

ACADEMIC PROGRESS POLICY AND PROCEDURES

PURPOSE

Lincoln Institute of Higher Education Australia (LIHE) is committed to assisting students in achieving their academic goals. This policy ensures that students enrolled in coursework programmes maintain satisfactory academic progress and receive timely, equitable, and transparent assistance if they are identified as being 'At Risk' or making 'Unsatisfactory Progress.' By clearly defining indicators, responsibilities, and intervention strategies, this policy promotes accountability, consistency, and academic excellence.

SCOPE

This policy applies to all students enrolled in LIHE coursework subjects/programmes and to all staff members involved in teaching, learning, student support, and academic management processes.

GUIDING PRINCIPLES

- Students are expected to meet and maintain the academic standards set forth in their courses, including achieving passing marks and fulfilling attendance and engagement requirements.
- Academic progress is monitored regularly and collaboratively. The Academic Manager leads this process, working closely with Course Coordinators, the Academic Support Affairs Team, Student Support Officers, and teaching staff.
- Intervention strategies are designed to be student-centred, fair, and timely, guiding students towards improved academic performance while respecting their individual circumstances.

A. ACADEMIC PROGRESS INDICATORS AND COLOUR-CODED STATUS

LIHE employs a colour-coded system to identify and categorise students based on their academic progress. These indicators help staff respond promptly and appropriately to emerging issues.

1. Green (Satisfactory Progress) Zone:

Indicators:

- Achieves at least 50% in each subject per semester.
- Meets attendance and engagement expectations, such as participating in lectures, tutorials, and online activities.

Communication:

- Students in this category receive standard progress reports each semester and have continuous access to feedback through the LMS.
- The tone is positive, reinforcing their achievements and encouraging them to maintain their satisfactory performance.

2. **Amber (At Risk) Zone:**

Indicators:

- Fails a compulsory subject once.
- Fails 50% or more of enrolled credit points in a single semester.
- Shows poor attendance (e.g., frequently missing classes) or limited LMS engagement.
- Requests multiple extensions or deferrals, suggesting potential personal, language, or study-related difficulties.

Communication:

- Within 5 business days of identification, the student receives a personalised email and official letter outlining the areas of concern. This is followed by an invitation to meet (in person or online) to discuss possible support measures.
- The tone is supportive and proactive, making it clear that the intention is to help the student overcome current challenges.

3. **Red (Unsatisfactory Progress) Zone:**

Indicators:

- Continues to perform poorly after prior intervention measures have been implemented.
- Fails 50% or more of credits across two consecutive active periods.
- Repeatedly fails the same subject, indicating persistent academic difficulties.
- **Fails all the enrolled subjects in any semester**
- Is unable to complete the course within the prescribed timeframe or does not comply with agreed-upon conditions in their intervention plan.

Communication:

- The Academic Manager's office issues a formal letter and email, followed by a scheduled meeting to discuss the severity of the situation, potential conditions (e.g., reduced study load), and possible outcomes (e.g., suspension or termination of enrolment if improvements are not made).
- The tone is direct and informative, emphasising the urgency, the seriousness of the student's situation, and the availability of appeals or further support.

B. ROLES AND RESPONSIBILITIES

1. **Academic Manager:** Leads the academic progress review process, ensuring that students identified as At Risk are addressed promptly and fairly. The Academic Manager coordinates decisions about interventions, oversees the Early Intervention Strategy (EIS), and ensures compliance with this policy.
2. **Course Coordinator:** Works closely with the Academic Manager and provides subject-level insights. The Course Coordinator identifies students struggling in particular subjects, assists in formulating appropriate intervention strategies, and monitors the effectiveness of these interventions over time.
3. **Academic Support Affairs Team:** Responsible for carrying out operational tasks related to intervention measures, such as organising meetings, preparing Individualised Action Plans (IAPs), monitoring students' adherence to these plans, maintaining records, and communicating updates to both students and academic staff.
4. **Student Support Officers:** Offer non-academic support, including welfare and wellbeing services, and referrals to internal or external resources. They ensure that students facing personal, financial, or health issues receive appropriate assistance to reduce the likelihood that these challenges will adversely affect academic performance.
5. **Teaching Staff:** Assist in early detection of academic difficulties through their direct contact with students, monitoring attendance, class participation, and assessment outcomes. They communicate concerns to the Course Coordinator or Academic Manager, enabling timely interventions.

