

Academic Progression and Graduation Policy and Procedure

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Policy Statement	
Purpose	Glencoe Institute of Higher Education ('the Institute') *Academic Progression and Graduation Policy and Procedure* ('the Policy') outlining clear guidelines for students' academic progression and graduation. It ensures systematic monitoring of academic progress, supports student success, and provides transparent requirements for graduation. This Policy promotes academic excellence, integrity, fairness, and inclusivity, while offering structured, equitable, and culturally responsive support for students experiencing academic challenges, in alignment with the Institute's *Equality, Diversity and Inclusion Policy and Procedure.*
Scope	This Policy applies to all students enrolled at the Institute, academic staff, and administrative staff involved in academic progression and graduation processes.
Definitions	For definitions, please refer to the *Dictionary of Terms.*

1. Policy Principles

The Institute's commitment to academic progression and graduation is underpinned by the following principles:

a) Ensuring alignment with Commonwealth and Western Australian legislation, including the *Higher Education Standards Framework (Threshold Standards) 2021 (HESF 2021)*, the *Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act)*, the *Education Services for Overseas Students Act 2000 (ESOS Act)*, the *National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code),* and relevant Western Australian laws, to ensure lawful, safe, and accountable practices;
b) Ensuring fair and equitable opportunity for all students to advance and complete their studies, regardless of background or circumstances;
c) Empowering students to choose their academic path according to their interests and strengths;
d) Maintaining transparent communication on progression and graduation criteria, including course requirements;
e) Providing comprehensive guidance to students on course selection, major choices, and career planning;
f) Regularly monitoring student progress with a focus on early identification and intervention for students at risk;
g) Establishing clear guidelines for recognising credits from other institutions and prior learning experiences as per the *Advanced Standing Policy and Procedure;*
h) Promoting academic integrity and ethical conduct throughout their academic journey as per the *Academic Integrity Policy and Procedure;*
i) Ensuring a fair and transparent process for addressing academic appeals and grievances as per the *Student Grievance Management Policy and Procedure;*
j) Continuously monitoring the Institute offerings to ensure they support students' academic progression, skill development, enhance readiness for evolving industry expectations and promote lifelong learning;
k) Embedding inclusive, equitable, and culturally responsive practices in academic monitoring to ensure student support reflects diverse backgrounds and needs.

2. Maximum Program Duration

a) Timely completion of a course is essential to encourage continuous academic progress and ensure the smooth progression of students throughout their course;

b) The Institute has established maximum duration for completing a course to maintain academic integrity and facilitate effective planning for both students and the institution:

Course	Maximum Duration
Undergraduate Course	Maximum duration is 9 years for a full-time course (only applicable to domestic students).
	For international students, program duration is appropriately guided by the conditions of their student visa, ensuring compliance with regulatory requirements and supporting timely course progression.

c) Students who fail to complete within the prescribed maximum period of study and who can reasonably be expected to meet the course requirements within two additional semesters may apply for an extension of time;

d) For international students, the duration of enrolment will not be extended unless there are compassionate or compelling circumstances, an intervention strategy is in place due to the student's risk of not meeting course progress requirements, or an approved deferral or suspension has occurred as per *Standard 9* of the *National Code 2018*. Conditions for international students are also regulated by the *ESOS Act 2000* and the requirements of the *National Code 2018*;

e) Extensions to enrolment duration may be granted to both domestic and international students under compassionate or compelling circumstances subject to approval by the Academic Board. These circumstances, which must be substantiated with appropriate evidence, include but are not limited to:

i. Severe illness or injury, supported by a medical certificate;
ii. Loss of close family members, with supporting documentation;
iii. Major political unrest or natural disaster in the student's home country, requiring emergency travel or affecting the student's ability to study;
iv. A traumatic experience which may include but not limited to:
    a. Involvement in, or witnessing of, a serious accident; or
    b. Witnessing or being the victim of a serious crime.

    Such cases must be supported by police reports, psychologists' reports, or other relevant documentation from appropriately qualified professionals;

v. The registered provider being unable to offer a pre-requisite subject;
vi. Delay in receiving a student visa.

The Institute is committed to ensuring that all decisions regarding enrolment extensions are made in a fair, transparent, and student-centred manner, consistent with the principles of the *ESOS Framework* and the *National Code 2018*. Students are encouraged to consult with the Institute's student support services for guidance and assistance with extension applications.

