

HE-AP02 STUDENT ACADEMIC PROGRESSION POLICY AND PROCEDURE

Abbreviations:

AHE	Apex Australia Higher Education
CC	Course Coordinator
CEO	Chief Executive Officer
CoE	Confirmation of Enrolment
CRICOS	Commonwealth Register of Institutions and Courses for International Students
DHA	Department of Home Affairs
ESOS	Education Services for International Students
ITR	Intention to Report
PARS	Potentially at-risk students
PRISMS	Provider Registration and International Student Management System
SARAS	Student At Risk Academic Support
SARR	Student At Risk Register
SIR	Student Intervention Register
SMS	Student Management System

1. Purpose

- 1.1 The purpose of this policy and procedure specifies the academic progression requirements and outlines the processes undertaken by AHE where the student does not make satisfactory academic progress.

2. Scope

- 2.1 Applies to students of Apex Australia Higher Education.

3. Monitoring of students' engagement in their studies and identification of students at-risk of potential unsatisfactory course progression

- 3.1 AHE systematically monitors the engagement of students with their studies and their academic progression in each semester to ensure the student is demonstrating an ability to progressively meet the minimum academic standards to advance in their course.
- 3.2 Student attendance is taken in every class taught and is recorded for future reference and analysis.
- 3.3 Assessment submission is also monitored throughout the semester and early formative and low-stakes assessments are embedded into all units.

- 3.4 Attendance, submission of assessments, LMS access, etc. are reviewed by the Course Coordinator (CC) (or delegate) to trigger communications and discussions with those students' showing signs of disengagement from their studies or those that are struggling in their units.
- 3.4.1 These students are regarded as potentially at-risk students (PARS), and guidance is provided to these students to assist them in fully engaging with their studies and/or in providing additional support to these students.
- 3.4.2 All communications with students associated with PARS activities are recorded in a PARS Register.
- 3.4.3 Any late arriving students that miss the formal orientation sessions are regarded as being potentially at risk.
- 3.4.4 Additionally, students admitted with poor results in prior courses or in previous semesters at AHE (who not on a formal **Intervention Contract** - as these students are monitored/tracked separately, see below), may be included in the initial list of students identified as needing additional support and reinforcement of the importance of focusing on their studies.
- 3.4.5 For those students who continue to show signs of disengagement from their studies, by continued poor attendance, continued non-submission of assessments, failing assessments, or other factors, will receive a formal notice from AHE that they are required to establish a **Student At Risk Academic Support (SARAS) Agreement** with their Course Coordinator.
- 3.4.5.1 This **SARAS agreement** is regarded as the first step of a formal early intervention strategy that AHE uses to support and monitor students who may develop issues relating to their academic progression.
- 3.4.5.2 All **SARAS Agreements** will be maintained in the **Student Record Management System (SMS)** and recorded in a **Student At risk Register (SARR)**.
- 3.4.5.3 Students are notified of the need to establish a **SARAS Agreement** with their Course Coordinator (or delegate). Those students that fail to meet with their Course Coordinator (or delegate), and/or fail to engage in the **SARAS Agreement** process, will be issued with a **default SARAS Agreement** and have this noted in the **SARR** and in the student record system.

4. Maximum time to complete a course:

- 4.1 Students must meet the completion requirements of a course within a prescribed time period from the date of their first enrolment.

4.2 The maximum times allowed to complete the requirements of a course are listed in the table below.

Course	Domestic Students	International Students*
Bachelor Courses	3 Years Full-Time / 6 Years Part-Time	3 Years Full-Time
Master Courses	2 Years Full-Time / 4 Years Part-Time	2 Years Full-Time

* Refers to international students who are studying under a Confirmation of Enrolment (CoE). Such students are required to complete their course within the timeframe specified in their CoE.

In accordance with the ESOS Act (2000) and National Code of Practice for Providers of Education and Training to International Students (2018). The maximum duration for students to complete their course can only be extended in special circumstances. Course extension can only be approved if:

- 4.2.1 There is evidence of compassionate and compelling circumstances; and/or
- 4.2.2 The student has had an approved deferral (Leave of Absence) or suspension in their course; and/or
- 4.2.3 The student has engaged with a formal intervention strategy as detailed below in this policy.