C. EARLY INTERVENTION STRATEGY (EIS) FOR AMBER (AT RISK) ZONE:

The EIS is activated when a student's indicators place them in the Amber (At Risk) category. Prompt intervention aims to resolve issues before they lead to more severe outcomes.

1. Notification and Timeline:

Within 5 business days of identifying At Risk indicators, the Academic Support Affairs Team, under the Academic Manager's direction, sends the student a personalised notification. This communication outlines the concerns, highlights the importance of addressing them early, and invites the student to an intervention meeting.

2. Intervention Meeting:

This meeting is scheduled within 10 business days of the initial notification. The student receives at least 5 business days' notice and may bring a support person approved by LIHE (though not a lawyer).

Attendees include:

- Academic Manager (or delegated chair), and/or

- Course Coordinator (to provide detailed subject-level context), and
- Academic Support Affairs Team representative (to record outcomes and assist in implementing action plans)
- Student Support Officer (to offer non-academic support services)
- The Student (with an optional support person)

3. **Individualised Action Plan (IAP):**

During the meeting, the attendees identify the core issues affecting the student's academic progress (e.g., language barriers, time management issues, study skill deficits, personal challenges). They then set measurable goals, deadlines, and responsibilities. Intervention strategies could include:

- a) Enforcing minimum attendance requirements to ensure consistent engagement.
- b) Arranging regular follow-up meetings with a designated LIHE staff member to monitor progress.
- c) Providing access to English language support, academic skills workshops, or technology training sessions.
- d) Establishing mandatory study plans or completion of specific remedial tasks.
- e) Offering counselling or referring the student to medical, legal, or other professional support services.
- f) Arranging additional academic support sessions, such as tutorial groups, writing centres, or peer mentoring.
- g) Referring the student to wellbeing support services that address stress, anxiety, or other personal issues impacting academic performance.
- h) Approving leave or suspension of studies, if necessary, to allow the student time to address personal difficulties.

The IAP is documented, signed off by relevant parties, and provided to the student. A copy is maintained in the student's file for ongoing reference and monitoring.

4. **Intensive Monitoring and Review**

Students placed in the **Amber** Zone due to their At Risk status will be subject to a structured, yet supportive, monitoring and review process to help them realign with satisfactory academic standards. This level of oversight is designed to identify issues early, provide timely assistance, and prevent the need for more severe interventions later.

- i. The Academic Support Affairs Team, in coordination with the Course Coordinator and Student Support Officers, will schedule regular check-in sessions with the student (e.g., once every 2-4 weeks). These sessions can occur in person, online, or by phone, depending on the student's circumstances and timetable. During these check-ins, the student's attendance, assessment outcomes, and engagement with course

- materials will be reviewed, and progress toward the goals set in the Individualised Action Plan (IAP) will be assessed.
- ii. Attendance records and LMS engagement data will be reviewed periodically to ensure the student is meeting attendance requirements and actively participating in class activities and online resources. Any noted decline in engagement, such as missing classes, not submitting formative assessments on time, or failing to access LMS materials, will prompt additional outreach and reminders of the support services available.
 - iii. The Course Coordinator and relevant teaching staff will provide early and constructive feedback on the student's assessments, quizzes, and practice tasks. This feedback aims to highlight areas of improvement and acknowledge successful efforts. If performance does not improve despite feedback and support, additional or adjusted strategies (e.g., study skills workshops, language support sessions) may be recommended.
 - iv. If initial intervention strategies are not leading to the desired improvements, the IAP may be revisited and adjusted in consultation with the student. Changes might include modifying study schedules, incorporating new support services, or increasing one-on-one academic advising sessions. All adjustments will be documented in writing and shared with the student to ensure clarity and transparency.
 - v. Should the student continue to struggle despite the monitoring and support measures, persistent issues will be flagged early for further review. The Academic Manager and Course Coordinator will determine if more intensive interventions are required. This proactive approach ensures that persistent issues are not allowed to worsen unchecked, helping to prevent escalation to the Red Zone.
 - vi. The Academic Manager and the Learning and Teaching Committee (LTC) will receive periodic updates on the student's progress and the effectiveness of the interventions. These reports inform decision-making and future policy improvements. The student's progress and the outcomes of the intensive monitoring and review process will also be documented in the student's file for ongoing reference.

