenty working days from receiving notification of the decision to terminate their enrolment to request a review of the decision.

3. Requirement to attain minimum academic standards

Students are required to attain the following minimum academic standards to be deemed to be maintaining satisfactory academic progress in a course:

a) Not incur more than one failure in the same subject across enrolments; and
b) Not fail 50% or more of the subjects attempted within a study period.

The Course Coordinator will monitor each student's academic performance against the minimum academic standards at the end of each study period. Where a student has failed to meet the minimum academic standards, the Course Coordinator will deem that student as being 'at risk'.

3.1 Student Overload

Overloading means taking more than a normal load of subjects in a Trimester. Overloading can impact a student's studies and results for all subjects taken for the trimester. It's also unacceptable grounds for applying for special consideration, readmission, or withdrawal after the census date.

A student requesting to do more than a full-time study load must have paid all fees and charges, received written approval from the Course Coordinator, and be in good academic standing.

In assessing the student's application for overload, the Course Coordinator must consider if:

- All fees and charges owed have been paid
- The student is in the last year of the course
- The student has no fails in the previous trimester
- The student has completed a full trimester load in the previous trimester
- The student has a GPA of at least 6 (Distinction).

3.2 Early intervention

At any point during the study period, an Educator can identify a student as requiring early intervention. Educators may initiate early intervention for students who:

- did not submit or failed in the first or subsequent assessments.
- has not attended scheduled classes.
- has not accessed learning materials in OpenZone (the LMS).

Each subject has an early assessment task as an early indicator of possible students at risk. The Educator will monitor student engagement (as noted above) and alert the Student Services Officer and Course Coordinator so they can take proactive action to support students in completing their subjects successfully.

3.3 Students deemed 'at risk'

SHEA will contact each student who is deemed to be 'at risk' within two weeks after results have been processed and arrange an appointment for an academic counselling session. The student will also be advised of the possibility that conditions may be placed on their enrolment.

During the academic counselling session, the counsellor and student will determine what additional support will be provided to the student, and an intervention strategy will be put in place. This may include, but is not limited to, the student:

a) entering into a learning plan agreement;
b) attending academic skills seminars;

c) attending tutorial or study groups;
d) receiving individual case management;
e) referral to services, including counselling and mental health services;
f) attending additional counselling sessions with the Course Coordinator;
g) receiving assistance with personal issues which are influencing progress;
h) receiving mentoring; or
i) a combination of the above.

When counselling students at risk, specific consideration will be given to Aboriginal and Torres Strait Islander students to support them to progress and complete their course. Other students at risk may come from disadvantaged and low socio-economic groups such as refugees, neurodiverse students, and those with a disability. Additional support may be provided on the basis of need and to avoid discrimination and bias (see also the Diversity and Equity policy).

A record of the academic counselling session will be signed by the counsellor and the student and placed on the student's file.

3.4 Students who continue to fail to meet minimum academic standards

If a student continues to fail to meet minimum academic standards after an intervention strategy has been put in place, the Course Coordinator will request that the student provide a written statement within ten working days , outlining reasons why they should be permitted to continue their enrolment in the course.

A student who does not submit a written statement by the due date shall be sent a formal notification of the intention to terminate their enrolment due to unsatisfactory academic progress.

The Course Coordinator shall consider the written statement and may:

a) formally notify the student of the intention to terminate the student's enrolment due to unsatisfactory academic progress; or
b) permit the student to continue with or without specific conditions.

The Course Coordinator will provide a written decision to the student within ten working days of receiving the written statement, outlining their decision.

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 be notified of the intention to terminate their enrolment due to unsatisfactory academic progress.

3.5 Consequences of termination of enrolment

Students whose enrolment is terminated due to exceeding the maximum time to complete their course and who wish to undertake further study will need to apply to SHEA for re-admission in line with the *Student Admissions Policy and Procedure.*

4. Academic Literacy and English Language Proficiency

Academic literacy and English language proficiency are important factors in a student being able to satisfactorily progress through their course.

4.1 'Academic Literacy' refers to the capacity of a student to undertake formal study and to understand and communicate discipline-specific knowledge. 'English language proficiency' refers to the student's ability to understand and communicate knowledge effectively in both written and spoken English.

4.2 Higher Education Providers are responsible for ensuring their students are sufficiently competent in the English language to participate effectively in their studies[2]. To assist in the identification of students requiring further development of their academic literacy and English language proficiency skills, each subject during the first study period in all of SHEA's accredited courses will contain an early formative assessment task in the first third of the study period. If the outcomes for this assessment task is deemed unsatisfactory due to poor academic literacy and English language proficiency skills then the student will be referred to the Course Coordinator for a more comprehensive assessment.

4.3 Following the assessment the Course Coordinator will put in place an intervention strategy to assist the student to enhance their academic literacy and English language proficiency skills. This may include:

a) undertaking academic skills seminars; and/or
b) attending tutorial or study groups; and/or
c) referral to external English proficiency support services; and/or
d) receiving one-on-one support and coaching services.

4.4 Information about support services to assist students to enhance their academic literacy and English language proficiency skills is provided at Orientation prior to the start of a student's first study period, via the website and in first-year subject outlines. Students may self-refer to student support for assistance with academic literacy and English language proficiency at any time.

5. Failing a prerequisite subject

Normal course progression rules require that a student who has not passed a prerequisite for entry to a particular subject cannot be enrolled in that subject. However, where a student believes that this rule may adversely affect their course progress, the student may seek a review of this rule by writing to the Dean. The Dean will assess the student's academic record and, if the Dean believes the student has a fair chance of success, they may allow the student to repeat the prerequisite subject concurrently with the subject for which it is a prerequisite.

6. International students

International students are expected to complete their course in the standard number of years for a student undertaking a full-time load less any time for credit granted by SHEA. This time period is noted on the student's CoE and must not exceed the CRICOS registered duration.

6.1 The Course Coordinator will monitor international students' enrolment load and academic progress at the end of each compulsory study period to determine if the student has met the minimum academic standards and can complete their studies within the registered course duration. Where necessary, an intervention strategy will be put in place (as described in 3.1 above).

6.2 The Course Coordinator may extend the duration of an international student's study where it is clear that the student will not complete the course within the expected duration, as specified on the student's CoE, as the result of:

a) compassionate or compelling circumstances on the basis of demonstrable evidence (e.g. illness where a medical certificate states that the student was unable to attend classes); or
b) an intervention strategy being implemented, or in the process of being implemented, for a student who is at risk of not meeting the course progress requirements (minimum academic standards); or

[2] Higher Education Standards Framework (2021) Standard 1: Student Participation and Attainment https://www.teqsa.gov.au/hesf-domain-1

c) a deferral or suspension of the student's enrolment has been approved under SHEAs *International Student Deferment, Suspension and Cancellation Policy and Procedure* [POL023B].

Where the Course Coordinator has made a decision to extend the duration of a student's enrolment, the student will be advised to contact the Department of Home Affairs to seek advice on any potential impacts on their visa, including the need to obtain a new visa.

6.3 Where an international student has failed to meet minimum academic standards the Dean may consider a reduction in their study load as part of the intervention strategy. All considerations for a reduction in study load due to failure to meet academic standards will be at the sole discretion of the Dean.

6.4 Following an intervention strategy being put in place, if an international student fails to meet the minimum academic standards in a second consecutive study period, the Course Coordinator will follow the process outlined in section 3.4 of this policy.

When an international student is formally advised of the intention to terminate their enrolment due to unsatisfactory academic progress, they will also be advised that they should seek advice from the Department of Home Affairs on the potential impact on their student visa if they are reported for failure to meet minimum academic standards. An international student will also be advised that they have twenty working days to access SHEA's grievance handling process, if they wish to do so.

6.5 The student has a right to continue their studies in the course and will not be reported on PRISMS during the period for lodging a grievance/appeal and, if the student lodges a grievance/appeal, during the period the grievance/appeal is being considered or until the student withdraws from the grievance and appeals process by notifying SHEA in writing.

6.6 The student's enrolment will be formally cancelled and SHEA will report the student through PRISMS only after all grievance and appeals processes are finalised and the decision or recommendation supports the registered provider, or the student withdraws from the grievance and appeals process in writing, or the student has chosen not to access the appeals process within twenty working days.

7. Review of a decision

A student may request a review of a decision made under this policy. The grounds for a review are that the decision is inconsistent with this policy. Requests for a review must be made in writing and lodged with the Dean within ten working days of the student receiving written notification of the decision. The Dean will respond in writing to the request within ten working days and may confirm or vary the decision, where there is any doubt, the Dean will investigate and seek confirmation as far as possible. All decisions of the Dean in relation to reviews under this policy will be reported to the Learning and Teaching Committee.

If a student remains dissatisfied with the outcome of their request for a review they may lodge a formal grievance within twenty working days in accordance with SHEA's grievance handling policy and procedures (See Student Grievance Handling Policy).

