

MIHE Academic Progress and Students at Risk Policy and Procedure

Supporting plans, policies and procedures	• Academic Integrity and Academic Misconduct Policy and Procedure • Admissions and Enrolment Policy and Procedure • Assessment and Moderation Policy and Procedure • Conferral of Awards and Graduation and Academic Documentation Policy • Credit and Recognition of Prior Learning Policy and Procedure • Equity, Diversity and Aboriginal and Torres Strait Islander Peoples Framework and Policy • External Referencing Policy • External Referencing and Benchmarking Plan • Learning and Teaching Plan • Non-Academic Misconduct Policy and Procedure • Records and Information Management Policy and Procedure • Recruitment and Selection Policy and Procedure • Risk Management Policy • Special Consideration Policy and Procedure • Student Complaints and Appeals Policy and Procedure • Student Handbook • Student Orientation Policy and Procedure • Student Welfare, Wellbeing and Support Policy and Procedure
Related legislation and references	• Higher Education Standards Framework (Threshold Standards) 2021 • National Code of Practice for Providers of Education and Training to Overseas Students 2018 • <i>Tertiary Education Quality and Standards Agency Act 2011</i> (Cth) • TEQSA, Guidance note: Monitoring and analysis of student performance (https://www.teqsa.gov.au/guides-resources/resources/guidance-notes/guidance-note-monitoring-and-analysis-student-performance) • TEQSA, Compliance in focus: Identifying students at academic risk (https://www.teqsa.gov.au/publication/sector-updates-and-alerts/compliance-focus-identifying-students-academic-risk).
Version	2.3
Approved by	Academic Board
Date approved	20 February 2026
Approval reference	AB MO23
Document review	This document is to be reviewed at least every 3 years from the date of final approval.

Version	Review Date and Person/Body	Notes
0.1	Draft prepared by Learning and Teaching Committee (LTC)	
0.2	Reviewed by LTC on 5 May 2020	

0.3	Reviewed and approved by Academic Board on 19 May 2020	Approval was subject to the changes raised in the AB meeting to be incorporated – refer to the AB meeting minutes for details
1.0	Final document provided to Academic Board on 16 June 2020 after changes have been incorporated	
1.1	Approved by Academic Board 20 October 2020	Updated based on internal and external review
2.1	Approved by Academic Board on 26 Feb 2025	Minor revisions to improve clarity and readability. Also revised provisions relating to Exclusion and Re-admission
2.2	Approved by Academic Board on 16 December 2025	Revised process for managing students at risk or who have demonstrated unsatisfactory course progression. Also, re-organisation of content.
2.3	Approved by the Academic Board on 20 February 2026	Comprehensive specification of processes relating to the exclusion of students.

Background and Scope

This document details how MIHE manages the academic progression of students and how students at risk of unsatisfactory progress are identified, managed, monitored and supported.

Pursuant to the Higher Education Standards Framework, rates of retention, progression and completion of student cohorts through courses of study are monitored to enable review and improvement. This policy and procedure applies to all domestic and international students at MIHE and to all academic and administrative staff involved in teaching and learning or the administration of MIHE courses.

MIHE is aware of the significant transitional challenges facing first-year students in particular and acknowledges the diversity and changing social and educational needs and expectations of its new student cohorts. MIHE commits to a positive and engaging First Year Experience (FYE), which connects new learners with their academic and professional staff and peers in a community committed to learning success and career attainment. MIHE aims to continuously improve student satisfaction and retention.

MIHE recognises that not all students who enrol in a course will find that it suits their needs, interests, and abilities. Where students are motivated to complete their course, MIHE is dedicated to offering the teaching, materials and support they need to succeed.

At MIHE, the successful transition of students and retention of students is the responsibility of all staff. MIHE focuses on providing the best possible learning experience for new students in an environment where they are supported to take responsibility for their own learning and to achieve their full potential academically and personally.

MIHE also recognises that academic progression issues may arise later in a course, due to students' changing circumstances.

A proactive intervention strategy and procedure for all students identified as being at risk of unsatisfactory course progress is provided below. If unsatisfactory course progression occurs, this policy and procedure provides, among other things, for a student to be excluded with the possibility of readmission at a specified later date.

Students who are identified as at risk of unsatisfactory progress or who have made unsatisfactory progress may provide an explanation to the Academic Progress Panel

Abbreviations

CoE	Confirmation of Enrolment
ESL	English as a Second Language
EMT	English as a Mother Tongue
FYE	First Year Experience
GPA	Grade Point Average
APA	Academic Progress Panel

Also, refer to the Glossary of Terms.