D. INTERVENTION STRATEGY FOR **RED** (UNSATISFACTORY PROGRESS) ZONE

Students identified as being in the Red zone are those who have not responded adequately to previous interventions, continue to underperform academically, or fail to meet the conditions specified in their Individualised Action Plan (IAP). The Red zone intervention strategy focuses on more stringent oversight, clear conditional enrolment terms, and a supportive but firm approach to help students either regain satisfactory progress status or determine alternative academic or personal pathways.

1. Notification and Conditional Enrolment

Within 5 business days of identifying that a student has reached the Red (Unsatisfactory Progress) status, the Academic Manager's office issues a formal notification to the student via both email and a posted letter. This communication:

- a) Informs the student of their unsatisfactory progress status and the specific reasons for this designation (e.g., continued failure of compulsory subjects, inability to meet attendance requirements, or repeated non-compliance with previous intervention measures).
- b) Explains that the student will be placed on conditional enrolment. Conditional enrolment typically reduces the student's study load and may impose additional requirements, such as mandatory attendance at specified workshops or regular academic counselling sessions.
- c) Advises the student that they are required to attend a Red Zone Intervention Meeting to review their situation and agree on further measures.

2. Red Zone Intervention Meeting

A Red Zone Intervention Meeting is scheduled within 10 business days of the student receiving the notification. The student is given at least 5 business days' notice of the meeting date, time, and location. Attendance at this meeting is compulsory, and the student may bring a non-legal support person if they wish.

Attendees include:

- Academic Manager or delegated senior academic representative (chair) and
- Course Coordinator (to provide subject-level insights)
- A representative from the Academic Support Affairs Team (to record outcomes and provide logistical support)
- A Student Support Officer (to address non-academic issues that may be impacting performance)
- The student (with an optional approved support person)

3. Enhanced Individualised Action Plan (IAP-Red)

During the Red Zone Intervention Meeting, participants review the student's academic history, previous intervention strategies, and reasons for persistent underperformance. The outcome of this meeting is an Enhanced Individualised Action Plan (IAP-Red), which differs from the earlier plan by setting more stringent conditions and closer monitoring. The IAP-Red may include:

- i. A reduced study load to allow the student to focus on the most critical subjects and improve their understanding and performance.
- ii. Mandatory attendance at targeted support activities (e.g., academic writing workshops, time management seminars, one-to-one English language support sessions, remedial tutorials) at specified intervals.
- iii. Strict attendance and engagement requirements, with clear consequences for failing to meet them.
- iv. A requirement for the student to meet regularly (e.g., fortnightly or monthly) with a designated Academic Advisor or Student Support Officer to review progress, discuss challenges, and adjust strategies as necessary.
- v. A referral to external services if personal, health, or financial issues are impacting academic performance. This might include professional counselling, medical assistance, or legal advice from recommended external providers.

- vi. Specific, time-bound academic milestones (e.g., passing a particular subject on the next attempt, achieving above 50% in all assessments for the semester, or successfully completing set learning modules) that must be met to maintain enrolment.

The IAP-Red is documented, signed by all relevant parties (including the student), and a copy is provided to the student and retained in their file. It clearly states the conditions of their continued enrolment, the timeframe for meeting these conditions, and the consequences of any further non-compliance.

4. Intensive Monitoring and Review

The Academic Support Affairs Team, under the guidance of the Academic Manager, monitors the student's compliance with the IAP-Red regularly. This may involve:

- i. Weekly or fortnightly check-ins with the nominated person by the Course Coordinator or Academic Support Affairs Team to track academic performance and progress towards the set milestones.
- ii. Periodic attendance audits to confirm that the student is meeting attendance requirements.
- iii. Reviewing LMS engagement data to ensure that the student is utilising online resources, submitting required work on time, and engaging in discussion forums or study groups.

If the student demonstrates improved performance and complies fully with the IAP-Red conditions for the designated review period (usually one semester), the Academic Manager and Course Coordinator may consider returning the student to Amber (At Risk) or Green (Satisfactory Progress) status, depending on the extent of improvement.

5. Consequences of Further Non-Compliance

If a student fails to meet the conditions of their IAP-Red or continues to underperform despite enhanced interventions, the Academic Manager, in consultation with the Course Coordinator and senior academic staff, may consider suspending or terminating the student's enrolment. In such cases, the Academic Manager or a delegate of the Dean will issue a "show cause" letter, requesting that the student explain, in writing and within 20 days, any mitigating circumstances that led to their academic difficulties.

