

# Academic Progress and Support – Foundation Program

## 1. Purpose and scope

- 1) This procedure explains:
  - a. what academic progress means in the UQ College Foundation Program,
  - b. how UQ College supports students who experience academic difficulty, and
  - c. what happens if concerns about academic progress continue.
- 2) Maintaining satisfactory academic progress is a condition of the Student (subclass 500) visa for overseas students enrolled in the Foundation Program.
- 3) This procedure supports UQ College's compliance with:
  - a. the [Education Services for Overseas Students Act 2000](#) (Cth) (ESOS Act), and
  - b. Standards 8, 9 and 10 of the [National Code of Practice for Providers of Education and Training to Overseas Students 2018](#) (National Code).
- 4) This procedure applies to all students enrolled in the Standard Foundation Program or Accelerated Foundation Program, including students who hold a Student (subclass 500) visa.

## 2. What is academic progress

- 5) Academic progress refers to your performance in coursework and assessments and is used to determine whether you are meeting:
  - a. a. the academic requirements of the Foundation Program; and
  - b. b. conditions of your student visa.
- 6) Academic progress is monitored to ensure you are supported to succeed and are enrolled in a course in which you have a reasonable chance of completion.

## 3. Program structure and progression rules

### 3.1 Standard Foundation Program

- 7) The Standard Foundation Program consists of two 15-week semesters, each divided into two study periods (8 weeks and 7 weeks).
- 8) Interim academic reports are issued at the end of Semester 1, in line with the [National Foundation Standards \(2021\)](#).
- 9) Final grades and GPAs are calculated at the end of each semester and published via Learn.UQ (Blackboard) and the UQ College Student Portal.

<b>DOCUMENT TITLE</b>	Academic Progress and Support Procedure – Foundation Program	<b>VERSION</b>	1.2
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### 3.1.1 Progression criteria

- 10) To progress from Semester 1 to Semester 2, you must:
  - a. achieve a minimum GPA of 3.6, and
  - b. achieve a minimum grade of 4 in Academic English.
- 11) If you fail one or more courses but meet the GPA requirement, you will be identified as **at risk** and referred for academic support.
- 12) If you do not meet the GPA requirement, you must repeat all Semester 1 courses in the next available iteration.

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*Being identified as **at risk** does not mean unsatisfactory academic progress or immediate visa consequences. It triggers monitoring and support.*

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### 3.1.2 Repeating courses

- 13) If you fail one or more courses in Semester 2, you must repeat the failed courses in the next available iteration.
- 14) If you fail the same course twice, you will not be permitted to repeat it again and will be advised to seek another provider.

## 3.2 Accelerated Foundation Program

- 15) The Accelerated Foundation Program is a 15-week program divided into two study periods (8 weeks and 7 weeks).
- 16) Interim and final grades are published via Learn.UQ (Blackboard) and the UQ College Student Portal.

### 3.2.1 Repeating courses

- 17) If you fail up to three courses, you may repeat them in the next available iteration of either the Accelerated or Standard Foundation Program (Semester 2), subject to curriculum alignment and academic advice.
- 18) If you fail four or more courses, you will be counselled by an Academic Manager to determine the most appropriate academic pathway.
- 19) At the discretion of the Senior Manager, Academic Pathways, you may be advised to re-enrol in the Standard Foundation Program from Semester 1 of the next available iteration.
- 20) If you fail the same course twice, you will not be permitted to repeat it again and will be advised to seek another provider.

## 3.3 Academic English requirement

- 21) To enter UQ undergraduate programs, you must achieve an Academic English grade of 5 or higher.
- 22) If you do not meet this requirement, you may meet it through a recognised English language proficiency test. For details, please refer to the [Undergraduate Entry Requirements from Foundation](#) on the UQ College website.

## 4. Monitoring and recording academic progress

- 23) Your academic progress is monitored throughout your enrolment to identify concerns early and provide support.

Table 1: Monitoring and support mechanisms

Monitoring and support mechanism	
<b>Assessment reviews</b>	Assessment results are reviewed after each study period and concerns are escalated early.
<b>In-class monitoring</b>	Teachers monitor participation and performance and escalate concerns to Senior Academic Managers or Course Coordinators.
<b>Independent Study Monitoring</b>	Completion of required independent study is tracked via the Learning Management System (LMS).
<b>Support Services</b>	May include: <ul style="list-style-type: none"><li>• academic counselling,</li><li>• Learning Adviser support,</li><li>• workshops, and</li><li>• referrals to wellbeing and academic skills services.</li></ul>

- 24) All concerns and interventions are recorded in the Student Management System (SMS).

