

1. Purpose

- 1.1. This policy articulates Central Australian Institute of Technology Higher Education's (CAIT Hi-Ed's) institutional approach to supporting student success through the systematic monitoring of academic progress, timely identification of students at risk, and implementation of evidence-based interventions. It aligns with the Higher Education Standards Framework (Threshold Standards) 2021, the ESOS National Code 2018, and the ESOS Act 2000, ensuring compliance in supporting student progression and retention. The policy underpins the institution's commitment to academic quality, teaching excellence and student-centred learning by ensuring that progression is assessed consistently across all programs and that students are provided with meaningful opportunities to succeed. By embedding structured support mechanisms into the academic lifecycle, CAIT Hi-Ed aims to uphold both academic standards and the wellbeing of its diverse student population.
- 1.2. CAIT Hi-Ed recognises that students enter higher education with varying levels of academic preparedness, personal circumstances, and learning needs. As such, this policy promotes the delivery of tailored intervention strategies that are responsive to individual student contexts. These may include academic skills development, learning support plans, counselling services, and appropriate modifications to study load or assessment formats. The design and implementation of these interventions are grounded in principles of equity, professional responsibility, and a commitment to continuous improvement in student outcomes.
- 1.3. The policy also ensures that academic progression is monitored at both the individual and cohort levels to identify emerging trends and inform institutional decision-making. It supports the generation of robust retention, progression, and attrition data, which is used to evaluate the effectiveness of current practices and guide enhancements to curriculum delivery and student services. Ultimately, this policy contributes to CAIT Hi-Ed's overarching goal of fostering a learning environment in which all students — regardless of their background, mode of study, or entry pathway — have equitable opportunities to achieve successful academic and professional outcomes.

2. Scope

- 2.1. This policy applies to all students enrolled in CAIT Hi-Ed's accredited higher education programs, regardless of citizenship, residency status, study load, mode of delivery (on-campus, online, or blended), or location. It encompasses both domestic and international students. The policy ensures consistency and equity in how student academic progress is monitored, supported, and reviewed across the institution.
- 2.2. In addition, the policy is applicable to all academic and professional staff involved in the delivery and administration of higher education courses at CAIT Hi-Ed. This includes teaching staff, course coordinators, academic advisors, student support personnel, and administrative teams responsible for enrolment, records management, and compliance. All staff are expected to engage with the principles and procedures outlined in this policy to contribute to a coordinated, student-centred approach to progression monitoring, early intervention, and academic support.

3. Policy Statement

- 3.1. CAIT Hi-Ed is committed to fostering an academic environment where student success is actively supported through a combination of early identification, proactive monitoring, and timely intervention strategies. Recognising that students may encounter a range of personal, academic, and external challenges throughout their studies, the institution takes a holistic approach to progression that integrates academic support with wellbeing services. This approach ensures that students are not only encouraged to meet academic standards but are also provided with the necessary tools and resources to thrive throughout their educational journey.

- 3.2 A core principle underpinning CAIT Hi-Ed's academic governance is the oversight of a structured, transparent, and equitable progression process. While implementation is managed operationally by academic and student support staff, governance oversight ensures that performance expectations are clearly articulated, academic requirements consistently communicated, and timely feedback on assessments provided.
- 3.3 In alignment with its commitment to equity, CAIT Hi-Ed ensures that all students — regardless of their background, entry pathway, mode of study, or geographic location — are afforded equivalent opportunities to succeed. Whether studying on campus, online, or through a flexible delivery model, all students receive consistent academic support, access to learning resources, and opportunities to engage with staff and peers. The institution acknowledges the diversity of its student body and actively designs learning and support strategies that are inclusive, culturally responsive, and adaptable to varying student needs.
- 3.4 To ensure continuous improvement in student outcomes, CAIT Hi-Ed systematically collects and analyses data on student retention, progression, and attrition. These data inform institutional planning, curriculum development, and the enhancement of student services. Through evidence-based decision-making, the institution aims to identify emerging challenges, evaluate the effectiveness of support strategies, and refine academic and administrative processes to better support student achievement and course completion.

4. Principles

- 4.1. CAIT Hi-Ed places student success and wellbeing at the core of all progression and intervention practices. Support strategies are designed to accommodate the diverse needs of students, ensuring that all learners—regardless of background, entry pathway, or mode of study—are provided equitable access to resources, guidance, and academic opportunity.
- 4.2. All academic progression decisions are based on clear, consistent, and well-communicated procedures. Students are informed of performance expectations, given timely feedback, and afforded the opportunity to respond to concerns. CAIT Hi-Ed upholds principles of procedural fairness and natural justice, including the right to appeal decisions through formal channels.
- 4.3. The institution is committed to identifying students at risk as early as possible using academic data, engagement indicators, and staff referrals. Interventions are not punitive but supportive, personalised, and developed collaboratively with the student to address academic or personal challenges.
- 4.4. Academic success is a shared responsibility. Students are expected to actively engage with their learning and seek help when needed, while staff are responsible for providing timely feedback, monitoring progress, and facilitating access to support services. Academic and professional teams work collaboratively to respond to student needs.
- 4.5. Progression and intervention processes are informed by institutional data, best practices, and sector standards. CAIT Hi-Ed systematically analyses student performance, retention, and attrition data to evaluate the effectiveness of interventions and make evidence-based improvements to programs and support strategies.
- 4.6. The policy is implemented in alignment with the Higher Education Standards Framework (Threshold Standards) 2021, the ESOS National Code (for international students), and the Australian Qualifications Framework. Compliance and quality assurance processes ensure that all progression activities meet national regulatory and academic standards.