3. Roles and Responsibilities

To ensure a clear and accountable approach to academic progression and student support, the following key roles have defined responsibilities under this Policy:

a) Academic Success Coordinator

i. Monitors student engagement and academic risk indicators throughout the semester;
ii. Implements the two-tiered early intervention model, including identifying students at risk of disengagement or non-submission of assessments;
iii. Communicates with students to initiate re-engagement strategies and encourages participation in academic support services;
iv. Collaborates with the Discipline Coordinator to refer students requiring structured intervention or learning plans.

b) Discipline Coordinator

i. Oversees academic progression data and outcomes within their discipline. The Dean will allocate overseeing academic progression data and outcomes related to subjects in the Core that are not discipline specific to a suitable academic.;
ii. Coordinates student support meetings and referrals to the Dean and assists in the development of *Learning Management Plans* for at-risk students;
iii. Provides regular reports on academic progression, exclusion, and graduation decisions to the Executive Management Team, Teaching & Learning Committee, and the Academic Board;
iv. Ensures academic staff are informed of progression monitoring requirements and related responsibilities.

c) Dean (or Delegate)

i. Reviews and confirms progression and exclusion decisions, ensuring compliance with intervention protocols and appeal provisions;
ii. Chairs meetings with students who have made unsatisfactory progress (or who at high risk of making unsatisfactory progress) and determine appropriate academic outcomes;
iii. Considers compassionate or compelling circumstances in decisions regarding extensions and enrolment variations;
iv. Maintains oversight of academic progression policies and procedures and ensures alignment with *HESF 2021*.

These roles operate collaboratively to ensure early identification, equitable support, and regulatory compliance throughout the academic progression process.

4. Academic Progression

Academic progression at the Institute is evaluated through a structured framework that categorises students based on their performance and achievements. This framework is designed to facilitate student success by providing timely support and intervention.

The Institute employs a three-tiered categorisation of students:

a) Students who have demonstrated satisfactory academic progress;
b) Students who are identified as being at risk of unsatisfactory progress; and
c) Students who have made unsatisfactory progress.

The Institute is committed to providing targeted support and interventions to enhance student achievement and ensure all students are well-supported in meeting their academic goals.

Category	Criteria
a) Satisfactory academic progress	The Institute maintains a strong focus on supporting academic progression through the establishment of clear criteria for satisfactory progress. A student is deemed to have made satisfactory academic progress when: i. They have passed 50% or more of the subjects undertaken in the current study period in which they are enrolled; and ii. They have passed a previously failed subject on a subsequent attempt. Students who do not meet the satisfactory academic progress criteria will be assessed as being at risk of unsatisfactory progress or as having made unsatisfactory progress, depending on the specific circumstances. In alignment with the Institute's commitment to student-centred learning, early intervention, and academic excellence, opportunities to strengthen the monitoring of academic progression have been identified. Specifically, it was noted that while end-of-semester results provide a crucial summative assessment, the incorporation of earlier indicators of academic difficulty would enable more timely and effective support for students. To this end, the Institute will implement the following proactive strategies: ▪ Mid-Semester Monitoring: To enhance the early identification of students who may be at risk of unsatisfactory progress, mid-semester monitoring processes will be strengthened. This will facilitate the delivery of timely and targeted support interventions. ▪ Structured Check-In Points: The Institute will investigate the use of structured check-in points throughout the semester. These check-in points will provide opportunities for proactive engagement with students, allowing for the promotion of effective student success strategies and the early resolution of any challenges that may impede academic progress. These enhancements to academic progression monitoring are designed to provide a more holistic and supportive learning environment, ultimately fostering improved student outcomes.
b) At-risk of unsatisfactory progress	The Institute is committed to the proactive identification and support of students who may be at risk of unsatisfactory academic progress. Student progress is monitored at two key stages: i. Within each semester; ii. At the conclusion of each semester. a. Monitoring within each semester

Student attendance at classes is compulsory and attendance records will be kept for each class. To further enhance student success, a two-tiered monitoring system will be implemented by the Academic Success Coordinator within each semester to provide timely and targeted assistance.