- Domestic Students:
Domestic students will be notified of LIHE's intention to suspend or terminate their enrolment by both electronic and hard copy means. They may appeal this decision in accordance with the Students Grievances, Complaints and Appeals Policy, available on the LIHE website.
- International Students:
International students will receive an Intention to Report letter and have 20 business days to lodge an appeal. During the appeals process, their enrolment remains active, and they must continue attending classes and meeting course

requirements. If the appeal is unsuccessful, or the student does not engage with the appeals process, LIHE may report the student's unsatisfactory course progress to the Department of Home Affairs, as required by the ESOS Act.

- Right to Respond and Grounds for Appeal:
Students have the right to respond to “show cause” letters and may present their case to a relevant committee. They may bring a support person who is not a lawyer to this meeting. Appeals may be lodged on the following grounds:
 - a) There was a procedural irregularity in the decision-making process.
 - b) The decision was manifestly unfair.
 - c) New and previously unavailable information has emerged that could affect the outcome.
 - d) There is any compassionate and/or compelling grounds

Students have 20 days to submit an appeal. LIHE maintains the student's enrolment throughout the internal appeals process. If the internal appeal favours the student, LIHE will implement the required corrective actions immediately. If the internal appeal is unsuccessful, the student will be informed of their right to pursue an external appeals process.

- Outcome Notification and Record-Keeping:
Once the student's response or appeal has been reviewed, the student will receive a written outcome letter. This letter explains the reasons for the decision, outlines the student's rights to further appeal if applicable, and details any conditions the student must now meet. All records related to At Risk or Unsatisfactory Progress cases are kept on file for quality assurance and future reference.
- Reporting to the Department of Home Affairs (International Students):
LIHE will only report unsatisfactory course progress in PRISMS and inform the Department of Home Affairs under the following conditions:
 - a) All internal and external appeals processes have concluded, and the outcome supports LIHE's original decision.
 - b) The overseas student chooses not to access the internal appeals process/respond to show cause within the specified 20-day period.
 - c) The overseas student does not proceed with the external appeals process after the internal one.
 - d) The overseas student withdraws from the internal or external appeals processes in writing.

When any of these conditions are met, the student's Confirmation of Enrolment (CoE) may be cancelled, and the Department of Home Affairs will be notified accordingly.

E. PROGRESSION FROM RED AND AMBER ZONES

LIHE establishes a systematic process for monitoring, evaluating, and supporting student progress for those classified in the Red Zone (critical risk) and Amber Zone (at risk). By clearly defining metrics, monitoring frequency, tools, and intervention strategies, the guideline ensures transparency, fairness, and consistency in progressing students to higher zones (Amber or Green). The ultimate aim is to provide targeted academic and non-academic support to improve student outcomes.

1. Monitoring Progress

Key Metrics are used to evaluate students' improvement:

- Students must show clear improvement, achieving a minimum of 50% in subsequent assessments, including formative tasks. Timely completion of assignments and revisions based on academic feedback are expected.
- Attendance: 80% or higher in all the enrolled subjects.

Red Zone:	Attendance must improve to at least 50% within the first month.
Amber Zone:	Students must stabilize attendance at 70%.
Green Zone:	Eligibility requires attendance of 80% or higher.

- Active participation in academic activities is essential. Students must log into the LMS for at least 3 hours/week, interact with course materials, and attend tutorials or intervention meetings.
- Students must follow their personalised Academic Progress Plan (APP) by attending mandatory support sessions (e.g., workshops, counselling) and completing agreed milestones.
- Monitoring Frequency:

Red Zone	Weekly updates with advisors; monthly reports reviewed by the Academic Progress Committee.
Amber Zone	Weekly tracking of attendance, assessments, and engagement; bi-weekly reviews with advisors to adjust strategies and monitor APP milestones.

2. Decoding Progression

Table 1 outlines the clear criteria for students to progress from the Red Zone to the Amber Zone and from the Amber Zone to the Green Zone. These criteria focus on measurable improvements in academic performance, attendance, engagement, and adherence to the Academic Progress Plan (APP). By meeting these benchmarks, students demonstrate readiness to move to a higher zone with ongoing support and monitoring.