Policy

The following principles form the basis of this policy:

Academic empowerment	Students will have access to their academic record following a request so that they are empowered to make decisions about their academic progress. Students will have access to this policy so that they have a clear understanding of relevant requirements and procedures.
Clear expectations	MIHE will make clear to students what is expected in undertaking assessments and what constitutes satisfactory progress through the website, <i>Student Handbook</i> and Unit Outlines, and at Student Orientation. This will also be reinforced in each of the classes and supported by the Academic Support or Student Welfare Officer as required.
Compassionate support	MIHE acknowledges that unsatisfactory progress can be very difficult for students. While scrupulously maintaining academic standards, MIHE will ensure that students have the appropriate supports available to them without cost.
Completion	MIHE aims to have all students who enrol complete their course in the minimum time.
Fair	Fair and consistent treatment will be provided to all students pursuant to this policy and procedure. MIHE will notify students of unsatisfactory performance in a timely manner.

Proactive Monitoring and Intervention	MIHE will review students' progression at the end of each teaching period. Cohorts will be tracked in terms of gender, level of study, indigenous/non-indigenous, full time/part time enrolment, domestic/international, under 24/over 25, ESL/EMT, disability reported, first in family, socioeconomic status, and other relevant factors in order to determine those groups likely to be at risk and to determine appropriate intervention strategies.
Recruitment	MIHE will endeavour to ensure that each student recruited into a course has a realistic chance of completion.
Rights of appeal	Students are provided an opportunity to explain the reason(s) for their unsatisfactory academic progress and if a student has conditions placed on their enrolment or is excluded, they may appeal that decision under the Student Complaints and Appeals Policy and Procedure
Transparency	Students will be able to access their own academic records and to be able to access all policies and procedures.

Procedure

Student Orientation and Progression

Before students formally commence their studies at MIHE, they are required to complete a Student Orientation that is tailored to the needs of that student cohort, including specific consideration for international students adjusting to living and studying in Australia. During the Student Orientation program, students will be provided with details of the learning support services available to them, which are consistent with the requirements of their course of study and their learning needs; such as English language support, personal support, cultural support, and ancillary services. In addition, students will receive information on what other services are available and the times at which they are available, along with emergency contact details.

Monitoring Performance

Units must be designed in a way that enables lecturers to use a combination of relevant and appropriate assessment types to monitor student progress in a unit including:

- Early formative assessments in all units (usually within the first 4 weeks of the commencement of the teaching period to evaluate students' progress in learning relevant information and their understanding of instructions, to gain feedback from students, and to gauge the effectiveness and suitability of the learning activities provided.
- Summative assessments with clearly defined assessment criteria or assessment rubrics to examine the outcomes of a learning process against specific learning objectives.

Unit lecturers will review student progress after each assignment and will implement an early intervention strategy as required (see below for further details)

Enrolment Load Monitoring

MIHE will monitor the enrolment load of all students, especially international students, at the beginning of each teaching period. It is most important to ensure that international students do not exceed their Confirmation of Enrolment. International students must enrol in a minimum of 3 units per teaching period. Failure to comply will normally lead to the student being notified that they have an unsatisfactory enrolment load and may be determined to be at risk of unsatisfactory progress. Exceptions can be made if students demonstrate extenuating circumstances such as health issues or compassionate grounds; for further details, see the *Special Consideration Policy and Procedure*.

Satisfactory Course Progress

A student's academic/course progress will be assessed using the results of all the units attempted in a teaching period or course as applicable. Satisfactory course progress is achieved if a student passes at least 50% of the units attempted in a teaching period and has not failed any unit more than once.

Completion Time

Students are required to complete courses within a designated timeframe. Domestic students must complete a bachelor's degree at MIHE within 6 years and a master's degree within 4 years. For international students, their course duration is specified in their Confirmation of Enrolment document. All students will be monitored to ensure that they are on track to complete their courses within the required timeframe. Students found to be at risk of not completing their course within the appointed timeframe will be referred to the Dean or Course Co-ordinator for further counselling and assistance as part of an intervention strategy.