### 4.1 Assessment, GPA, and feedback

- 25) In the Foundation Program, your academic progress is assessed using two key measures:
- a. your course grades during each study period, and
  - b. your GPA for each semester.
- 26) You will receive information about support services to assist your progress, including:
- a. help and advice from Student Services,
  - b. academic support from a Senior Academic Manager,
  - c. weekly consultation sessions with your course teachers, and/or
  - d. learning support from a UQ College Learning Adviser.
- 27) To support learning and progression, you will receive regular feedback on your classwork and assessments. This includes:
- a. verbal and written feedback during class, and
  - b. detailed written feedback based on task instructions and assessment rubrics.

- 28) You will receive feedback on all assessment tasks, including exams, along with your marks. Feedback is designed to assist with future assessments, supplementary assessments, re-enrolment decisions, or requests for remarking.
- 29) Feedback is provided in line with the importance, timing, and context of each assessment and is based on clear criteria and standards.
- 30) If you would like more detailed feedback on an assessment, you may submit a written request to your Course Coordinator. A response is usually provided within five working days.
- 31) You will be able to view your exam script within 10 calendar days of your final grade being released and during the first week of the next study period.
- 32) You are responsible for using feedback constructively to improve your learning by:
  - a. using the assessment criteria provided,
  - b. understanding the policies, procedures and rules related to assessment, and
  - c. providing feedback to your teachers about their assessment practices where appropriate.
- 33) **Standard Foundation Program:** At the end of Semester 1, you will receive a formal progress report indicating whether you are on track to achieve the GPA required for entry into your chosen undergraduate degree.

## 5. Academic risk and progress framework

34) UQ College manages academic progress concerns through three stages.

### 5.1 Stage 1: Pre–At Risk

- 35) You may be identified as **pre–at risk** if you:
  - a. do not pass formative assessments, and/or
  - b. perform poorly in classwork, group work, or homework, and/or
  - c. have consistently low attendance.

### 5.2 Stage 2: At Risk

- 36) You may be identified as **at risk** if you:
  - a. fail to submit or fail a summative assessment,
  - b. are repeating a course, or
  - c. do not show improvement following **pre–at risk** interventions.

You may be identified as **at risk** even if you were not previously identified as **pre–at risk**.

### 5.3 Stage 3: Unsatisfactory academic progress

- 37) Unsatisfactory academic progress is only determined after appropriate support and intervention have been provided.
- 38) You will be assessed as having made unsatisfactory academic progress if your GPA remains below 3.6 after one semester of study and required interventions have not resulted in improvement.

## 6. Intervention strategies

### 6.1 Pre-At Risk intervention

- 39) You may receive advice from teaching staff, referrals to teacher consultations, and invitation(s) to meet with a Learning Adviser.

### 6.2 At Risk intervention

#### 6.2.1 Academic Counselling Meeting

- 40) At the end of each study period, the Senior Academic Manager reviews course results. If you are identified as **at risk**, you will be notified by email and required to attend a one-on-one academic counselling meeting with a Learning Adviser.
- 41) During this meeting:
- you will be informed that you are **at risk** of not meeting the progression requirements for UQ undergraduate entry, and
  - the Learning Adviser will help identify challenges and recommend improvement strategies.
- 42) Intervention strategies may include:
- learning skills development,
  - Attendance counselling via Student Services, and/or
  - personal support via Student Welfare Advisers.
- 43) A summary of the meeting will be recorded in the SMS. With your consent, it may also be shared with your teachers to support coordinated intervention.
- 44) You are responsible for attending meetings and following recommended actions.

#### 6.2.2 Follow-Up Meeting with Senior Academic Manager

- 45) If you do not attend required support meetings, or continue to make poor progress, you may be required to attend a follow-up meeting with the Senior Academic Manager.
- 46) During this meeting:
- minimum performance targets may be set, and
  - you will be informed of the possible consequences if progress does not improve.
- 47) A summary of this meeting and any agreed actions will be recorded in the SMS.

## 7. Visa implications and your rights

- 48) If UQ College believes you have made unsatisfactory academic progress, this does not mean you will be reported to the Department of Home Affairs (DHA) immediately.
- 49) Before any reporting occurs, you will receive a Notice of Intention to Report explaining the reasons and potential impact on your enrolment and student visa.

- 50) The Notice of Intention to Report will explain that you have 20 working days to lodge an appeal under the [Complaints and Appeals Policy](#).
- 51) After receiving a Notice of Intention to Report, you must remain enrolled and continue attending classes, unless UQ College gives you written approval to do otherwise.
- 52) If you appeal:
- Your appeal will be reviewed by a senior decision-maker not involved in the original decision, and
  - you will receive the outcome in writing within 10 working days of UQ College receiving your appeal.
- 53) If you are dissatisfied with the outcome of the internal appeal, you may be able to lodge an external appeal with the [Commonwealth Ombudsman](#) within 10 working days of receiving the internal appeal decision.
- 54) You will only be reported to DHA if:
- you do not lodge an appeal within the timeframe, or
  - your appeal is unsuccessful and all appeal options are completed.
- 55) UQ College cannot report you to DHA while an appeal is being considered.
- 56) If you are reported to DHA, your eligibility for a refund will be assessed in line with our [Student Fees Policy](#) and [Student Refund Procedure](#).
- You will receive notification of the refund outcome within 7 days (if applicable).