5. Satisfactory academic progression

- 5.1 All students need to achieve Satisfactory Academic Progression (See an extract from the AHE Table of Acronyms and Definitions – Appendix 1).
- 5.2 AHE will monitor the academic progress of each student and launch intervention strategies for those students at risk of not making appropriate academic progress and/or are unable to complete their course within the expected duration.
- 5.3 Where a student does not make satisfactory progress in a semester of study, they will be placed on an Intervention Contract in the following semester in which they are studying.
- 5.4 The type of Intervention Contract (refer to Appendices 2 and 3) depends on whether the student has been under a SARAS Agreements or Intervention Contract in their preceding semester of study.

6. Intervention and support for students making unsatisfactory academic progress:

- 6.1 Monitoring
 - 6.1.1 AHE will systematically monitor the academic progress of students.

6.1.2 Within seven (7) days of results for a semester being released, the Register will identify those students who have not made satisfactory academic progression including those who have not yet made satisfactory progress due to supplementary assessments or other special circumstances preventing grade finalisation, hereby referred simply as those with unsatisfactory academic progress.

6.2 Student Intervention Notification

6.2.1 Students identified as not meeting satisfactory progress requirements are contracted and required to meet with their CC to establish an Intervention Contract.

6.2.2 Within seven (7) days of issuance of the intervention notice letter, students are required to engage with the CC to establish and sign an **Intervention Contract**.

6.2.2.1 If the student has been previously issued with a formal **SARAS Agreement or Intervention Contract** in the preceding semester the student will be issued with a **Last Chance Intervention Contract**.

6.2.2.2 Appendix 3 provides a flowchart of the sequencing statuses and activities of at risk and intervention students.

6.2.3 If a student identified as needing intervention does not respond to the letter within two (2) weeks, a second and final notice will be issued to the student, after which time, the student will be entered into and issued with either a **Default Intervention Contract** or **Default Last Chance Intervention Contract** depending on whether they were issued with a formal **SARAS Agreement or Intervention Contract** in the preceding semester.

6.2.4 All signed (or default unsigned) **Intervention Contracts** will be stored in the SMS and recorded in a **Student Intervention Register (SIR)**. The **SIR** which clearly indicates whether the intervention contracts were signed or unsigned by the student and the type of contract (normal or last chance).

7. Student on Intervention – Ongoing Monitoring

7.1 The CC will regularly monitor those students on intervention contracts, particularly in terms of the students' academic progress and ongoing engagement with their studies and then assess whether the student is meeting the requirements as specified in their **Intervention Contract**.

7.2 Within seven (7) days after the results for the subsequent semester have been released, the CC will check if the current students under intervention have met the conditions of their **Intervention Contracts**.

7.2.1 If the student has met the satisfactory academic progress requirements, as well as meeting the conditions of the **Intervention Contract**, the student will no longer be deemed to be on Intervention and no further action is required.

- 7.2.2 If the student has met satisfactory academic progress requirements but has not satisfied one or more of the other conditions of the **Intervention Contract**, the student will continue to be deemed as an at-risk student.
- 7.2.3 If the student can still complete their course on-time they will be placed under a formal **SARAS Agreement**.
- 7.2.3.1 However, if they can't finish their course on-time they will be placed on another new **Intervention Contract**.
- 7.2.3.2 These ensure that students who are not fully engaged with their studies are provided with ongoing engagement with their CC. For those placed back on an Intervention Contract, due to their inability to complete their course on-time, it is likely that studying in the summer semester (\$1 each year) will be compulsory for them assuming appropriate units are available for the student to retake.
- 7.2.4 If the student has not met the satisfactory academic progress requirements and was previously under an **Intervention Contract** or **SARAS Agreement**, a **Last Chance Intervention Contract** needs to be established.
- 7.3 Monitoring, review, and/or additional notices may be required to be sent to the student at an earlier time if specified in the **SARAS Agreement** or **Intervention Contract**.