Completion

The Dean and Course Co-ordinator will monitor students' progress to verify that each student has satisfactorily completed all course requirements and will then make recommendations to the Academic Board regarding the award of course qualifications. The Academic Board will then recommend to the Board of Directors a list of graduands who should be awarded qualifications. Students will be advised in writing of their eligibility to graduate and will be required to specify whether they will attend a graduation ceremony or graduate *in absentia* by signing and returning the appropriate form. Students who have an outstanding debt to MIHE will not be permitted to graduate until the debt has been paid.

Students at Risk of Unsatisfactory Course Progression

There are several risk indicators of students being unable to complete their course; these include:

1. **Poor attendance in class or online:** Students are expected to attend 100% of classes and poor attendance is defined as missing at least 2 classes in succession or 3 classes cumulatively in a unit without an acceptable reason. If poor attendance occurs, the Unit Co-ordinator is required to contact the student to stress the importance of regular attendance. Attendance should be recorded in the student database, along with unit results.
2. **Poor use of the Learning Management System.** This occurs where a student has not accessed the Learning Management System for 4 consecutive weeks of the teaching period or where the access time over the teaching period cumulatively amounts to less than 1 hour. In these cases, the Unit Co-ordinator is required to contact the student to stress the importance of using these resources and to ascertain whether there are any issues on which the student needs support or whether referral to other support services is appropriate. In this regard, the Student Welfare, Wellbeing and Support Policy and Procedure provides for:
 - a. Academic support, including study advice, language assistance, attendance, and meeting course requirements.
 - b. Welfare support, including emergency, legal, and health services as well as referrals to external providers.
 - c. Information and advice on complaints and appeals policies and procedures.
3. **Extensions to the submission date for an assignment may indicate medical, mental health, personal issues beyond the control of the student, or the stress of undertaking the unit.** Where appropriate, the Unit Co-ordinator should advise the student of the study support available. Extensions should be recorded on the student database along with the Unit results.
4. **Deferral of a Unit:** This may indicate a risk of non-completion of the course and may put at risk on-time completion. It should be recorded on the student database.
5. **Special Consideration:** Students who gained admission to a MIHE course with special consideration relating to mental or physical condition or disability, and, regardless of socioeconomic, educational, religious or cultural backgrounds, may require additional support. With the written consent of the student, academic staff will be made aware of the student's circumstances to enable them to provide interventions, such as closer monitoring of performance and additional one-on-one time. Students admitted with special consideration who have been provided with additional academic support will be considered a high priority for early intervention. Also refer to the *Admissions and Enrolment Policy and Procedure the Equity, Diversity and Aboriginal and Torres Strait Islander Peoples Framework and Policy* for details on admission

with special consideration. If special consideration is applied to the evaluation of any assessment task, this must be recorded in the student database.

6. **Failing a formative assessment in a unit:** Regardless of whether the assessment task was attempted or where the academic standard of the submitted work was unsatisfactory, the Unit Co-ordinator or lecturer is required to counsel the student about their performance and make them aware of the support services that MIHE provides pursuant to the *Student Welfare, Wellbeing and Support Policy and Procedure*. Data relevant to failure on a formative or other assessment must be entered into the student database in addition to the routine collection of results for each unit.
7. **Academic Misconduct:** This may be an indicator that a student is having difficulties in achieving the required academic standards of the course. If academic misconduct is proven, this information must be recorded in the student database. The *Academic Misconduct and Academic Integrity Policy and Procedure* has its own intervention and appeal procedures.
8. **Failing a Unit:** MIHE will support the student by identifying areas in which to improve performance to successfully complete the unit. If the failed unit is an elective, the Unit Co-ordinator or Course Director will discuss whether another elective would be more suitable for the student. In general, any failed unit should be followed by offering the student academic support, including study advice, language assistance, and in regard to attendance and meeting course requirements.
9. **Failing multiple units or having a Grade Point Average below 50%:** Where a student fails more than one unit or fails the same unit twice or has a GPA below 50%, the Academic Support Officer or Student Welfare Officer as appropriate, will develop an *Academic Intervention Plan* which is tailored to the individual student's circumstances and needs. Academic staff will be trained to detect students displaying any of these student risk indicators and how to provide appropriate support. Training will form part of staff induction and refresher training will be required annually. MIHE collects data on students and their performance and will use this data to predict students who may become at risk of being unable to complete their course. This process will be further informed by external referencing and benchmarking.