Table 1: Criteria for Progression Between Academic Risk Zones

Criteria	Red → Amber Zone	Amber → Green Zone
Achieve 50% or higher in subsequent assessments.	✓	Pass all assessments with ≥50% and submit assignments on time.
Improve attendance to a minimum of 70%.	✓	Maintain attendance at 80% or higher.
Engage actively (3 hours/week in LMS and complete tasks).	✓	Show proactive engagement in tutorials, workshops, or discussions.
Meet APP milestones validated by Course Coordinator.	✓	Fulfill APP goals with bi-weekly check-ins.
Attend all mandatory interventions (counselling, workshops).	✓	Complete all pending tasks.

3. Tools for Monitoring and Evaluation

Monitoring and evaluating student progress rely on a combination of tools designed to track performance, engagement, and intervention outcomes. The Learning Management System (LMS) serves as a primary tool for tracking student activity, including logins, engagement levels, submission timelines, and participation trends. LMS dashboards provide visual insights into activity patterns and help flag at-risk students early for timely interventions. Additionally, the Academic Progress Plan (APP) offers a personalized roadmap for students in the Red and Amber Zones, outlining specific milestones and tracking progress on a weekly basis for Red Zone students and bi-weekly for those in the Amber Zone. Finally, Early Assessment Reports implemented by Week 4 play a critical role in identifying early performance trends, allowing staff to adjust interventions and set achievable progression goals.

4. Intervention Strategies

Students in the Red Zone receive intensive, targeted support to address immediate challenges. Weekly one-on-one academic counselling is mandatory to identify issues and implement solutions. Support strategies include flexible deadlines for assignments when justified by personal or medical circumstances, as well as referrals to specialized programs, such as language support or workshops in time management, academic writing, and exam preparation. Focused intervention in subjects where students are struggling ensures targeted improvement.

For students in the Amber Zone, the focus shifts to gradual progress and skill-building through structured bi-weekly check-ins with advisors. Intervention strategies emphasize peer mentoring, tutoring, and additional workshops that provide supplementary learning support. Students are also guided to develop effective study habits and manage stress through tailored workshops, ensuring they remain on track to progress to the Green Zone.

F. REPORTING PROCESS OF ACADEMIC PROGRESS

The reporting process ensures students' academic progress is tracked, monitored, and evaluated systematically. By combining data tools, intervention strategies, and reporting mechanisms, this process supports students in transitioning between risk zones while providing accountability and continuous improvement.

1. Monitoring and Data Collection

Student performance is monitored using data from tools such as LMS dashboards, attendance logs, and Academic Progress Plans (APP). The table below outlines the key criteria for tracking progress across the Red and Amber Zones:

<i>Monitoring Area</i>	<i>Red Zone (Critical Risk)</i>	<i>Amber Zone (At Risk)</i>
Assessment Performance	Significant improvement required; focus on achieving 50% in subsequent tasks.	Consistent progress; must pass all assessments with scores $\geq 50\%$.
Attendance	Attendance must improve to at least 80% within one month.	Attendance must stabilize at least 70% or higher.
Engagement	Regular LMS usage (minimum 3 hours/week); complete overdue tasks.	Active LMS engagement; participate in tutorials, workshops, and group discussions.
APP Compliance	Weekly milestones reviewed; full adherence to intervention tasks.	Bi-weekly milestones reviewed; steady progress required.

2. Intervention Strategies

Targeted interventions are designed to address the needs of students in each zone. Progress is recorded against these interventions and reviewed during reporting.

<i>Intervention Focus</i>	<i>Red Zone (Immediate Support)</i>	<i>Amber Zone (Gradual Progress)</i>
Counselling Support	Weekly one-on-one academic counselling is mandatory.	Bi-weekly check-ins with advisors to ensure steady improvement.
Workshops	Intensive referrals to workshops on time management, academic writing, and exam preparation.	Participation in workshops to improve study habits and stress management.
Flexible Deadlines	Deadlines adjusted based on personal/medical circumstances.	Support for timely submission of assignments.
Mentoring & Tutoring	Focused tutoring on key subjects with significant challenges.	Peer mentoring and optional tutoring to build confidence.

3. Reporting Mechanisms

Reporting provides regular updates to advisors, Course Coordinators, and institutional committees to ensure transparency and accountability.