## 8. Definitions

Term	Definition
<b>Academic English</b>	A core course in the Foundation Program designed to develop students' English language proficiency for academic study at university level.
<b>Academic Manager</b>	A senior staff member responsible for overseeing academic progress and providing guidance to students regarding their study options and pathways.
<b>Academic progress</b>	Your performance in coursework, measured by grades and GPA, used to determine whether you're meeting the requirements of your program and visa conditions.
<b>At Risk</b>	A status given when you're showing more serious signs of academic difficulty, such as failing summative assessments, repeating a course, or not improving after being identified as pre-at risk.
<b>Course</b>	A unit of study within the Foundation Program, typically delivered over one semester.
<b>Department of Home Affairs (DHA)</b>	The Australian Government interior ministry with responsibilities for national security, law enforcement, emergency management, border control, immigration, refugees, citizenship, and multicultural affairs

Term	Definition
<b>Education Services for Overseas Students Act 2000 (Cth) (ESOS Act)</b>	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
<b>Formative assessment</b>	Tasks designed to monitor your learning during a course (e.g., quizzes, homework, class activities). These do not usually count heavily toward your final grade but help identify areas for improvement.
<b>Foundation Program</b>	A preparatory academic program designed to help international students meet entry requirements for undergraduate study at The University of Queensland.
<b>Grade Point Average (GPA)</b>	A numerical average of your course grades in a study period. A GPA of 3.6 or higher is required to meet satisfactory academic progress.
<b>Intervention Strategies</b>	Support actions designed to help you improve your academic performance. These may include academic counselling, learning support, reduced study load, or referrals to student services.
<b>Learning Adviser (LA)</b>	A UQC staff member with responsibility for assisting students with improving their study habits and providing support as required
<b>Learning Management System (LMS)</b>	The system in which students' complete activities and grades are recorded. For most courses, this is Blackboard ( <a href="http://learn.uq.edu.au">learn.uq.edu.au</a> )
<b>Pre-At Risk</b>	A status given when you're showing early signs of academic difficulty, such as failing formative assessments, poor class performance, or low attendance.
<b>Repeat</b>	The act of re-enrolling in and completing a course that a student has previously failed.
<b>Semester</b>	A 15-week academic term within the Foundation Program, divided into two study periods.
<b>Student Management System (SMS)</b>	A database where records about students are stored.
<b>Summative assessment</b>	Major tasks that contribute significantly to your final grade (e.g., exams, final projects, major assignments).
<b>Unsatisfactory Academic Progress</b>	When your overall GPA falls below 3.6 in a semester, indicating you're not meeting the academic requirements of your program.

## 9. Associated information

### Legislation

- [Education Services for Overseas Students \(ESOS\) Act 2000](#)

### Policies and procedures

- [Admissions policy and procedure](#)
- [Assessment Policy](#)
- [Assessment Procedure – Academic Pathway Programs](#)
- [Student Fees Policy](#)
- [Student Refund Procedure](#)
- [Complaints and Appeals Policy](#)
- Exam Procedure – Academic Pathway Programs (in progress)
- Protecting Grade Integrity Guideline (in progress)
- [Student Integrity and Misconduct Policy](#)
- [Student Integrity and Misconduct Procedure](#)

### Websites

- [The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018](#)
  - [Standard 8 Overseas visa requirements](#)
  - [Standard 9 Deferring, suspending or cancelling the overseas student's enrolment](#)
  - [Standard 10 Complaints and appeals](#)

## 10. Relevant contacts

### Commonwealth Ombudsman

<b>Phone</b>	1300 362 072 (within Australia) +61 2 5117 3600 (outside Australia)
<b>Website</b>	<a href="https://www.ombudsman.gov.au/complaints/international-student-complaints"><u>https://www.ombudsman.gov.au/complaints/international-student-complaints</u></a>
<b>Office location</b>	Level 22, 215 Adelaide Street, Brisbane QLD 4000
<b>Postal address</b>	GPO Box 442, Canberra, ACT 2601

## 11. Document history

Version	Summary of changes	Author	Action date
1.0	New procedure created	Kellie Brady	1 October 2025
1.1	Full harmonisation with legislative framework; clarified intervention, reporting, and appeal processes	Kellie Brady	21 April 2026
1.2	Academic reporting and DHA reporting process information updated.	Kellie Brady	5 May 2026