



POLICY: STUDENT RETENTION AND PROGRESSION POLICY

POLICY NUMBER:	AC032	VERSION:	2.1
DATE ADOPTED:	6 / 2 /19	DATE LAST REVIEWED:	24 January 2020
DATE OF NEXT REVIEW	24 January 2022	REVIEW FREQUENCY:	Two years
AUTHORISED BY	Chief Executive Officer	REVIEWED BY:	Academic Dean
RESPONSIBLE FOR REVIEW	Academic Dean		
DOCUMENT MANAGEMENT	U:/Policies and Procedures		
AIM	This policy outlines how IIBT identifies and supports students who are at-risk of failing to achieve satisfactory academic progress in Higher Education Courses. It also outlines the parameters for satisfactory academic progress in Higher Education Courses.		

1. REGULATION

HESF 2015: 1.3.4

2. POLICY INFORMATION:

IIBT is committed to:

- a. Identifying, supporting and monitoring students’ academic progress to help all students achieve satisfactory academic progress.
- b. Ensuring that there are clear parameters for academic progression.

3. PROCEDURES:

- a. IIBT will identify students who are at risk of unsatisfactory academic performance in each unit in Weeks 4 and 9 of each study period. In each unit, students will be identified as ‘at-risk’ if they meet one or more of the following:
 - (i) Attendance is below 80%
 - (ii) Achievement in any assessment is below 50%
 - (iii) Unsatisfactory participation in class
 - (iv) Unsatisfactory preparation for class (e.g. not completing homework)



- b. IIBT will implement individualised support/intervention strategies for students identified as at-risk. Support/intervention strategies will consist of a combination of the following:
- (i) Interviews with students to:
 - Determine causes of a low attendance/unsatisfactory academic performance
 - Reemphasise their study commitment requirements for each unit
 - (ii) Refer students to relevant support services to assist with personal issues
 - (iii) Refer students to receive further support from Academic Teachers, including additional individualised study programs
 - (iv) Reduce students' study loads (this is considered a final option)

Students' mitigating circumstances (e.g., extended sick leave) will be acknowledged when developing the individualised support/intervention strategies.

- c. Indicators of unsatisfactory academic progress at IIBT include:
- (i) Failing 50% or more of units in any study period. Students who fall within this category will be classified as high-risk for the next study period, and will have an individualised support/intervention strategy applied to them from the beginning of the next study period in which they are enrolled.
 - (ii) Failing 50% or more of units across more than one study period. Students who fall within this category are at risk of termination from their course.
- d. A student who has been terminated from their course can be considered for re-admission to the same course if they are able to supply evidence of their commitment to deal with the issues that affected their academic performance.
- e. A supplementary assessment will be offered to a student who has achieved a mark of ~~45%~~ **47%** in a unit, where the Academic Management team, in accordance with the guidelines below, decides that a further opportunity to demonstrate achievement of the unit's Learning Outcomes is warranted:
- (i) They have met a significant proportion of the Learning Outcomes for the unit and passed at least one assessment item, such that a further opportunity to demonstrate that they can achieve a pass in their area of weakness would allow them to progress
- OR



- (ii) Their final result was a consequence of failure in a single item of assessment, especially where that item is weighted heavily (e.g., they pass continuous assessment items but fail the exam).

OTHER CONSIDERATIONS WHEN e(i) AND e(ii) ARE INCONCLUSIVE

- (iii) Where the student has demonstrated a commitment to the unit, e.g., by attending classes regularly or consistently engaging with the unit, and by submitting assignments on time.
 - (iv) Where their performance in this unit is at odds with their previous academic record, and/or the Academic Management team is aware of reasons that may explain their poor performance.
 - (v) Where the unit is the last unit the student needs to complete in order to meet the requirements of their course.
- f. Students will not be offered a supplementary exam if:
- (i) They have met an insufficient proportion of the Learning Outcomes for the unit; or marginally failed most or all assessment items; or have failed a significant piece of assessment that has Learning Outcomes necessary to the student's achievement of the Learning Outcomes in subsequent units.
 - (ii) They did not engage with the unit and/or failed to submit multiple items of assessment.
- g. In permitting supplementary exams, the Academic Management team will exercise discretion such that:
- (i) Students under similar circumstances are treated similarly (i.e., that there is no extraneous bias).
 - (ii) The decision reached is based solely on the student's demonstrated achievement of the unit Learning Outcomes (as reflected in their assessment), and not on grounds related to the academic's preference or circumstances.
- h. Students will be permitted to re-enrol in a failed unit up to a **maximum of three times**. Students who fail a unit three times will not be permitted to re-enrol in the unit, which will result in their termination from their course.
- i. Item 8 can be waived at the discretion of the Academic Management team:



- (i) Where the student has demonstrated a commitment to the unit e.g. by attending classes regularly or consistently engaging with the unit and by submitting assignments on time.
- AND
- (ii) Where their performance in this unit is at odds with their academic record, and/or the Academic Management team is aware of reasons that may explain their poor performance in the unit.
- j. In permitting re-enrolment in units beyond the maximum indicated at item 8, the Academic Management team will exercise discretion such that:
- (i) Students under similar circumstances are treated similarly (i.e., that there is no extraneous bias).
 - (ii) The decision reached is based solely on the student's demonstrated achievement of the unit Learning Outcomes (as reflected in their assessment), and not on grounds related to the academic's preference or circumstances.

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