<i>Reporting Level</i>	<i>Frequency</i>	<i>Content</i>	<i>Audience</i>
Weekly Progress Reports	Weekly (Red Zone students)	Attendance records, LMS activity, APP progress, and intervention outcomes.	Course Coordinators
Bi-Weekly Reviews	Bi-weekly (Amber Zone)	Steady progress on APP milestones, assessment results, and engagement data.	Course Coordinators
Monthly Reports	Monthly	Consolidated zone transitions, attendance growth, and intervention success.	Teaching and Learning Committee
End-of-Semester Review	End of semester	Overall intervention success, trends, and student feedback.	Exam Committee

4. Tools for Monitoring and Reporting

The following tools support data collection and reporting:

- LMS Dashboards: Track student engagement levels, assignment submissions, and participation trends.
- Attendance Logs: Monitor weekly attendance growth in classes, workshops, and support sessions.
- APP Records: Document milestones achieved and compliance with intervention plans.
- Data Visualization Tools: Tools like Excel, Power BI, or Tableau display trends in zone transitions, assessment improvements, and attendance growth.
- Student Feedback Surveys: Use Google Forms or SurveyMonkey to collect student experiences and insights for refining interventions.

G. ASSISTANCE TO INDIVIDUAL STUDENTS

Students identified as At Risk or making Unsatisfactory Progress are assigned both an academic support person (often a subject lecturer) and a Student Support Officer for non-academic assistance. They are required to complete a short questionnaire and undertake an academic counselling interview to discuss their challenges, allowing LIHE staff to tailor the IAP effectively.

The student receives at least 5 business days' notice for this counselling interview and may bring a support person. If the student fails to attend the counselling interview or does not engage with the intervention plan, LIHE may develop a Study Plan in the student's absence and send it to them. Continued failure to engage may require the student to meet with the Academic Dean or a delegate to show cause why they should not be excluded from their course.

H. POLICY IMPLEMENTATION AND MONITORING

The Academic Board delegates responsibility for day-to-day policy implementation to the Chief Executive Officer, who further delegates various aspects of these responsibilities to the Academic Dean, Course Coordinator, and other managers. The Academic Board periodically reviews reports from committees and staff members, examines student complaints and misconduct cases, and considers the number and type of At Risk or Unsatisfactory Progress notifications. Based on these monitoring activities, the Academic Board provides reports to the Corporate Governance Board and ensures that findings inform planning, quality assurance, and continuous improvement processes.

I. COMPLIANCE

All LIHE staff and students must comply with this policy and its associated procedures. Non-compliance may result in disciplinary action or withdrawal of certain rights. By adhering to these guidelines, LIHE ensures a fair, transparent, and supportive academic environment in which students receive the assistance they need to succeed.

File Number	LEA-GEN-COR-70004-D
Responsible Officer	Chief Executive Officer
Contact Officer	Academic Dean
Legislative Compliance	<ul style="list-style-type: none"> • <i>Higher Education Standards Framework (Threshold Standards) 2015</i> • <i>Tertiary Education Quality and Standards Agency Act 2011</i> • <i>Education Services for Overseas Students Act 2000 (ESOS Act)</i> • <i>National Code of Practice for Providers of Education and Training to Overseas Students 2018.</i>
Supporting Documents	
Related Documents	<ul style="list-style-type: none"> • <i>Student Grievances, Complaints and Appeals Policy and Procedures</i> • <i>English Language Entry Requirements Policy</i> • <i>Student Learning Support Policy and Procedures</i> • <i>Course Review and Continual Improvement Policy and Procedures</i> • <i>Assessment Policy</i> • <i>Equity and Diversity Policy and Procedures</i> • <i>Disability Support Policy</i> • <i>Course Modification and Tuition Fee Refund Policy and Procedures</i> • <i>International Student Services Policy and Procedures</i>
Superseded Documents	
Effective Date	13 February 2023
Next Review	3 years from the effective date

Definitions

Academic Board: Governing body responsible for academic matters, including learning and teaching, course approval, workforce planning, academic staff appointments, research and professional development, academic policies and procedures, overseeing student grievances and appeals processes.

Academic Dean: Senior member of academic staff at LIHE who responsible for the academic standards of LIHE and for maintaining and developing academic courses, teaching excellence and interaction with stakeholders. Plays a crucial role in defining, disseminating and supporting academic standards and values across LIHE.