8. Student on Last Chance Intervention – Ongoing Monitoring

8.1 Issuance of Intention to Report (ITR)

- 8.1.1 The engagement level of students on a **Last Chance Intervention Contract** is monitored throughout the semester. If a student doesn't meet the ongoing attendance and assessment submission requirement as specified their Contract, the CC informs the Registrar of the breach of the Contract and the Registrar will issue a **Notice of Intent to cancel enrolment due to Unsatisfactory Academic Progress**. This may lead to the students' course being cancelled due to Unsatisfactory Academic Progression.
- 8.1.2 If a student on a **Last Chance Intervention Contract** doesn't make satisfactory progress at the end of the semester, the Registrar will issue a **Notice of Intent to cancel enrolment due to Unsatisfactory Academic Progress**. This may lead to the student's course being cancelled due to Unsatisfactory Academic Progress.

9. Issuance of Notice of Intent to cancel enrolment due to Unsatisfactory Academic Progress

9.1 Domestic Student – Unsatisfactory Academic Progress:

- 9.1.1 A domestic student will be deemed to have made unsatisfactory academic progress if they have not made satisfactory academic progress in two (2) consecutive semesters in which they have studied, or they cannot complete the course in the maximum allowable duration.
- 9.1.1.1 Alternatively, students who were placed on a **Last Chance Intervention Contract** and fail to meet the ongoing attendance and assessment submission requirement as specified in their Contract will be deemed to have made unsatisfactory academic progress.
- 9.1.2 Within seven (7) days of the release of results for the semester, or when the CC informs the Registrar that specific students on a **Last Chance Intervention Contract** have failed to meet their ongoing attendance and assessment submission requirements, the Registrar will issue the **Unsatisfactory Academic Progress Notice (Domestic)** notice to the students indicating that they are not making satisfactory academic progress in their course.
- 9.1.2.1 The students will be afforded an opportunity to show cause as to why their enrolment should not be cancelled. The students need to respond in writing within twenty (20) working days to the notice.
- 9.1.3 Upon receipt of the response and within five (5) working days, the Dean may permit the student to remain enrolled in the course and the student notified accordingly.
- 9.1.3.1 Any student permitted to remain enrolled will remain under their **Last Chance Intervention Contract**.
- 9.1.4 If there is no response to the **Unsatisfactory Academic Progress Notice (Domestic)**, or the Dean does not accept the response, the student will be advised in writing, and within five (5) days of the receipt of the show cause response, of:
- 9.1.4.1 The decision to terminate the student's enrolment,
- 9.1.4.2 The reason for AHE's decision, including how the student has demonstrated unsatisfactory academic progress,
- 9.1.4.3 The student's right to access the **AHE Student Grievance, Complaint and Appeal Procedure** to appeal the decision within twenty (20) working days, and
- 9.1.4.4 External appeal rights available to the student.
- 9.2 International Student Unsatisfactory Academic Progress and Issuance of Notice of Intention to Report
- 9.2.1 An international student that has made unsatisfactory academic progress may be in breach of their student visa. The student may have their enrolment terminated and their Confirmation of Enrolment (CoE) cancelled, by reporting to the Department of Home Affairs (DHA) via PRISMS.

