

Reference:	Student
Title:	Unsatisfactory Academic Progress and Students Intervention Policy – Foundation Program
Custodian:	Senior Manager Foundation and VET Pathways
Reviewer:	Academic Manager Foundation Program
Date Approved:	10 March 2021
Review Date:	10 February 2022
Audience:	Students in the UQC Foundation Program UQC staff involved in academic and student administration
Associated Policies:	Education Services for Overseas Students (ESOS) Regulations 2019 National Code 2018 (Part B Standard 8) UQ College Attendance Policy and Procedure UQ College Enrolment Policy and Procedure UQ PPL3.60.01a Student Charter
Version:	1.0
<p>The registered provider of the Foundation and ELICOS programs is The University of Queensland (CRICOS Code 00025B). UQ College Ltd will deliver the Foundation and ELICOS programs on behalf of The University of Queensland pursuant to a third-party arrangement notified by the parties to the Tertiary Education Quality and Standards Agency.</p>	

Purpose

This policy outlines UQ College processes and procedures to ensure compliance with ESOS legislation.

Policy

UQ College complies with the current ESOS/National Code legislation in terms of monitoring international student visa holders enrolled in the Foundation Program with regard to academic progress, notifying and advising students who are at risk of failing to meet academic progress requirements, and by reporting, under Section 19 of the ESOS Act, those students who have breached these requirements.

UQ College has a responsibility to monitor the progress of students to ensure they make satisfactory academic progress. This will assist students to achieve their learning potential by:

- a. allowing for the early identification of students whose academic progress is less than satisfactory and who may need additional learning support, resources and assistance; and
- b. identifying students who continue to make unsatisfactory academic progress.

This document provides procedural advice for the management of unsatisfactory academic progress and establishes a framework for the mandatory formative and summative assessment of student academic performance during their period of enrolment.

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General Guidelines

The purpose of these guidelines is to provide a framework within which UQ College management and staff can make appropriate decisions related to those international students identified as being academically at risk:

- i. by actively providing advice on course matters and on the relevant support services available within UQ College;
- ii. by managing their course of study to ensure students have a reasonable chance of passing the scheduled assessment;
- iii. (For international students) by cancelling enrolment and reporting a student who demonstrates over a period of time that they are not academically competent for the enrolled course.

Academic Progress

At the commencement of each term students should be enrolled in a full study load appropriate to their Foundation Program. Students will be permitted to enrol in one additional term only where this will allow completion of the Foundation Program and/or achieve UQ entry requirements.

At Orientation, students are provided with information in plain English with regard to the requirement for satisfactory academic progress, and are advised that unsatisfactory academic progress may result in their being reported to the Department of Home Affairs (DHA) by the College. Students reported to DHA may have their student visa cancelled.

There are two ways in which students in the Foundation Program will be assessed as not meeting the requirement for satisfactory academic progress. These are:

- i. not achieving a passing grade in any courses in one term; or
- ii. achieving a passing grade in fewer than five courses over two terms.

In addition, information about the following services is provided to students:

- i. support and advice from the relevant teacher;
- ii. academic advice and assistance from the Academic Manager Foundation Program;
- iii. academic advice and assistance from individual course teachers at weekly consultation sessions;
- iv. academic advice and learning support from an UQ College Learning Advisor.

Provision of Feedback for Learning

- 1.1 During the Foundation Program, students receive detailed and timely feedback on their classroom work and their assessments. This takes the form of in-class verbal and written feedback from teachers and peers, and detailed written responses and suggestions from teachers in accordance with the specific task instructions and assessment rubrics. All feedback is designed to facilitate student learning.
- 1.2 In addition to the mark awarded, feedback will be promptly provided on all assessment tasks, including examinations, to enable students to apply the feedback to further tasks within the course or program and/or plan for supplementary assessment, requests for re-mark, or re-enrolment. The form of feedback provided is appropriate to the task weighting, timing and context, and with reference to criteria and standards.
- 1.3 A student may request further detailed feedback about their performance on an assessment item by lodging a written request to the Course Coordinator. The Course Coordinator will then arrange for the feedback to be provided to the student in a timely manner, typically within 5 business days.
- 1.4 Students will be given the opportunity to view their examination script within ten calendar days of the release of the final grade and within the first week of the following term.
- 1.5 Students have a responsibility to incorporate feedback into their learning; make use of the assessment criteria that they are given; be aware of the rules, policies and other documents related to assessment; and provide teachers with feedback on their assessment practices.
- 1.6 Students will take responsibility for incorporating feedback into their learning in accordance with the UQ Student Charter.
- 1.7 Students will be provided with a progress report for each course at the end of each term.
- 1.8 Students will be provided with a formal report at the end of each term which will indicate whether or not they are on track to achieve the required GPA for entry to their chosen undergraduate degree.

Stages in the Management of Unsatisfactory Academic Progress

There are three stages in the management of unsatisfactory academic progress:

- i. **Stage 1:** Pre – at Risk
- ii. **Stage 2:** At Risk
- iii. **Stage 3:** Unsatisfactory Academic Progress

Stage 1: Pre – At Risk Definition

Students are identified as pre - at risk of unsatisfactory academic progress when they:

- i. do not achieve a passing grade in more than one assessment item in a course;
- ii. do not achieve a passing grade in more than one assessment item across their term study load; and/or
- iii. perform consistently poorly in classroom based activities, homework, group assignments, and/or do not demonstrate the necessary language skills during class time required for the course in which they have enrolled; and/or.
- iv. consistently record unsatisfactory attendance.