The two-tiered system comprises:

- *Tier 1: Early Intervention and Support*: Implemented during the first half of the semester, Tier 1 aims to proactively identify students at risk of disengagement prior to the conclusion of the study period. Tier 1 evaluation would occur around week four of each teaching period. Students who have either missed 20% or more of scheduled classes (in alignment with international student visa benchmarks but applicable to all students) or failed to submit a required assessment will be identified as early intervention candidates. Upon identification, students will receive a supportive and proactive communication designed to encourage re-engagement. This message will include an invitation to meet with a Discipline Coordinator or Student Support Officer to discuss any academic or personal challenges and request an undertaking from the student to address the concerns;

- *Tier 2: Personalised Guidance*: This stage serves as a personalised and responsive follow-up for students who either do not engage with Tier 1 outreach or whose academic progress remains unsatisfactory. Generally commenced in Weeks 7 or 8, students identified at this stage will be required to attend a meeting with the Dean (or delegate) and, where appropriate, a Student Support Officer. The purpose of this meeting is to co-develop a tailored *Learning Management Plan*, focusing on academic recovery strategies, attendance, and assessment commitments. This approach reflects strong support from the Board for structured, student-centred intervention, with the potential to prompt re-engagement or facilitate a considered withdrawal where appropriate.

  Students may be required to formally agree to the *Learning Management Plan*. In the event of non-compliance, further steps will be taken in accordance with the *Deferment, Suspension and Cancellation Policy and Procedure*, to ensure procedural transparency and clearly defined escalation pathways in cases of continued unsatisfactory academic progress.

b. Monitoring at the conclusion of each semester

	At the conclusion of each semester a student's overall course progression will be monitored. A student will be deemed as at risk of unsatisfactory academic progress where they have: ▪ Failed the same subject twice; and/or ▪ Received fail grades in more than 50% of subjects attempted in a semester; and/or ▪ withdrawn more than twice from any subject. Other indicators to determine students at risk of making unsatisfactory progress may include low grades in ongoing formative and summative assessments, and a failure to engage in subjects. It is important to note that while these indicators may prompt the offer of additional support, they do not, on their own, constitute unsatisfactory academic progress. Students identified as being at risk of unsatisfactory academic progress as the result of end of semester monitoring will be referred for *Tier 2: Personalised Guidance* **as outlined above.** If a student engages in academic misconduct, such as plagiarism or contract cheating, this may indicate the student is potentially at risk of unsatisfactory course progress. For comprehensive details, please refer to the *Academic Integrity Policy and Procedure.*
c) Unsatisfactory progress	Students are assessed as having made unsatisfactory progress where: i. They have failed to abide by the conditions of a Learning Management Plan as directed by the Dean; and/or ii. They have met the criteria for being at risk of unsatisfactory performance for two or more consecutive semester; and/or iii. They have failed a subject for the third or more time; and/or iv. They have previously been identified as having made unsatisfactory progress in the previous semester.

5. Intervention Strategies

The Institute is committed to a proactive and supportive approach to assisting students who are facing academic challenges. This commitment is reflected in the following intervention strategies, which emphasise early intervention and ongoing support.
In alignment with *Equality, Diversity and Inclusion Policy and Procedure* and broader equity values, the Institute affirms its commitment to inclusive, equitable, and culturally responsive academic progression practices. Accordingly, this principle will be embedded across all intervention strategies to ensure responsiveness to the diverse backgrounds, identities, and needs of the student body.

a) At-Risk of Unsatisfactory Progress

To facilitate student success, the Institute will implement proactive strategies to identify and support students at risk of unsatisfactory progress. These strategies include:

i. Emphasising early intervention and establishing regular review points to monitor student progress and engagement throughout the semester. This approach enables the timely identification of potential difficulties and the provision of prompt support;
ii. Students deemed at risk will be required to attend a meeting with the Dean (or delegate) to discuss their academic progress and collaboratively develop strategies for improvement that will be formulated into a Learning Management Plan. These strategies may include, but are not limited to:

    a. Referral to academic support sessions conducted by the Academic Success Coordinator;
    b. Reduction in the number of subjects in following semester;
    c. Development of a personalised study plan, which may include guidance on subject selection for the following semester.

