

Academic Progress and Support – Tertiary Preparation Program

1. Purpose and scope

- 1) This procedure outlines the principles and requirements that UQ College (we, us, our, the College, UQC) follows to ensure fair and consistent decision-making if you are identified as academically At Risk. It aims to:
 - a. ensure you have access to this procedure, the related policy, and available support services,
 - b. provide you with academic guidance and support from orientation through to course completion,
 - c. confirm you are enrolled in a course where you have a reasonable chance of success,
 - d. permit cancellation of your enrolment if you consistently demonstrate that you're not academically suited to the course.
- 2) This procedure applies to all students enrolled in the Tertiary Preparation Program (TPP), and all UQ College staff involved in the delivery and administration of Academic Pathway Programs.

2. Overview

- 3) All TPP students are expected to maintain satisfactory academic progress in their studies.
- 4) Students who do not meet these requirements will be identified, offered support, and may be required to demonstrate why they should be permitted to continue their studies.

3. Program structure

- 5) The TPP consists of two 15-week semesters, each divided into two study periods (eight and seven weeks).
- 6) Interim academic reports are issued at the end of Semester 1.
- 7) Final grades and GPAs are calculated at the end of each semester and published via Learn.UQ (Blackboard) and the UQ College Student Portal.

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4. Progression criteria

- 8) Students are expected to achieve a GPA of at least 3.6 at the end of Semester 1 to ensure success in Semester 2. Students who do not achieve a minimum GPA of 3.6 will be classified as **At Risk** and referred for academic counselling and support.
- 9) Students who fail one or more courses will be classified as 'At Risk' and referred for academic counselling and support.

5. Monitoring and recording student progress

- 10) We're here to help you succeed. Throughout your enrolment, your academic progress is closely monitored to ensure you are on track to meet your learning goals. The following table outlines how we support you.
- 11) All concerns and interventions are recorded in the Student Management System (SMS).

Table 1: Monitoring and support mechanisms

Monitoring and support mechanism	
Tracking your progress	Your progress is monitored across several measurable areas, and your performance is recorded for each course you are enrolled in.
Assessment reviews	<p>At each stage of your program, you will complete formative and/or summative assessments. After each assessment, your results are reviewed by the Senior Managers, Academic Pathways or Course Coordinator. If you have not achieved a passing grade, we will identify this early and offer support. Timelines will vary dependent on your course and/or individual circumstances.</p> <p>Your results are recorded in the Learning Management System (LMS – Blackboard) and/or our Student Management System (SMS).</p>
In-class monitoring	Your classroom teachers actively monitor your participation and performance. If you're consistently struggling or not engaging in class activities, your teacher will notify the Senior Manager, Academic Pathways or Course Coordinator.
Independent Study Monitoring	<p>If your course includes independent study, your progress is also tracked in the LMS.</p> <p>You're expected to complete digital coursebook exercises and review tests (note: homework is not included in this tracking).</p> <p>Both teachers and Senior Managers, Academic Pathways can see your activity and completion rates.</p>
Support When You Need It	<p>If you're identified as At Risk, we'll work with you to get back on track through:</p> <ul style="list-style-type: none"> • Academic one-to-one counselling and support. • Learning Advice workshops.

Monitoring and support mechanism

- Referrals to support services such as counselling and academic skills development.

- 12) In the TPP, your progress is assessed using two key measures:
 - a. Your course grades during each study period.
 - b. Your Grade Point Average (GPA) for each semester.
- 13) You'll also receive information about support services, including:
 - a. help and advice from Student Services,
 - b. academic support from a Senior Manager, Academic Pathways,
 - c. weekly consultation sessions with your course teachers, and/or
 - d. learning support from a UQ College Learning Adviser.
- 14) Throughout the program, you'll get regular feedback on your classwork and assessments. This includes:
 - a. Verbal and written feedback from teachers and classmates during class.
 - b. Detailed written feedback from teachers based on task instructions and assessment rubrics.

All feedback is designed to help you learn and improve.
- 15) You will receive timely feedback on all assessment tasks, including exams, together with your marks. Feedback is intended to support your learning and enable you to apply it to future assessments, plan for supplementary assessment, consider re-enrolment, or make decisions about requesting a remark.
- 16) The type and level of feedback provided will be appropriate to the assessment's, weighting, timing, and context, and will be based on clear criteria and standards. You may also seek additional or more detailed feedback through consultation with your Course Coordinator or teaching staff.
- 17) Where possible, you will receive early formative feedback to help you understand your progress and prepare for later assessment tasks.
- 18) If you would like more detailed feedback on an assessment, you may submit a written request to your Course Coordinator. A response is normally provided within five (5) working days.
- 19) You'll 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.
- 20) 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 via student surveys administered by UQ College.
- 21) At the end of each study period, you'll receive a formal report showing whether you're on track to achieve the minimum GPA needed for transition to an undergraduate program at The University of Queensland (UQ).

6. Unsatisfactory academic progress

22) We manage unsatisfactory progress in three stages.

6.1 Stage 1: Pre–At Risk

23) You're identified as Pre–At Risk if you:

- a. don't pass one or more formative assessments in a course, and/or
- b. perform poorly in class activities, homework, group work, or show limited language skills needed for your course, and/or
- c. have consistently low attendance.

6.2 Stage 2: At Risk

24) You're identified as At Risk if you:

- a. Fail to submit a summative assessment.
- b. Fail a summative assessment.
- c. Haven't improved after being identified as Pre–At Risk.

Note: You can be identified as **At Risk** even if you weren't previously identified as **Pre–At Risk**.

6.3 Stage 3: Unsatisfactory academic progress

25) If your GPA is below 3.6 for a semester, you'll be officially assessed as not meeting the satisfactory academic progress requirements for the TPP.

7. Intervention strategies

7.1 Stage 1: Pre–At Risk Intervention

26) You can be identified as **Pre–At Risk** at any time during a study period.

27) If this happens, you'll receive advice via email or in class, including:

- a. A reminder to attend weekly teacher consultation sessions.
- b. An invitation to meet with a Learning Adviser for extra support.

28) If your attendance is unsatisfactory, you'll also receive counselling in line with the Attendance Policy and Procedure.

7.2 Stage 2: At Risk Intervention

7.2.1 Academic Counselling Meeting

29) At the end of each study period, a Senior Manager, Academic Pathways reviews all course results. If you're identified as At Risk, you'll be notified by email and asked to attend a one-on-one academic counselling meeting with a Learning Adviser.

30) During this meeting:

- a. You'll be informed that you're At Risk of not meeting the progression requirements for UQ undergraduate entry.

- b. The Learning Adviser will work with you to identify challenges and recommend strategies to help you improve.
- 31) Intervention strategies may include:
- a. Learning skills development or academic support from teachers or Learning Advisers.
 - b. attendance counselling via Student Services, and/or
 - c. personal support via Student Welfare Advisers.
- 32) In exceptional cases, your study load may be reduced by one course (only if you're in your final study period), subject to approval by the Senior Managers, Academic Pathways.
- 33) A summary of the meeting will be recorded in the Student Management System (SMS). With your consent, it may also be shared with your teachers to support coordinated intervention.
- 34) It's your responsibility to attend scheduled intervention meetings and follow the recommended actions to improve your academic progress.

7.2.2 Follow-Up Meeting with Senior Manager, Academic Pathways

- 35) If you don't attend support meetings or your teachers believe you're still not making progress, you'll be asked to attend a follow-up meeting with a Senior Manager, Academic Pathways.
- 36) In this meeting minimum performance targets may be set for a specific time, and you will be informed of the consequences if you continue to make unsatisfactory progress.
- 37) A summary of this meeting will also be recorded in the SMS.

8. Reporting unsatisfactory academic progress (Stage 3)

- 38) If you do not meet satisfactory academic progress after two consecutive study periods (one semester), and you have already received support through intervention strategies, UQ College may ask you demonstrate why you should be permitted to remain enrolled at this time.

9. Definitions

Term	Definition
Academic English	A core course in the FoundationTertiary Preparation Program designed to develop students' English language proficiency for academic study at university level.
Academic progress	Your performance in coursework, measured by grades and GPA, used to determine whether you're meeting the requirements of your program.

Term	Definition
At Risk	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.
Course	A unit of study within the Foundation Tertiary Preparation Program, typically delivered over one semester.
Feedback	Information provided to a student about their performance on assessment, including strengths, areas for improvement, and guidance for future learning, to support progression within a course or program. Feedback may be formative or summative and should be appropriate to the assessment's weighting, timing, and context.
Formative assessment	Tasks designed to monitor your learning during a course (e.g., quizzes, homework, class activities). These do not usually count toward your final grade but help identify areas for improvement.
Grade Point Average (GPA)	A numerical average of your course grades in a study period/semester. A GPA of 3.6 or higher is required to meet satisfactory academic progress.
Intervention Strategies	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.
Learning Adviser (LA)	A UQC staff member with responsibility for assisting students with improving their study habits and providing support as required.
Learning Management System (LMS)	The approved system used to deliver course content, manage learning activities, and record assessment and grades. For most courses, this is Blackboard (www.learn.uq.edu.au).
Pre-At Risk	A status given when you're showing early signs of academic difficulty, such as failing formative assessments, poor class performance, or low attendance.
Satisfactory academic progress	Meeting the minimum academic performance requirements of the program, such as passing a specified proportion of enrolled courses and maintaining any required progression standards.
Semester	A 15-week academic term within the Tertiary Preparation Program, divided into two study periods.
Senior Manager, Academic Pathways	A senior staff member responsible for overseeing academic progress and providing guidance to students regarding their study options and pathways.
Student Management System (SMS)	A database where records about students are stored.

Term	Definition
Summative assessment	Assessment designed to evaluate a student's achievement of learning outcomes, which contributes to the final grade in a course.
Tertiary Preparation Program	A preparatory enabling program designed to help domestic students meet entry requirements for undergraduate study at The University of Queensland.
Unsatisfactory academic progress	Academic performance that does not meet the minimum progression requirements of the program, which may include a semester GPA below 3.6 or other indicators of inadequate course progression.

10. Associated information

Policies and procedures

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

11. Document history

Version	Summary of changes	Author	Action date
1.0	New procedure created	Scott Leisemann	17 Nov 2025