The Dean and Course Co-ordinator will monitor the academic progress of students, and by Week 4 of each semester, the Academic Support Officer or the Student Welfare Officer, as appropriate, will inform them of students who are at risk of unsatisfactory course progress. Once these students are identified, the Dean or Course Director will be responsible for developing an Intervention Plan, monitoring its progress, and recording the process to its completion. These records will be

monitored by the Learning and Teaching Committee and reported to the Academic Board at the end of each semester for their review.

Intervention Plan

Implementation of the Intervention Plan will be undertaken by the Course Co-ordinator or the Academic Support Officer. The purpose of an Intervention Plan is to assist students in improving their performance and completing the course within the minimum required time. A new study plan with a reduced study load may be advised, taking into account a student's academic progress and the remaining units required to complete the course. International students may be advised to apply for an extension to their CoE. Lack of improvement following an intervention may be followed by a more comprehensive set of interventions or a declaration of unsatisfactory progress.

Once an intervention plan has been initiated, the Course Co-ordinator or the Academic Support Officer will guide the student through the process and counsel them accordingly. Students may be required to participate in interventions, including:

- Meeting the relevant staff on a regular basis for follow-up on their academic progress;
- Attending workshops or sessions designed to improve academic skills, language skills, or other technical skills.
- Undergoing counselling or seeking other support.
- Attending additional classes, lectures, or laboratory sessions.
- Amending their existing academic or enrolment pattern to ease their study load and considering extending their course duration.

Students are required to maintain regular contact with their Course Co-ordinator, Academic Support Officer or the Student Welfare Officer to receive ongoing support.

An Intervention Plan will be implemented when a commencing or continuing student displays one or more of the above at risk indicators.

Intervention Plan Process for Commencing Students

Teaching period 1	
Week 4	When any of the following occurs, a commencing student will be considered as at risk: • Class attendance is 50% or less • Result of first assessment task is 50% or less • Poor use of the Learning Management System
Week 5	<i>Student is sent an At Risk letter advising of their status and directing attendance at an Intervention Meeting to identify issues that may hinder student performance and to develop an Intervention Plan</i>
End of teaching period progress check	When a student fails to complete or pass at least 50% of units as determined by the Academic Board, a <i>First Warning Letter</i> will be sent

Teaching Period 2	
Week 4	When any of the following occurs, a commencing student will be considered as at risk: • Class attendance is 50% or less • Result of first assessment task is 50% or less • Poor use of the Learning Management System
Week 5	<i>Student is sent a second Warning Letter</i> advising of their status and the likely consequences of poor performance.
End of second consecutive teaching period	When a student fails to complete or pass at least 50% of units as determined by Academic Board, an Intention to Report letter is sent advising of likely visa cancellation in the case of an international student or a decision to exclude in the case of a domestic student. Students will be advised of their rights to initiate an appeal within 20 business days.

Intervention Plan Process for Continuing Students

Teaching period 1	
Week 4	When any of the following occurs, a continuing student will be considered as at risk: • Class attendance: 50% or less • Poor use of the Learning Management System • Result of first assessment task: 50% or less
Week 5	<i>Student is sent a First Warning letter</i> advising of their status and <i>directing</i> attendance at an Intervention Meeting to identify issues that may hinder student performance and to develop or revise an Intervention Plan.
End of teaching period progress check	When a student fails to complete or pass at least 50% of units as determined by the Academic Board a <i>second Warning Letter</i> will be sent advising of the possible consequences of poor performance and directing the student to attend a second Intervention Meeting.
Teaching Period 2	
Week 4	When any of the following occurs, a commencing student will be considered as at risk: • Class attendance: 50% or less • Poor use of the Learning Management System • Result of first assessment task: 50% or less
Week 5	<i>Student is sent a third Warning Letter</i> advising of their status and the possible consequences of unsatisfactory course performance.
End of the second consecutive teaching period	Failure to complete or pass at least 50% of units as determined by Academic Board will lead to the issue of an Intention to Report letter advising of likely visa cancellation in the case of an international student or a decision to exclude in the case of a domestic student. Students will be advised of their rights to initiate an appeal within 20 business days.

Unsatisfactory Course Progression

Unsatisfactory course progression occurs in any of the following circumstances when an at risk student

1. Fails 50% or more of the units attempted in a single teaching period.
2. Fails the same unit for a second time.
3. Obtains a Grade Point Average below 50%.
4. Is unable to complete their course within the timeframe specified in their *CoE* (for international students) or the maximum time for enrolment (for domestic students). In addition to the student will be informed about the repercussions for their course completion in the case of domestic students and the student visa in the case of an international student. The student will also be referred to the Student Welfare and Support Officer for counselling and assistance.
5. Fails to complete the course on time.