- 9.2.2 Within seven (7) days of the release of results for the semester, or when the CC informs the Registrar that specific ‘Last Chance’ students have failed to meet their ongoing attendance and assessment submission requirements, the Registrar will issue **Unsatisfactory Academic Progress Notice** to the students.
- 9.2.3 The **Unsatisfactory Academic Progress Notice** will advise the student in writing of:
- 9.2.3.1 AHE’s intention to terminate the student’s enrolment, cancel their CoE and report the student to the DHA in PRISMS for unsatisfactory academic progress,
 - 9.2.3.2 The reason for AHE’s decision, including how the student has demonstrated unsatisfactory academic progress,
 - 9.2.3.3 The student’s right to access the **Student Grievance, Complaint and Appeal Procedure** to appeal the decision within twenty (20) working days, and
 - 9.2.3.4 The external appeal rights available to the student.
- 9.2.4 Additionally, it is the student’s responsibility to contact DHA for advice on any potential impacts on their visa.
- 9.3 International Students Appealing an Unsatisfactory Academic Progress Decision
- 9.3.1 A student will have twenty (20) working days from receiving the letter of unsatisfactory academic progress to appeal the decision. Refer to the **Student Grievance, Complaint and Appeal Procedure** for the AHE internal appeals process.
 - 9.3.2 During the twenty (20) working days for lodging an appeal, and the duration of internal and external appeals being considered, the student has a right to continue their studies at AHE.
 - 9.3.3 Where a student’s appeal is successful, the student will continue their studies at AHE and continue to be deemed a ‘Student At Risk’ and will remain under their **Last Chance Intervention Contract**.
 - 9.3.4 The Dean will approve the termination of the student’s enrolment and for the student to the DHA in PRISMS for unsatisfactory academic progress (in accordance with section 19(1d) of the ESOS Act), if:
 - 9.3.4.1 The student has chosen not to access the AHE internal appeals process within twenty (20) working days of receiving the letter,
 - 9.3.4.2 The student accessed the AHE internal appeals process or external appeals processes but has then withdrawn from the process and has notified AHE in writing,
 - 9.3.4.3 The AHE internal appeals process, and external complaints and appeals processes have been completed and student’s appeal is unsuccessful, or

- 9.3.4.4 The student has chosen not to access the external appeals process after completion of the AHE internal appeals process in which the appeal was not accepted.
- 9.3.5 After an international student has been reported to DHA via PRISMS that will be deemed to have breached their student visa conditions and must report to DHA within twenty-eight (28) days of AHE's reporting via PRISMS to explain their breach.
- 9.4 A student that wishes to continue to undertake study with AHE after termination of enrolment due to unsatisfactory academic progress will need to apply to AHE for re-admission in line with the **Student Admission Policy and Procedure**. The application for re-admission will be assessed by the CEO and/or the Dean.

10. Extending course duration

10.1 Domestic Student Extending Course Duration

- 10.1.1 If a domestic student fails to complete the course within the nominated course study period, the student may apply for an extension of time.
- 10.1.2 The application for an extension of time must be in writing to the CC at least one (1) semester prior to the end of the student's nominated course maximum candidature. The application must include reasons for the student's inability to complete the course in the nominated course study period.
- 10.1.3 The CC will grant an extension of time if the student can reasonably be expected to meet the course requirements within two additional semesters.
- 10.1.4 Each application will be considered on its merits and with reference to the student's academic performance to date and with consideration to compassionate or compelling circumstances that may apply.
- 10.1.5 The Course Coordinator will provide a written response to the student within twenty (20) working days outlining their decision and informing the student of their right to appeal the decision under **Student Grievance, Complaint and Appeal Procedure**.

10.2 International Student Extending Course Duration

- 10.2.1 If an international student demonstrates that they will not complete the course within the expected duration as specified on the student's CoE, the CC may only extend the duration of study if:
- 10.2.1.1 There is demonstratable evidence of compassionate or compelling circumstances,
- 10.2.1.2 The student has signed an Intervention Contract and adhered to the requirements detailed in the agreement, or

10.2.1.3 There is an approved deferment or suspension of the student's enrolment under the **International Students Deferral, Suspension and Cancellation Policy and Procedure**.

10.3 If an extension to the student's CoE is granted, AHE will inform the student in writing to contact DHA for advice on any potential impacts on their visa, including the potential of the issuance of another visa. Any CoE variations including changes in course duration will be recorded in PRISMS and the student will be issued a new CoE.

11. Failing pre-requisite units of study

11.1 A student who has not passed a pre-requisite for enrolment into a particular unit of study cannot be enrolled in that unit.

11.2 A student may apply for a waiver to this rule in writing to the CC if the student reasonably believes it will affect their academic progression.