iii. To cater to diverse student needs and promote positive academic outcomes, a range of support options will be encouraged, such as:

    a. Academic counselling;
    b. Study load adjustments.

iii. Students are responsible for actively participating in and implementing the suggested intervention strategies., It is important to note that continued unsatisfactory performance may lead to more serious consequences, including loss of academic standing or exclusion from the course.

b) Unsatisfactory Progress

i. Students will be notified in writing and given an opportunity to provide reasons why they should be permitted to continue with their studies;
ii. Students will be given 20 working days to respond, ensuring the process is completed in time for them to continue their studies;
iii. The Dean (or delegate) will review the student's unsatisfactory progress, considering:

    a. Past academic performance;
    b. Overall study load;
    c. The stage in their course;
    d. Prior engagement with the Institute support services;
    e. Adherence to agreed strategies to improve academic performance;
    f. The reasons provided by the student.

iv. The student will be notified in writing of the Dean's decision which may include a recommendation of conditional enrolment, which could include one or more of the following:

    a. Specific prescribed subjects of study;
    b. Reduction in number of subjects taken;
    c. Mandatory academic consultation provided by the academic staff;
    d. Regular meetings with the Discipline Coordinator and Academic Success Coordinator for further feedback and learning support;
    e. Leave or a suspension of studies;

f. An extension of time to complete their program;
g. Withdrawal from the course.

v. The agreed intervention, including any planned follow up, will be noted on the student's record and all relevant parties will be advised;
vi. If a student chooses to not accept an academic learning management plan, the student's enrolment will be further evaluated or terminated.

6. Attendance

Student attendance at all compulsory learning activities is mandatory and attendance records will be maintained by the Institute. Students are responsible for ensuring their attendance and participation in all scheduled lectures, tutorials, and learning support sessions. They must be aware of the attendance and engagement requirements necessary for successfully completing a subject. Additionally, students should proactively seek assistance and advice to meet these requirements and request special consideration if they encounter illness or other compelling circumstances.

International students in Australia must comply with visa requirements, which mandate maintaining satisfactory attendance and academic progress as part of their visa conditions. Failure to meet these requirements can result in visa complications and potential cancellation.

7. Exclusion of Students from a Course

a) The Dean and Discipline Coordinator will monitor each student's academic progress in accordance with this Policy;
b) If an intervention strategy has been implemented and a student fails to meet satisfactory course progress in the following semester, the student may be provided with written notification of an intention to cancel their enrolment;
c) The Dean will notify excluded students, detailing the reasons and the period of exclusion;
d) All students will have 20 working days to appeal the exclusion decision, in accordance with the *Student Grievance Management Policy and Procedure*;
e) Where the student is an overseas student, the Institute will report the student to the Department of Home Affairs for failing to achieve satisfactory course progress. This may result in the *Department of Home Affairs (DHA)* cancelling their student visa. The student will be informed that they have 20 working days to submit an appeal regarding this decision;
f) If no appeal is submitted within 20 working days, the student's enrolment will be cancelled. For overseas student, the Institute will subsequently notify the *DHA* via the *Provider Registration and International Students Management System (PRISMS)* that the student has failed to maintain satisfactory course progress.*;*
g) When the student is informed of the cancellation of their enrolment in writing, a copy of the notice will be also placed in the student's file;
h) A student whose enrolment has been terminated, will not be allowed to re-enrol for a period of one year.

8. Graduation

a) Ceremonies
At the conclusion of each semester the Dean will submit a list of students meeting the requirements to graduate from their course to the Academic Board for approval. All approved graduates will receive invitations and be informed of the dates for the graduation ceremony.

b) Requirements

i. Prior to the graduation ceremony, all the graduates must pay any outstanding fees, including course fees and other related charges;
ii. All graduates must ensure that they have completed all required subjects for their course;
iii. Graduates must submit their graduation application by the specified deadline, enabling the Institute to verify and confirm that all graduation requirements are met.

c) Graduation Documents

All graduates will receive a Testamur (Certificate of Completion), Australian Higher Education Graduation Statement (AHEGS), and an Academic Transcript as a record of their studies. Graduates unable to attend the ceremony may apply to the Institute to have their Testamur released afterward.