Stage 1: Pre – At Risk Intervention

A student can be identified as pre- at risk of unsatisfactory academic progress at any time during a term.

All pre – at risk students will be sent advice via email including:

- i. a reminder of the Teachers' Weekly Consultation schedule and the importance of attending consultations regularly;
- ii. an invitation to sign-up for Learning Advice Workshops.

See uqcollege.uq.edu.au/my-uqcollege/learning-advice/workshops

Pre- at risk students who are recording unsatisfactory attendance will also receive counselling under the UQ College Attendance Policy and Procedures. (See [UQ College Attendance Policy and Procedure](#))

Stage 2: At Risk Definition

Students are identified as at risk of unsatisfactory academic progress when they:

- i. Do not achieve an overall passing grade in a course in a term.

Stage 2: At Risk Intervention

Intervention Meeting – Academic Counsellor

On completion of end of term assessment, the Academic Manager Foundation Program will review

all course results and identify those students who are at risk of unsatisfactory academic progress. These students will be notified via email that they must attend a one-to-one meeting with an academic counsellor. The aim of this meeting will be to review with the student any barriers to satisfactory performance, and assist in identifying the most appropriate actions and strategies to be used by the student. It may also identify services available to support the particular needs of the student.

At the meeting:

- i. the student will be informed that they have been identified as at risk of failing their Foundation Program, or failing to meet academic progress requirements; and
- ii. the academic counsellor will review with the student the actions required to assist the student to make satisfactory progress. See below for list of possible intervention strategies.

The appropriate intervention strategies will vary according to the needs of individual students and may include:

- reduction of study load for one term (by a maximum of one course, as student must maintain full-time enrolment unless in final term);
- specific and appropriate learning skills development or other academic support to be delivered by teachers or UQ College Learning Advisors as appropriate;
- referral to UQ College Student Services to receive counselling for attendance issues.
- referral to UQ Student Services to receive counselling for personal issues.

A summary of all matters discussed in this meeting will be recorded on the Student Management System. Where appropriate, and with the student's consent, a copy may also be passed on to the student's class teachers.

It is the student's responsibility to attend scheduled intervention appointments and to comply with any recommendations for the purpose of improving their academic progress.

Stage 2: At Risk – Monitoring

Following the intervention meeting with the student, there will be on-going monitoring in relation to:

- i. aptitude and motivation;
- ii. performance on in-class tasks;
- iii. performance on course assessments;
- iv. attendance at any scheduled learning support sessions;
- v. implementation of agreed actions.

Stage 2: At Risk Intervention

Intervention Meeting – Academic Manager Foundation Program

If the student does not attend scheduled support meetings, or the class teachers consider that the student is not making acceptable progress, the student will be notified via email that they must attend a one-to-one meeting with the Academic Manager Foundation Program.

At the meeting:

- i. The student's intervention strategies will be re-assessed and, if considered appropriate, adapted;
 - ii. Minimum performance targets for a set time period will be stipulated;
 - iii. The implications of continued failure to make academic progress will be outlined.

A summary of all matters discussed in this meeting will be recorded on the SMS.

Stage 3: Unsatisfactory Academic Progress

A student in the Foundation Program will be assessed as not meeting the requirement for satisfactory academic progress where they:

- i. do not achieve a passing grade in any courses in one term; or
- ii. achieve a passing grade in fewer than five courses over two terms.

Where a student has been identified as having made unsatisfactory academic progress, they will be issued notification of UQ College's intention to report them to the Australian Government Department of Home Affairs and Department of Education, Training and Skills, for unsatisfactory academic progress.

The student will also be provided with a copy of the UQ College grievance resolution process. The student has twenty (20) business days to submit an appeal using the UQ College Student Grievance Resolution Process (refer to the [cover page](#) for a link to the process).

Correspondence is recorded in the SMS.

The student's appeal is reviewed by the UQ College Appeals Committee. It is expected that the Appeals Committee will exercise academic judgment, taking into account the student's overall performance in the Foundation Program and any other relevant factors or special circumstances.

UQ College will issue written notification of the outcome of the appeal, including any reasons for an appeal being denied. If the appeal is denied the student is informed of their option to appeal to the Queensland Ombudsman (refer to the [Reference List](#) for contact details). The student is informed that they have ten (10) business days to make an appeal to the Queensland Ombudsman and that they are required to inform UQ College of their case number as proof of lodgement.

UQ College will report a student through the Provider Registration and International Student Management System (PRISMS) where:

- i. No appeal is lodged with UQ College by the student; or
- ii. The student's appeal is not upheld by UQ College; and
- iii. The appeal is not upheld by the Queensland Ombudsman; or
- iv. No further appeal is lodged with the Queensland Ombudsman.

UQ College will maintain the student's enrolment until the appeals process has been concluded. It is a requirement of a student visa that at all times during the appeals process, the student maintain their enrolment and attend classes, unless they have written approval from UQ College to be absent from classes.

Reference List

Contacts

Queensland Ombudsman

Description	Complaints or grievances if all steps with UQ College have been exhausted and student remains dissatisfied with the decision.
Contact Details	Level 18, 53 Albert Street, Brisbane QLD 4000 +61 7 3005 7000 1800 068 908 (Toll free outside of Brisbane only) Complaint form: ombudsman.qld.gov.au/about-us/contact-us/enquiries-and-feedback

Document History

Version	Summary of Changes	Author	Action Date
1.0	Approval of Unsatisfactory Academic Progress Policy and Procedure	Julian Wilson	10 March 2021