11.3 The CC may request and be granted a pre-requisite waiver, which allows the student to enrol into a higher-level unit without completion of the pre-requisite unit (possibly with the condition of concurrent studies in the repeated pre-requisite unit) if there are reasonable grounds to believe:

11.3.1 The student's academic progression will be affected if they are not enrolled into the upper-level unit, and

11.3.2 The student believes, and the CC concurs, that the student will have a good chance of passing the upper-level unit.

11.3.3 Each application will be considered on its merits and with consideration of:

11.3.3.1 The student's academic record to date, including any **SARAS Agreements or Intervention Contracts** established, and adherence of the student to the requirements of these agreements/contracts,

11.3.3.2 Availability of the unit with a pre-requisite in other semesters,

11.3.3.3 Time nominated course duration, and

11.3.3.4 Any other factors the CC deems relevant.

12. Recordkeeping

12.1 The CC, working closely with the Registrar, is responsible for record-keeping relating to academic progression procedures.

12.2 All notices and written communication relating to academic progression with the student, staff or other external persons is to be sent via the SMS for automatic recordkeeping.

12.3 The CC will upload all documents relating to academic progression to the student's profile in the SMS including:

12.3.1 Signed **SARAS Agreements and Intervention Contracts**,

12.3.2 Written communication with the student, staff, or other persons external to the SMS,

12.3.3 Details of non-written communication with the student, staff or other persons as well as updating of **SAR Register** or **Intervention Register**, and

12.3.4 Applications in writing for extension of time and waivers of pre-requisites.

12.4 For students identified in the early stages of the session all communication and actions associated with such students will be recorded in the **Potential At Risk Student (PARS) Register**.

12.5 Those students who, through the at-risk monitoring activities, continue to show signs of disengagement from their studies will be required to establish a formal **SARAS Agreement**. This **SARAS Agreement** will be saved in the SMS and a **Student At Risk (SAR) Register**. All communications and actions (e.g., student notices, appointments) associated with these groups of students will be recorded in the **SAR Register**.

12.6 Students identified as needed intervention will need to formal **Intervention Contract** and this contract will be saved in the SMS and an **Intervention Register**. All communications and actions (e.g., student notices, appointments) associated with these groups of students will be recorded in the **Intervention Register** with key events/communication saved in the Student Record System.

13. Review of policy specifically intervention strategies by manager

13.1 The CC or their delegate will review all records related to student academic progression procedures every 12 months to ensure the strategies are effective in supporting students achieve satisfactory academic progression.

13.2 Regular reporting on at risk and intervention students will be reported to the Academic Board (AB). These reports will include, but not be limited to:

13.2.1 Semester-based statistics on the number of students identified as being at risk or on intervention, including the proportion of students signing agreements/contracts and those meeting the requirements of these agreements/contracts,

13.2.2 The strategies adopted to support the at risk and intervention students and an assessment of the impact and effectiveness of these strategies,

13.2.3 Longitudinal studies reviewing the trends in number and proportion of at risk and 'intervention' students at an institutional, campus, and cohort level.

14. Dissemination and publication

This Procedure will be published on the [AHE website](#) and accessible to all students through their student portal. Students will also be advised of this Policy and Procedure during Orientation and in the **Student Handbook** and the **Course Guide(s)**.

15. Relevant Legislation, Benchmarking Documents and Relevant Websites:

Legislation

- [Education Services for Overseas Students Act 2000](#)
- [Higher Education Standards Framework \(Threshold Standards\) 2021](#) – Standard 1, 2 & 5 (specifically 1.1.3, 1.3.2b, 1.3.3, 1.3.4, 1.3.5, 1.3.6, 2.2.2, 2.2.3, 2.3.1, 5.3.3, 5.3.4a, 5.3.7)
- [National Code of Practice for Providers of Education and Training to International Students 2018](#)
- [National Code of Practice for Providers of Education and Training to International Students 2018 – Fact Sheet Standard 1: Marketing information and Practices](#)
- [TEQSA Guidance Note: Academic Quality Assurance](#)