i. The Institute will use secure printing techniques for all graduation documents, incorporating unique identifiers/certificate number, watermarks, and holograms to prevent unauthorised duplication and ensure authenticity. Additionally, digital verification systems will be in place, allowing employers and other institutions to confirm the legitimacy of the documents.
ii. Graduation documents will be stored and handled in a secure manner, with restricted access to authorised personnel only. Graduates who are unable to attend the ceremony must undergo a verification process before their documents are released, ensuring that only the rightful recipients receive them.
iii. The Institute ensures that all awards are conferred and academic certification is issued only after formal verification and approval processes. Any instance of fraud, misrepresentation, or administrative error may result in the withholding, cancellation, or revocation of the award and associated testamur.
iv. The Testamur will include an official embossed seal (raised stamp) of the Institute. This physical feature is difficult to replicate and provides immediate visual and tactile verification of authenticity.
Include original or secure digital signatures of Chair of the Governing Council and Chair of the Academic Board.

d) Awards and Medal
Awards may be presented to students who have demonstrated outstanding academic excellence in their course, have no ongoing misconduct investigations, and have settled all outstanding debts.

9. Testamur Replacement

Graduates may request a replacement Testamur if the original has been lost, stolen, damaged, or destroyed, or if there has been a legal change of name since its issuance. To apply, graduates must submit a written request to the Student Support Manager, including proof of identity and where applicable, legal documentation supporting the name change. The replacement Testamur will bear a notation indicating it is a replacement and will replicate the details of the original, including the date of conferral.

Only one replacement Testamur will be issued per graduate per instance of loss or change. Graduates can collect the replacement in person or request delivery to their registered address; therefore, graduates must ensure their contact details are current to facilitate delivery.

The replacement of a Testamur may incur a processing fee. This fee contributes to the administrative costs associated with verifying the graduate's record, producing the replacement document, and ensuring its secure delivery. The exact amount of the replacement Testamur fee is subject to change and may vary depending on the circumstances of the request. The most current fee schedule will be published in the *Student Handbook* and *Prospectus*.

10. Reporting and Recording

All instances of academic progression, exclusion, and graduation decisions will be communicated to the Discipline Coordinator and the Dean.

To enhance transparency and quality assurance, the Discipline Coordinator will report academic progression, exclusion, and graduation outcomes to the Executive Management Team and the Teaching & Learning Committee. The Dean will report these outcomes to the Academic Board at each scheduled meeting.

The Academic Board monitors the effectiveness of this Policy and makes necessary adjustments as required. All records of applications and outcomes related to academic progression, exclusion, and graduation will be managed in accordance with the *Records Management Policy and Procedure.*

11. Appeals

Students have the right to appeal any decision and penalty made under this Policy. If a student is dissatisfied with the process or believes there has been an administrative error, they may appeal in accordance with the *Student Grievance Management Policy and Procedure.*

Students are also entitled to access independent advocacy and support services throughout the appeal process. These services will be promoted via student support communications to ensure transparency and awareness.

12. Review and Evaluation

This Policy will be reviewed at least every two years, or earlier if required due to changes in legislation, regulatory requirements, technological developments within professional and industry sectors, or institutional priorities, to ensure its ongoing relevance, accuracy, and effectiveness.

Version Control

Version	Date of Approval	Approved By	Related Documents
1.3	15 April 2026	Academic Board	Records Management Policy Students Grievance Management Policy and Procedure Student Code of Conduct Admissions Policy and Procedure Deferment, Suspension and Cancellation Policy and Procedure Academic Integrity Policy and Procedure Equality, Diversity and Inclusion Policy and Procedure
Benchmarking Institutions			Macquarie University University of Sydney University of Wollongong University Technology of Sydney Western Sydney University University of Queensland Ikon Institute of Australia Adelaide Institute of Higher Education
Policy Owner			Dean
Legislations			Education Services for Overseas Students Act 2000 (Cth) (ESOS Act) Higher Education Standards Framework (Threshold Standards) 2021 (Cth) (HESF 2021) Tertiary Education Quality and Standards Agency Act 2011 (Cth) (TEQSA Act) National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Cth) (National Code) Privacy Act 1988 (Cth) Equal Opportunity Act 1984 (WA)
Higher Education Standards Framework (Threshold Standards) 2021 (Cth)			Standard 1.3; Standard 1.5.