5. Procedure

5.1. Monitoring Student Progress

- Academic progress is monitored at both individual and course/program, cohort levels using data from the Student Information System (SIS), Learning Management System (LMS), and staff referrals.
- Individual monitoring includes assessment outcomes, participation, engagement, and progression through prerequisite and core units.
- Automated dashboards flag students who fail 50% or more of their units, fail essential units, or exhibit sustained non-attendance or disengagement.
- Staff observations and referrals complement system-generated data to ensure early identification of students at risk.
- Cohort-level trends (such as retention, progression, and attrition rates) are analysed each semester by the Academic Dean and reported to the Academic Board to inform improvements in programs and student support services.
- Combined insights from system data, staff input, and cohort analysis guide timely and targeted interventions to support student success.

5.2. Identification of Student at Risk

5.2.1. Risk Indicators

Students may be considered “at risk” if they meet any of the following conditions:

- Fail a prerequisite or core unit that is essential for course progression, limiting their ability to advance in the program.
- Are placed on conditional enrolment or academic probation due to ongoing unsatisfactory academic performance across one or more study periods.
- Exhibit extended non-attendance or disengagement from classes, tutorials, or online activities without prior notification or approval.
- Disclose personal, health, financial, or wellbeing issues that are likely to impact their academic performance or ability to meet course requirements.

5.2.2. Referral Process

- Academic staff, course coordinators, or student support staff may submit a referral.
- Identified students are offered targeted academic or personal support aimed at improving outcomes and maintaining progression.

5.3. Intervention Strategies

5.3.1. Personalised Learning Support.

- Students identified as “at risk” are offered a tailored Learning Support Plan based on their specific academic and personal needs.
- Support plans may include:
 - ✓ Additional academic assistance, such as extra tutorials or assignment support.
 - ✓ Adjusted study loads to help manage workload and reduce academic pressure.
 - ✓ Peer mentoring programs to encourage engagement and build study skills.
 - ✓ Referrals to counselling or wellbeing services where personal issues are impacting academic performance.

5.3.2. Institutional Services.

- Access to academic skills workshops focused on areas such as referencing, academic writing, exam preparation, time management, and study planning.
- Referrals to mental health support services and assistance with disability access planning for students with ongoing health or learning needs.
- One-on-one tutoring or peer-assisted study sessions to reinforce learning and promote subject mastery.
- Meetings with course coordinators to review academic progress, identify challenges, and co-design strategies for improved performance.

5.4. Management of Unsatisfactory Academic Progress

5.4.1. First Instance

- Students identified with unsatisfactory academic progress for the first time will receive formal written communication outlining the concerns.
- They will be invited to attend a progression review meeting with academic and/or support staff to discuss their situation.
- During the meeting, an intervention strategy or Learning Support Plan is developed in consultation with the student to address identified issues and support improvement.

5.4.2. Repeated Poor Progress.

- Students who continue to make unsatisfactory progress over two consecutive study periods (trimester or semester) may be placed on academic probation, with specific conditions for continued enrolment.
- In more serious or ongoing cases, the student may be recommended for exclusion from the course in accordance with institutional policy.
- A formal notification of the decision will be issued, clearly outlining the reasons for the outcome and the student's right to appeal the decision.

5.5. Appeal Process

5.5.1. Students who have received a decision regarding unsatisfactory academic progress (e.g., probation or exclusion) have the right to lodge a formal appeal within 10 working days of receiving the notification.

5.5.2. Appeals must clearly outline the grounds, which may include:

- Procedural unfairness (e.g., policy not followed or due process not observed)
- Extenuating circumstances (e.g., health or personal issues with supporting documentation)
- New evidence that was not available at the time the original decision was made

5.5.3. Appeals must be submitted in writing to the Grievance Handling Committee, along with any relevant supporting documents. Appeals will be dealt in accordance to CAIT Hi-Ed Complaint, Grievance and Appeals Policy and Procedure.

5.5.4. Grievance Handling Committee will:

- Review all submitted documentation, including the original decision and the student's appeal submission
- Meet with the student, if necessary, to clarify information or allow the student to be heard (students may bring a support person, not acting as a legal representative)

- Make a final determination to uphold, amend, or overturn the original decision based on the evidence presented

5.5.5. The student will be notified of the appeal outcome in writing within 10 working days of the final decision.

6. Roles and Responsibilities

6.1. Academic Staff (Lecturers/Tutors)

- Monitor and record student participation, assessment outcomes, and engagement.
- Identify and refer students showing signs of academic difficulty or disengagement.
- Provide timely, constructive feedback within policy deadlines.
- Participate in progression review meetings and assist with Learning Support Plans.
- Encourage students to access academic and personal support services.