Benchmarking Documents

- [AIHE Student Progression and Exclusion Procedure](#)
- [RMIT University: Academic Progress](#)
- [UNSW Academic Progression Procedure](#)
- [UNSW Student At Risk Procedure](#)
- [University of Queensland Credit for Previous Studies and Recognised Prior Learning](#)

Relevant Websites

- [Commonwealth Register of Institutions and Courses for International Students \(CRICOS\)](#)
- [Department of Home Affairs](#)
- [TEQSA National Register](#)

16. Related Documents

- Diversity, Non-discrimination, and Equity Framework
- English Language Requirements for Admission
- International Students Deferral, Suspension and Cancellation Policy and Procedure
- Intervention Contract
- Letter of Offer and Student Written Agreement
- Pre-Assessment Form
- Post-Assessment Form
- SARAS (Student At risk Academic Support) Agreement and Review
- Student Academic Misconduct Policy and Procedure
- Student Academic and Non-Academic Support Policy and Procedure
- Student Academic and Non-Academic Support Policy and Procedure
- Student Admission Policy and Procedure
- Student Assessment Moderation Policy and Procedure
- Student Code of Conduct
- Student Grievance, Complaint and Appeal Procedure
- Student Handbook

Version Control

Document Name		Student Academic Progression Policy and Procedure		
Document Code		HE-AP02		
Department		Academic Management		
Approved By		Academic Board	Date Approved	July 2018; August 2021; November 2023
Revision History				
Version	Date of Changes	Change Summary	Author	Review Due
V1.0	20 July 2018	New Document	CEO / Executive Dean	July 2021
V2.0	30 July 2018	Created new Guidelines for SAR and Academic Support; created new SARAS Form as an Appendix; a register to be is created and shown to LATC each study period; pre-requisite cases are considered on a case-by-case basis; UNSW and Macquarie University SAR guidelines are consulted. Approved: Academic Board	CEO / Executive Dean	July 2021
V2.1	3 September 2018	Amended document to include 3 years for all courses; early assessment task emphasises literacy skills and communication. Approved: Academic Board	CEO / Executive Dean	September 2021
V2.2	16 November 2018	Reformatted document and checked for consistency with other documents. Approved: Academic Board	CEO / Executive Dean	November 2021
V2.3	9 January 2019	Proofread and updated for DHA. Clarification regarding the Summer School is included (and on advice of the BOD 8 Dec 2018). Approved: CEO/Executive Dean	CEO / Executive Dean	January 2022
V3.1	August 2021	Updated requirements of minimum academic standard; part-time studies are only for domestic students; academic progression requirements and student intervention including appeals under the National Standards 2018 and the ESOS Act 2000.	CEO / Executive Dean	August 2024
V3.2	26 August 2021	Revised document again for clarity (Minimum Academic Standards and SAR), definitions included for ease of reference; Appendices created as a separate SARAS Agreement. Temporary website included. This is now renamed to Policy and Procedure (as the Agreement above is more procedural). Approved: Board of Directors	CEO / Executive Dean	

Version	Date of Changes	Change Summary	Author	Review Due
V3.3	7 September 2021	Revised and changed document again concerning Minimum Academic Standards. Definition at the end of policy also changed. Approved: Academic Board	CEO / Executive Dean	September 2024
V3.3a	26 September 2021	Enhancing clarification concerning attendance by deletion a sentence that attendance is not necessary in 2.12; Section 1.2 attendance is monitored for SAR students.	CEO / Executive Dean	
V4.0	26 September 2022	Inclusion of CRICOS Provider Code	CEO / Executive Dean	September 2024
V5.0	12 May 2023	Major rework of the policy primarily focused on differentiating and defining types (levels) of at-risk students and the different support and intervention strategies that apply to each. Broadened the criteria for identifying 'at risk' students. Update on the processes leading to ITRs and the key role that engagement with the intervention strategy plays as part of establishing intervention contracts. Approved: Academic Board 09.11.2023	CEO and Dean	May 2026
V5.1	September 2023	Updated formatting, embedded links, updated version control table. Reviewed and noted at BoD meeting – 04.12.2023	Senior Compliance & Risk Manager	September 2026
V5.2	January 2024	Updated legislation links	Senior Compliance & Risk Manager	January 2027
V5.3	September 2024	Added additional forms to 'related documents'	Senior Compliance and Risk Manager	January 2027
Organisation		Apex Australia Higher Education		
Document Controller		Senior Compliance & Risk Manager		

APPENDICES

Appendix 1

Acronyms and Definitions

Refer to the **Table of Acronyms and Definitions**.