Academic Progress Committee: An ad hoc committee responsible for reviewing a student's unsatisfactory academic progress and determining whether conditions should be imposed or if the student should continue with their enrolment.

Academic Progress Plan: 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 LIHE and externally.

Appeal: Process by which a student can dispute a decision made by LIHE.

'At risk' student: 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: Sequenced program of subjects that a student enrolls in and for which they receive a degree upon graduation.

Course Coordinator: Senior academic staff member responsible for the planning and development of a course, particularly subject curriculum, and works in conjunction with other senior academic staff.

Compassionate and compelling circumstances: Compassionate and compelling circumstances are defined as circumstances outside a student's control that impact the student's ability to study. Students who are applying for a reduction of study load, leave of absence or transfer to another education provider are required to provide evidence to demonstrate that they are impacted by compassionate or compelling circumstances.

Credit points: 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): 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.

Hurdle requirement: Specified attendance requirement or an assessment requirement for a subject that must be completed or submitted to pass the subject but does not have a mark that contributes to the overall mark or grade for the subject.

International student: Person enrolled in a course of study at LIHE 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 Immigration and Border Protection (DIBP) to study full-time in Australia.

ANNEXES

See Table 1, 2, 3 for a summary and step by step process of risk categories and consequences of non-compliance.

REVIEW SCHEDULE

This policy shall be reviewed by the Academic Board every three years.

Version History			
Version number:	Approved by:	Approval Date:	Revision Notes:
1.0	Academic Board	17/09/2020	New policy
1.1	Academic Board	29/11/2021	Identifying and managing unsatisfactory progress revised
1.2	Academic Board	31/01/2023	Refined policy and process for international students to satisfy CRICOS requirements
1.3	Academic Board	13/02/2023	Further updated to satisfy CRICOS requirements
1.4	Academic Board	22/02/2023	TEQSA and CRICOS requirements incorporated
1.5	Academic Board	06/03/2025	Refined different level of at risk identification and required steps.





Table 1: Step by step process for #4. Consequences of Further Non-Compliance

Below is a step-by-step snapshot presented in a table format, summarising the consequences of further non-compliance, appeal options, and reporting requirements.

Step	Action	Responsible Party	Timeframe	Student Rights/Actions	Outcome/Next Step
1	Student fails to meet IAP-Red conditions or performance continues to decline	Academic Manager (in consultation with Course Coordinator and senior academic staff)	Ongoing monitoring	N/A	Initiation of suspension or termination of enrolment process
2	“Show Cause” letter issued to student, explaining risk of suspension or termination	Academic Manager or delegate of the Dean	Issued promptly once non-compliance is identified	Student must respond in writing within 20 days, explaining mitigating circumstances	If no response or unsatisfactory response: proceed to suspension/termination
3	Notification to domestic students of intention to suspend or terminate enrolment (electronic and hard copy)	LIHE (Academic Manager’s office)	After issuing “Show Cause” letter	Domestic students may lodge an appeal following LIHE’s Students Grievances, Complaints and Appeals Policy (appeal must be lodged within 20 days)	If appeal lodged, enrolment maintained during internal appeals process
4	Notification to international students via Intention to Report letter	LIHE (Academic Manager’s office)	After issuing “Show Cause” letter	International students have 20 business days to appeal. During appeal, enrolment is maintained and attendance required	If unsuccessful appeal or no appeal, may report to Department of Home Affairs
5	Grounds for appeal: (1) Procedural irregularity, (2) Manifestly unfair decision, (3) New, previously unavailable information, (4) compassionate and compelling grounds	Student	Within 20 days of receiving decision	Student can present case to a relevant committee and bring a non-legal support person	If internal appeal succeeds, corrective actions taken immediately; if not, student may access external appeals



6	Appeal outcome communicated to student in writing	LIHE (Academic Manager's office)	After appeal decision is made	Student can pursue external appeals if internal appeal is unsuccessful	Final internal decision stands if no external appeal
7	If all appeal processes are completed and support LIHE's decision, or student declines to use appeals, withdraws from appeals, or fails to appeal in time	LIHE (Academic Manager's office)	After appeals process concludes or deadlines pass	N/A	LIHE cancels CoE (for international students) and reports to Department of Home Affairs via PRISMS
8	Records maintained for all At Risk/Unsatisfactory Progress cases	Academic Support Affairs Team	Continuous	N/A	Records are used for future reference, quality assurance, and continuous improvement