6.2. Course Coordinator / Head of the Discipline

- Oversee the academic progress of students within specific courses or programs.
- Review progression reports and initiate contact with at-risk students.
- Organise and chair progression review meetings.
- Collaborate with academic and support teams to develop and implement Learning Support Plans.
- Ensure consistent application of academic progression and intervention procedures.

6.3. Student Support Services

- Provide academic skills development, personal counselling, and referral to external support services.
- Support students with wellbeing, disability, and access needs.
- Facilitate workshops, tutoring, mentoring, and peer-assisted learning programs.
- Assist in developing and monitoring Learning Support Plans.
- Maintain records of support provided and student engagement with services.

8.1 Administration

- Issue formal notifications related to academic progression, probation, or exclusion.
- Maintain accurate and secure student academic records.
- Ensure timelines for review meetings, communications, and appeal outcomes are adhered to.
- Log intervention outcomes and progression decisions in student files.

8.2 Academic Dean

- Review and endorse progression decisions escalated by Course Coordinators.
- Review and analyse cohort-level progression, retention, and attrition data each semester.
- Report trends and risk areas to the Academic Board.
- Provide strategic oversight of academic monitoring and intervention frameworks.

8.3 Grievance Handling Committee

- Receive and review appeals related to academic progression decisions.
- Ensure appeals are assessed fairly, impartially, and in line with policy.
- Meet with students (if necessary), consider new evidence, and determine appeal outcomes.
- Provide written notification of appeal decisions within specified timeframes.

8.4 Students

- Take responsibility for their academic progress and engage actively in learning.
- Respond to progression communications and attend support meetings as required.
- Participate in academic support activities and follow their Learning Support Plan.
- Communicate any personal or wellbeing issues that may impact their studies.
- Lodge appeals within the required timeframe, with supporting documentation.

7. Authority and Compliance

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| File Number | HEP020 |
| Status | Current |
| Approval Authority | Academic Board. |
| Legislative Compliance | <ul style="list-style-type: none"> • Higher Education Standards Framework (Threshold Standards) 2021 • ESOS Act 2000 • National Code of Practice for Providers of Education and Training to Overseas Students 2018 • TEQSA Act 2011 • Privacy Act 1988 • Disability Discrimination Act 1992 • Disability Standards for Education 2005 • Australian Qualifications Framework (AQF) |
| Supporting Documents | <ul style="list-style-type: none"> • CAIT Hi-Ed Student Progress Monitoring Template • CAIT Hi-Ed At-Risk Student Identification Checklist • CAIT Hi-Ed Learning Support Plan Template • CAIT Hi-Ed Intervention Strategy Template • CAIT Hi-Ed Academic Probation Notification Letter Template • CAIT Hi-Ed Exclusion Notification Letter Template • CAIT Hi-Ed Student Referral Form (Academic/Wellbeing) • CAIT Hi-Ed Academic Progress Report (Cohort Level) |

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| | <ul style="list-style-type: none"> • CAIT Hi-Ed Feedback and Progress Tracking Sheet (Post-Intervention) • CAIT Hi-Ed Staff Guidelines for Managing Unsatisfactory Academic Progress |
| Related Documents | <ul style="list-style-type: none"> • CAIT Hi-Ed Complaint, Grievance and Appeals Policy and Procedures • CAIT Hi-Ed Academic Integrity Policy and Procedure • CAIT Hi-Ed Equity and Diversity Policy and Procedure • CAIT Hi-Ed Assessment and Moderation Policy and Procedure • CAIT Hi-Ed Student Support and Services Policy and Procedure • CAIT Hi-Ed Information Management Policy and Procedure • CAIT Hi-Ed Student Code of Conduct • CAIT Hi-Ed Health and Safety Policy and Procedure |
| Higher Education Standards Framework (Threshold Standards) 2021 | <ul style="list-style-type: none"> • Standard 1.3; ss 1 – 3 • Standard 1.4; ss 4 – 5 • Standard 2.3; ss 1 - 2 • Standard 5.2; ss 3 • Standard 5.3; ss 1 – 3 • Standard 7.1; ss 1 & 3 • Standard 7.2; ss 2 - 3 |
| Education Services for Overseas Students (ESOS Act) and National Code of Practice for Providers of Education and Training to Overseas Students 2018 | <ul style="list-style-type: none"> • Standard 6; ss 1 - 4 • Standard 8; ss 1 - 6 • Standard 10; ss 1 – 5 |
| Responsible Officer | Academic Dean. |
| Responsible Executive | CEO. |
| Enquiries Contact | Academic Dean. |
| Effective Date | |
| Expiry Date | Not applicable |
| Next Review | 3 Years from the effective date |

8. Appendix 1: Progression and Intervention Procedure Flow Chart



9 Review Schedule

This policy will be reviewed by the Academic Board every three years.

| Version History | | | |
|------------------------|----------------|---------------|----------------|
| Version No | Approved by | Approval Date | Revision Notes |
| 1.0 | Academic Board | 11/7/2025 | |
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