Where a student has made unsatisfactory progress, they will be notified in writing that they may be excluded from their course. Before a decision to exclude a student, they will be invited to explain why this should not occur. If a student does not elect to provide an explanation an Academic Progress Panel (APP) will not convene to consider their circumstances.

If a student does not elect to provide an explanation to the APP they will receive written notification that:

- 1) they have made unsatisfactory progress in their course;
- 2) MIHE will exclude them from their course in the case of a domestic student, and in the case of international students, MIHE will report them to the Australian Government departments of Education and of Home Affairs (see below for further details); and
- 3) they have a right to access the appeal process as provided in the *Student Complaints and Appeals Policy and Procedure*.

Conditional enrolment

Unsatisfactory course progression will result in a student being excluded or being placed on conditional enrolment with a reduced workload or other appropriate conditions, along with an Intervention Plan. If a student on conditional enrolment fails 50% of the units they are enrolled in as part of their reduced study plan over 2 consecutive teaching periods or fails the same unit 3 times, they will be excluded for a specified period. Students can appeal conditional enrolment and exclusion decisions pursuant to the *Student Complaints and Appeals Policy and Procedure*.

Academic Progress Panel

The APP will consist of a minimum of 2 academic staff other than the Dean. Normally, the course Co-ordinator will chair the panel. The Dean will nominate a panel of academic staff to be available

to constitute an APP as required. The APP as constituted from time to time is authorised to make decisions on exclusion and conditional enrolment of students.

A student may elect to explain why they should not be excluded from a course by attending an APP meeting. A student has 5 business days from the date exclusion letters are sent to advise MIHE that they wish to attend the APP.

Students may participate in the APP meeting in person, by electronic means or by lodging a written submission. The student may be accompanied by a support person who may be a legal practitioner but not acting in that capacity.

The APP must consider the student's explanation and confirm, vary or set aside the proposed decision. If the APP does not consider exclusion to be appropriate, it may:

- impose a condition or conditions on the student's continued enrolment, such as a reduced study load (in the case of a domestic student only) or that the student enrol in a more suitable specialisation or major; or
- direct that the student engages in appropriate strategies to support their progress.

The APP decision and the accompanying reasons must be communicated to the student in writing by Administration Manager or delegate within 5 business days of making the decision. The decision of the APP will be reported to the Academic Board through the Learning and Teaching Committee.

Internal and External Appeals

Where a decision to exclude or impose conditions on a student's enrolment is made by the APP, the student must be advised of the decision and the reasons within 5 business days of the decision being made. Domestic students have 20 business days in which to appeal the decision to exclude pursuant to the *Student Complaints and Appeals Policy and Procedure*.

In the case of international students, the process leading to exclusions is as follows:

1. The student receives written notification of their unsatisfactory progress through an Intention to Report letter.
2. The student has 20 business days in which to initiate an appeal against this decision pursuant to the *Student Complaints and Appeals Policy and Procedure*. During this time, the student must continue to attend classes and work towards completing the course requirements. MIHE will not change the student's enrolment status until the appeal process has been completed.
3. If the appeal fails, MIHE will notify the student of the impending exclusion and advise them to seek assistance from the Department of Home Affairs regarding their visa status. MIHE will

cancel the student's enrolment and report this to the Australian Department of Home Affairs and the Department of Education as required by the *ESOS Act*.

If a student appeal is successful, MIHE will implement that decision without delay and inform the student accordingly. Only after all avenues of appeal against a decision to exclude have been exhausted, will MIHE cancel the student's enrolment in the case of a domestic student, or in the case of an international student, report the cancellation of enrolment to the Department of Home Affairs.

All notifications pertaining to the implementation of this policy and procedures will be communicated through the Administration Manager or delegate.

Re-admission after Exclusion

A student who has been excluded for unsatisfactory academic progress may apply to the Dean for re-admission to their course after the period of exclusion. To apply, the student must apply for re-admission by the deadline set out in the letter notifying the student of the exclusion; and provide supporting documentation, including information on how the student has addressed the factors that led to their previous unsatisfactory academic progress and regarding their strategies for returning to study successfully.

The Dean may approve re-admission only if:

- 1) there is sufficient evidence that the student will be able to achieve satisfactory academic progress, and
- 2) there are no issues preventing re-admission, such as professional accreditation requirements.