For ease of reference the below are definitions used, but not defined, in this Procedure:

Course at AHE	Course which a student has applied to study at AHE or a course a student is studying at AHE. A course at AHE leads to a qualification recognised in the Australian Qualifications Framework (AQF).
Deferral	When a student defers his/her course, this relates to postponing an offer of a place before the course has commenced.
Grievance	A grievance can be defined as a person's dissatisfaction with any aspect of AHE's services and activities. It includes any complaints that an AHE stakeholder has about another AHE stakeholder including harassment or discrimination. Refer to the Student Grievance, Complaint and Appeal Procedure
Satisfactory Academic Progress	A student will be deemed to be making satisfactory academic progress the student: <ul style="list-style-type: none"> • Has achieved passing grades in at least 50% of the units attempted in a study period, • Has passed all enrolled units attempted a second or subsequent time, and • Can complete their course within the normal duration of their course.
Principal Course of Study	The principal course of study refers to the main course of study to be undertaken by an international student where a student visa has been issued for multiple courses of study. The principal course of study would normally be the final course of study where the international student arrives in Australia with a student visa that covers multiple courses. National Code of Practice for Providers of Education and Training to International Students 2018
PRISMS	Provider Registration and International Student Management System
Student	A person enrolled at and/or currently undertaking studies at AHE
Study Period	A study period comprises the intake Semester (or intake Summer Semester), and each continuing semester. AHE will offer Year 1 initial intakes in Semester 1 (summer semester), Semester 2 and Semester 3. For subsequent years of study (i.e., for continuing students), in Semester 1 (Summer Semester) only a limited range of Year 2 and Year 3 units will be offered, and these will be primarily directed at students remediating failures. Students are not expected to fast track by taking additional units during Semester 1 (the

	<p>Summer Semester). Therefore, AHE has 3 intakes a year to give students the flexibility of when they wish to start a new course at AHE.</p> <p>Full-time students take four units of study per study period (note: a study period comprises the intake Semester, and each continuing semester).</p>
Suspension	<p>Suspension refers to temporary abandonment of the studies (or course) after the commencement of the course.</p>

Appendix 2

The following provides information on the purpose and approach associated with establishing **Student at Risk Academic Support (SARAS) Agreements** and **Intervention Contracts**

Student at Risk Academic Support (SARAS) Agreement

A **SARAS Agreement** outlines a pathway to assist the student get back on track in their studies, and emphasises the importance of engagement with studies, so they are more likely to make satisfactory academic progression and complete their course.

- The **SARAS Agreement** will specify:
 - The reasons the student has been deemed to be a Student-At Risk,
 - Academic conditions to be met in the current and future semester, including reference to meeting the requirements for satisfactory academic progression; and
 - Arrangements for the student to receive academic and non-academic assistance and any relevant support services that the student should engage with.
- **SARAS Agreement** academic conditions include the student requirement to:
 - Submit all assessments by the due date as well as undertake any supplementary assessments they may have been granted from the previous semester, and
 - Maintain a minimum of 80% attendance in scheduled classes.
- The **SARAS Agreement** will detail the academic and non-academic support services that the students should access to ensure that any students experiencing difficulties in their course will receive appropriate support in a confidential and empathetic manner, including:
 - Advising students of the possible need to enrol in units in a semester in which they would be normally scheduled as a non-study semester. This may be needed to enable the student to complete their course within the required duration,
 - Tutorials, study-groups, and peer-support sessions,
 - Academic skills workshops,
 - Academic and digital literacy and English language support,
 - Student consultation with teaching or other support staff,
 - Individual case management,
 - Reasonable adjustment for special needs, and
 - Referral to internal services or external agency to seek support for personal issues.
- All support is provided to AHE students at no cost to the students.
- High attendance is a required condition in all **SARAS Agreement**. Attendance is used as one of the primary indicators of student participation and engagement with their studies.
- The default **SARAS Agreement** contains only the Academic conditions.
- The Course Coordinator may require participation in specific academic and non-academic support activities if the Course Coordinator reasonably believes they are necessary to assist the student meet satisfactory academic progression requirements.
- The **SARAS Agreement** will be signed by the Course Coordinator and the student. The Course Coordinator will email the **SARAS Agreement** to the student on the date the agreement was signed and maintain records of the communication and a copy of the agreement in the Student Record Management system.