8. Related policies and other documents

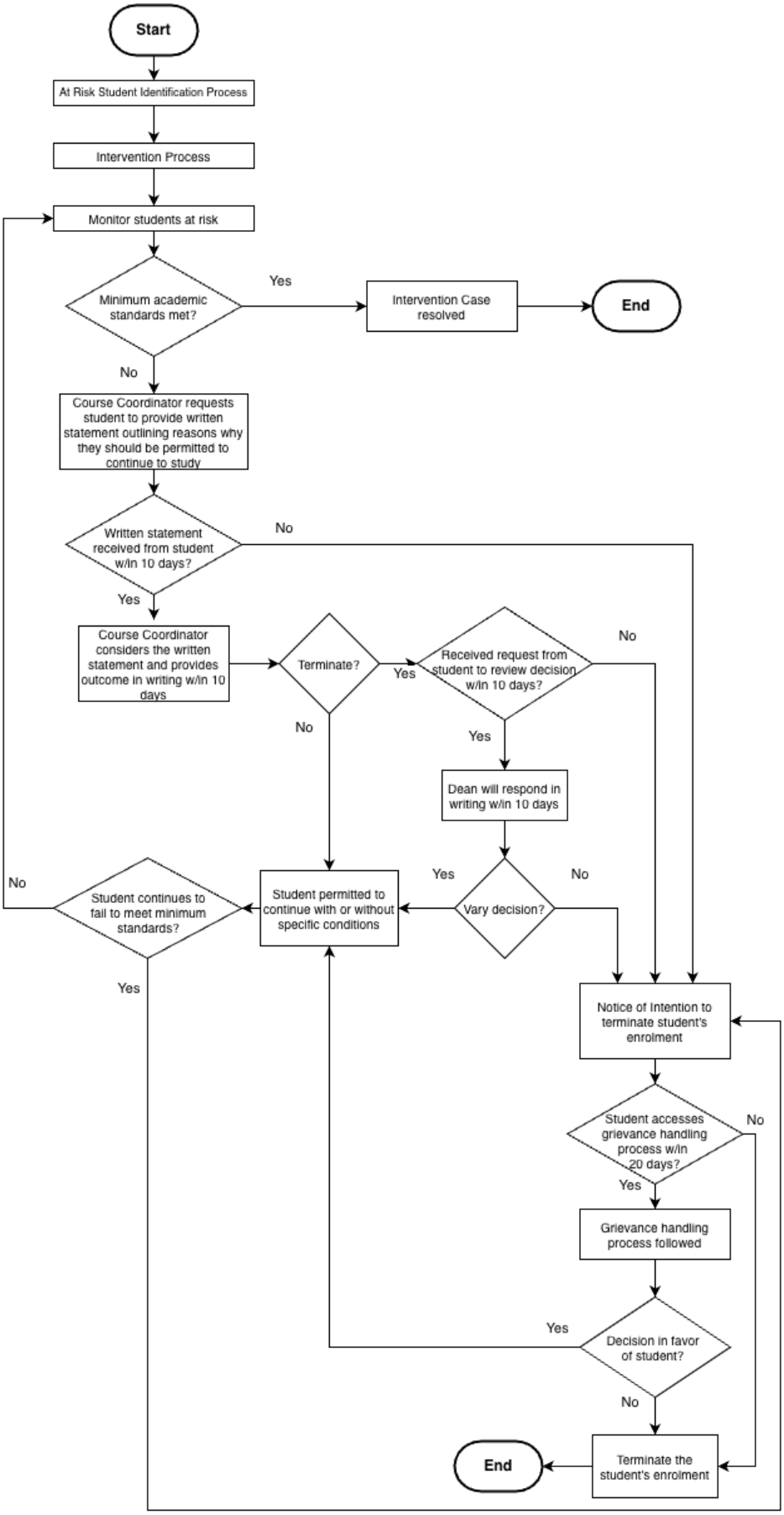
- POL018 Student Academic Integrity Policy and Procedure
- POL027 Student Support Framework
- POL020 Student Assessment Policy and Procedure

9. Version history

Version	Approved by	Approval Date	Details
1.0	Academic Board	12 July 2022	Document creation and initial approval
1.1	Dean	17 November 2022	Section 3 updated to include Educator monitoring of 'at risk' students throughout the trimester
2.0	Academic Board	13 September 2023	Updated Section 3 to include the process of monitoring students at risk Added Section 8 Related Policies and other Documents
2.1	Dean	18 December 2023	Minor updates as a result of feedback during CRICOS application
2.2	Dean	6 May 2024	Added MIT details
2.3	Dean	17 July 2024	Section 3.2 Added referral to services, including counselling and mental health services
2.4	Dean	18 November 2024	Minor updates to nomenclature
3.0	Academic Board	19 February 2025	Added 3.1 Student Overload
4.0	Academic Board	11 February 2026	Updated minimum academic standards requirements; major amendments to clarify administrative process to follow in the case of a student not meeting minimum academic standards; added flowchart
4.1	Dean	28 April 2026	Updated section 2.1 to clarify time periods for maximum canditature
4.2	Dean	19 October 2026	Minor amendments arising from 2026 compliance mapping exercise against the National Code to align with Standard 8; Updated reference to Student Support Officer to Student Services Officer

Document owner: Dean

Appendix A:


Start
At Risk Student Identification Process
Intervention Process
Monitor students at risk
Minimum academic standards met?
Yes
Intervention Case resolved
End
No
Course Coordinator requests student to provide written statement outlining reasons why they should be permitted to continue to study
Written statement received from student w/in 10 days?
No
Yes
Course Coordinator considers the written statement and provides outcome in writing w/in 10 days
Terminate?
Yes
Received request from student to review decision w/in 10 days?
No
Yes
No
Dean will respond in writing w/in 10 days
Yes
Vary decision?
No
Student permitted to continue with or without specific conditions
Student continues to fail to meet minimum standards?
No
Yes
Notice of Intention to terminate student's enrolment
Student accesses grievance handling process w/in 20 days?
No
Yes
Grievance handling process followed
Yes
Decision in favor of student?
No
End
Terminate the student's enrolment