Table 2: Step by step process for managing Amber Zone (At Risk) Intervention Process

Step	Action	Responsible Party	Timeframe	Student Rights/Actions	Outcome/Next Step
1	Identify student as At Risk based on indicators (e.g., failing a compulsory subject once, low attendance)	Academic Manager, Course Coordinator, Teaching Staff	Continuous academic monitoring	N/A	Trigger Early Intervention Strategy (EIS)
2	Send notification to student outlining concerns and importance of intervention meeting	Academic Support Affairs Team under direction of Academic Manager	Within 5 business days of identification	Student receives personalised communication explaining risks and support options	Student awaits meeting details
3	Schedule and hold Intervention Meeting (At Risk Meeting)	Academic Support Affairs Team (arranges), Academic Manager (chairs), Course Coordinator, Student Support Officer, Student	Meeting scheduled within 10 business days of notification; student gets at least 5 business days' notice	Student can bring a non-legal support person; can discuss challenges and request assistance	Creation of Individualised Action Plan (IAP)
4	Develop IAP, setting measurable goals (e.g., improving attendance, accessing study support)	Academic Manager, Course Coordinator, Academic Support Affairs Team, Student Support Officer, Student	Finalised during/after intervention meeting	Student provides input into IAP and agrees to follow conditions	IAP implemented and recorded on student file
5	Intensive Monitoring & Review: Regular check-ins, attendance and engagement tracking, feedback on assessments	Academic Support Affairs Team, Course Coordinator	At intervals agreed in IAP (e.g., every 2-4 weeks)	Student expected to engage and follow recommended strategies; can request adjustments if needed	Adjust IAP if necessary to improve progress
6	Ongoing Assessment of Improvement	Academic Manager, Course Coordinator, Academic Support Affairs Team	Throughout the semester/monitoring period	Student can highlight improvements, seek further support if required	If sufficient improvement is achieved, student returns to Green (Satisfactory) status; if not, risk of escalation to Red (Unsatisfactory)



Table 3: Step by step process for managing Red Zone (Unsatisfactory Progress) Intervention Process

Step	Action	Responsible Party	Timeframe	Student Rights/Actions	Outcome/Next Step
1	Identify student as Unsatisfactory Progress (Red Zone) due to ongoing academic difficulties or non-compliance with previous IAP	Academic Manager, Course Coordinator	Continuous academic monitoring	N/A	Initiate enhanced intervention strategy (IAP-Red)
2	Send formal notification to student regarding Red Zone status and conditional enrolment	Academic Manager's Office (communication sent by Academic Support Affairs Team)	Within 5 business days of Red status determination	Student is informed of reasons and conditions	Student awaits meeting details; must comply with conditional enrolment
3	Schedule Red Zone Intervention Meeting to discuss intensified support and conditions of IAP-Red	Academic Manager (chairs), Course Coordinator, Academic Support Affairs Team, Student Support Officer, Student	Meeting scheduled within 10 business days of notification; student gets at least 5 business days' notice	Student can bring a non-legal support person; can provide input on challenges and needs	Development of IAP-Red with stricter targets, reduced load, and required support activities
4	Implement IAP-Red with strict conditions (e.g., mandatory attendance at workshops, regular advisor meetings, reduced study load)	Academic Support Affairs Team (implements and monitors), Course Coordinator, Student Support Officer, Student	Immediately after meeting	Student must adhere to IAP-Red conditions; can request clarifications or minor adjustments if permitted	Intensive monitoring of compliance and academic performance
5	Intensive Monitoring & Review: Frequent check-ins, attendance audits, assessment result reviews	Academic Support Affairs Team, Course Coordinator	At agreed intervals (often more frequent than Amber Zone)	Student must consistently meet IAP-Red targets; can seek guidance if struggling	If improvements noted, possible return to Amber or Green status; if non-compliance persists, move towards show cause process



6	Consequences of Further Non-Compliance: Potential suspension or termination of enrolment if IAP-Red conditions are not met	Academic Manager, Course Coordinator, Senior Academic Staff	If ongoing non-compliance persists	Student has the right to respond to “show cause” letter, appeal decisions, and present mitigating circumstances	If appeals fail or student does not improve, LIHE may proceed with suspension, termination, or reporting to Department of Home Affairs for international students
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