- If the student doesn't engage with the **SARAS Agreement** development process, a default **SARAS Agreement** will be finalised by the Course Coordinator and sent to the student.

Intervention Contracts

- **Intervention Contracts** outline a pathway to assist the student get back on track towards making satisfactory academic progression and complete their course.
 - The **Intervention Contracts** will specify:
 - The reasons as to why the student has been deemed to not be making satisfactory academic progress and is being placed under an **Intervention Contract**,
 - The academic conditions to be met in the current and future semester, including reference to meeting the requirements for satisfactory academic progression, and
 - Arrangements for the student to receive academic and non-academic assistance and any relevant support services that the student should engage with.
- **Intervention Contract** academic conditions will include the student requirement to:
 - Submit all assessments by the due date and any supplementary assessments they may have been granted from the previous semester;
 - Maintain a minimum of 80% attendance in scheduled classes;
 - Re-enrol in previously failed units as specified in the **Intervention Contract**; and
 - Enrolment in units within the student's normally scheduled non-study semester (if available).
- The **Intervention Contract** will detail the academic and non-academic support services that the students should access to ensure that students experiencing difficulties in their course will receive appropriate support in a confidential and empathetic manner, including:
- Any reduced study load agreed by the Course Coordinator who believes this is in the best interest of the student:
 - Tutorials, study-groups, and peer-support sessions,
 - Academic skills workshops,
 - Academic and digital literacy as well as English language support,
 - Student consultation with teaching or other support staff,
 - Individual case management,
 - Reasonable adjustment for special needs, and
 - Referral to internal services or external agency to seek support for personal issues.
- All support is provided to AHE students at no cost to the students.
- The Course Coordinator may require participation in specific academic and non-academic support activities if the Course Coordinator reasonably believes they are necessary to assist the student meet satisfactory academic progression requirements.
- Attendance as a condition in the **Intervention Contract** is used as an indicator of student participation.
- The **Intervention Contract** will be signed by the Course Coordinator and the student. The Course Coordinator will email the **Intervention Contract** to the student on the date the contract was signed and maintain records of the communication and a copy of the contract in the Student Record Management system.
- If the student doesn't engage with the **Intervention Contract** development process, a default **Intervention Contract** will be issued by the Course Coordinator and provided to the student.

Last Chance Intervention Contracts

- **Last Chance Intervention Contracts** are very similar to **Intervention Contracts** and only apply to students who have previously been either issued with a **SARAS Agreement** or **Intervention Contract** in the previous semester in which they have studied.
- The processes and documentation associated with establishing a **Last Chance Intervention Contract** is similar to a normal **Intervention Contract** however there is a closer level on monitoring of the student academic engagement (attendance and submission of assessments).
- If a student does not submit assessments, in the semester in which they are under a **Last Chance Intervention Contract**, they will be deemed to not to have made satisfactory academic progress and processes leading to the issuance of a notice of the intent to cancel their enrolment due to Unsatisfactory Academic Progress may begin prior to the end of the semester.
- This process may lead to the course being cancelled, and for international students studying under a CoE for them to be reported to Home Affairs for unsatisfactory academic progress.

Appendix 3:

Flowchart for monitoring students' academic progress:

