

Academic Progression and Student-At-Risk Policy and Procedures

1. PURPOSE	3
2. SCOPE.....	3
3. DEFINITIONS.....	3
4. POLICY.....	3
5. POLICY PRINCIPLES	3
6. EARLY IDENTIFICATION OF STUDENTS AT RISK.....	4
7. ALLOWABLE EXTENSIONS OF COURSE DURATION (INTERNATIONAL STUDENTS ONLY).....	7
8. COMPASSIONATE OR COMPELLING CIRCUMSTANCES.....	7
9. PROCEDURES.....	8
9.1. STUDENT ORIENTATION AND PROGRESSION.....	8
9.2. MONITORING STUDY LOAD.....	8
9.3. SATISFACTORY ACADEMIC PROGRESSION	9
9.4. STUDENTS AT RISK.....	9
9.5. INTERVENTION PLAN	9
9.6. UNSATISFACTORY ACADEMIC PROGRESSION	10
9.7. EXCLUSION	11
9.8. LETTER OF WARNING	12
9.9. RESPONSE TO LETTER OF WARNING	12
9.10. OUTCOME OF RESPONSE TO LETTER OF WARNING.....	12
10. COURSE COMPLETION AND GRADUATION	12
11. ROLES AND RESPONSIBILITIES	13
12. COMPLAINTS AND APPEALS	15
13. VERSION CONTROL.....	16

1. PURPOSE

Barton Business School ("BBS") is dedicated to facilitating the academic advancement and successful course completion of its students. BBS acknowledges the necessity of providing timely intervention and support to students who are deemed to be at risk of failing to meet academic progression standards. The *Academic Progression and Student-At-Risk Policy and Procedures* outline the guidelines and methods for identifying and assisting BBS's students whose academic performance and progression may be at risk.

2. SCOPE

This policy and these procedures apply to all domestic and international students enrolled at BBS and all academic and non-academic staff involved in implementing this policy and these procedures.

3. DEFINITIONS

Refer to BBS's *Glossary of Terms*.

4. POLICY

- a. BBS acknowledges that students may face challenges in adjusting to the academic demands of higher education, whether they are new to tertiary study or progressing to more advanced levels. BBS also recognises the diverse and evolving social and educational needs of its incoming student cohort.
- b. As a result of evolving circumstances experienced by students, BBS acknowledges the possibility of academic progression challenges that may arise during a course.
- c. BBS is dedicated to promptly identifying students who encounter academic difficulties and providing them with appropriate support to help them successfully complete their studies.
- d. BBS is committed to fostering a positive and engaging environment that connects students with academic staff, non-academic staff, and peers.
- e. BBS's collaborative community is dedicated to promoting learning success and facilitating career development.

5. POLICY PRINCIPLES

The principles that underpin this policy are:

- a. BBS seeks to facilitate the successful completion of an entire course by all enrolled students within the expected course duration.

- b. For international students, the Confirmation of Enrolment (CoE) issued by BBS through the Provider Registration and International Student Management System ("PRISMS") specifies the expected course duration.
- c. BBS must ensure that the expected duration of study for a course specified in an international student's CoE does not exceed the CRICOS registered duration for the course.
- d. Early evaluations must be conducted to identify students who may face challenges in their academic work. For such students, lecturers must engage with these students as a first step, aim to understand their specific difficulties, and explore opportunities for improvement.
- e. Students who require additional support must have access to learning and counseling assistance, as well as an opportunity to seek further guidance from an Academic Support Officer and a Student Wellbeing Officer.
- f. BBS acknowledges the significant challenges that unsatisfactory academic progression can present for students. To support their progress, BBS must ensure that students receive appropriate assistance while upholding rigorous academic standards.
- g. BBS is committed to providing clear guidance to students on assessment expectations and academic progression standards. This information must be accessible on BBS's website, the Student Handbook, and Unit Outlines.
- h. Students must receive an orientation to ensure understanding and ongoing support will be available through classes, an Academic Support Officer, and a Student Wellbeing Officer.
- i. At the completion of every semester, BBS must evaluate each student's academic progression. This evaluation will leverage academic oversight to anticipate the likelihood of certain students being classified as 'at-risk.' This will help to ensure that at-risk students receive the necessary assistance to enhance their future academic success.
- j. Upon request, students must be permitted to access their academic record to help them make informed decisions about their academic progression. Students must be informed that they can make such a request and the way it can be made.
- k. BBS must ensure fair, consistent treatment of all students through its processes and procedures.
- l. BBS must promptly affirm and commend any student who achieves excellent academic progress.

6. EARLY IDENTIFICATION OF STUDENTS AT RISK

- a. All staff must undergo training to assist them to identify at-risk students on a timely basis and to implement appropriate measures to support these students.
- b. If a student is deemed to be at risk of not achieving satisfactory course progress, they must be informed, in writing, within 5 working days. In addition, on a timely basis, relevant BBS staff must investigate and, where appropriate, intervene and provide additional support.
- c. BBS must offer timely referrals to academic or other support services to students, particularly in the early stages of their enrolment during their first semesters, to assist them

in achieving satisfactory course progress. Please refer to BBS's Student Wellbeing and Support Policy and Procedures, which lists various academic and other support services that are available to students.

- d. Risk indicators for student academic progression and interventions that might be used include:
- i. *Inadequate attendance in physical or virtual classroom settings:* At the beginning of the semester, lecturers must communicate to students the importance of consistent attendance at classes. BBS will monitor the attendance of each student at scheduled classes (lectures and tutorials) through its student management system. BBS recommends that students maintain a minimum attendance rate of 80 percent at scheduled classes and strive for full attendance. After week 3 of a semester, the lecture and tutorial attendance and performance of all students will be reviewed for early indicators that a student is at risk of not achieving satisfactory unit progress. On a timely basis, relevant BBS staff must investigate and, where appropriate, intervene and provide additional support.
 - ii. *Insufficient use of the Learning Management System (LMS) or designated instructional resources:* Lecturers must engage with students to highlight the importance of using available learning resources effectively. Assessments must be conducted to identify any academic challenges that may require additional resources. Where students do not use the LMS or designated instructional resources sufficiently by week 3 of a semester, it will be seen as an early sign that a student is at risk of not achieving satisfactory course progress. On a timely basis, relevant BBS staff must investigate and, where appropriate, intervene and provide additional support.
 - iii. *Extensions for assignment submission:* Extensions may be granted in cases of medical, mental health, or personal circumstances that are beyond a student's control. While students can seek such extensions, multiple requests from them within a semester may be seen as an early sign that a student is at risk of not achieving satisfactory course progress. On a timely basis, relevant BBS staff must investigate and, where appropriate, intervene and provide additional support.
 - iv. *Course deferral:* Course deferral by a student may indicate a risk of non-completion and may impact timely completion. BBS must document this information within the student database to effectively track and address a student's situation and to ensure the student receives appropriate support and guidance.
 - v. *Failure to complete or submit weekly formative quizzes:* BBS has built within its course(s), for each semester, a set of weekly formative quizzes that run from week 2 to week 6. Non-completion of these quizzes will act as an early sign that a student is at risk of not achieving satisfactory course progress. On a timely basis, relevant BBS staff must investigate and, where appropriate, intervene and provide additional support.
 - vi. *Failure to complete or submit assessments:* For each unit within its courses, an assessment task exists that is due within the first four (4) weeks of a semester. The

objective is to provide an early indication of whether a student is at risk of not achieving satisfactory course progress. In cases where students fail to complete or submit any of the assessment tasks, lecturers must provide guidance to students regarding their performance and inform them about available support services. BBS must record failure to complete or submit assessments in the student database to keep track of student progression and identify areas for improvement.

- vii. *Low or fail grade assessment outcomes:* Poor assessment outcomes early on, or throughout a semester, or a significant decline in grades over the semester may indicate that a student is facing academic difficulties. In such cases, lecturers must provide guidance to students regarding their performance and inform them about appropriate support services. Where such an intervention occurs, lecturers should also advise the Course Coordinator of the student's performance so that their progression may be tracked. The steps taken by the lecturer and Course Coordinator to support the student should also be recorded in the student database.
 - viii. *Academic misconduct:* As outlined in the *Student Academic Integrity Policy and Procedures*, instances of academic misconduct may indicate that students are facing difficulties with their units or course. If confirmed, this information must be documented in the student database. An Academic Support Officer must offer assistance and guidance to students involved in cases of academic misconduct, help them understand the importance of academic integrity, and support them to address any challenges they may be facing. This practice helps BBS to effectively monitor instances of academic misconduct and to take necessary actions to uphold academic standards and integrity.
 - ix. *Failing a unit:* BBS must assist to students who fail a unit by identifying areas for improvement and offering guidance to enhance their performance. An Academic Support Officer must work closely with these students to understand the challenges they face and provide support tailored to their needs. Study support services, such as tutoring, study groups, and additional resources, will be offered to students to help them succeed in their academic endeavours.
 - x. *Failing multiple units or having a GPA below 50 percent:* If a student fails multiple units or maintains a GPA below 50 percent, an Academic Support Officer must develop an intervention plan that is designed to improve the student's performance. If the student agrees to engage with the plan, it must be implemented by the Course Coordinator. Based on a student's progress and remaining units, a revised study plan with a reduced study load may be suggested to the student. International students may be advised to consider applying for a CoE extension. In the absence of progress following these interventions, further measures or a declaration of unsatisfactory progress may be implemented.
- e. BBS must accumulate data on students and their academic progression to try to forecast those at risk of not successfully completing their course. By analysing various factors such

as attendance records, grades, course performance, and engagement metrics, BBS will attempt to develop predictive models to identify at-risk students.

7. ALLOWABLE EXTENSIONS OF COURSE DURATION (INTERNATIONAL STUDENTS ONLY)

- a. Unless the following circumstances arise, BBS must not extend the duration of an international student's enrolment when the student is unable to complete the course within the expected duration:
 - i. compassionate or compelling circumstances exist, as assessed by BBS based on demonstrable evidence; or
 - ii. BBS has implemented, or is in the process of implementing, an intervention strategy for the international student because the student is at risk of not meeting course progress requirements; or
 - iii. an approved deferral or suspension of the international student's enrolment has occurred in accordance with BBS's Student Deferment, Suspension, and Cancellation of Enrolment Policy and Procedures.
- b. If BBS extends the duration of an international student's enrolment, BBS must advise the student to contact Immigration to seek advice on any potential impacts on their visa, including the need to obtain a new visa.

8. COMPASSIONATE OR COMPELLING CIRCUMSTANCES

Compassionate or compelling circumstances refer to specific situations that might require changes to a student's enrolment status. They relate to unforeseen events over which a domestic or international student has no control. The following are some examples:

- a. Severe health conditions or injuries.
- b. Significant political disturbances in the student's homeland that necessitate sudden travel, potentially impacting their academic commitments.
- c. Loss of immediate family members, such as parents, siblings, or grandparents (necessary evidence such as an authorised death certificate must be provided).
- d. Delay in starting a course due to unforeseen visa processing times.
- e. Natural calamities in the student's country of origin that demand prompt travel and disrupt their academic timeline.
- f. Experiencing or witnessing traumatic events, such as a severe accident.
- g. Being a victim or observer of a major crime (verification in the form of a police report is required).
- h. Unavailability of expected units within the student's registered course.

- i. Any other unpredictable event that, upon evaluation by the Course Coordinator or the Dean, could detrimentally affect a student's academic performance.

9. PROCEDURES

9.1. STUDENT ORIENTATION AND PROGRESSION

- a. Before commencing their academic studies at BBS, students must participate in a student orientation program that is customised to cater to the requirements of particular student cohorts.
- b. This orientation program must take into account the specific needs of international students who have to adapt to the academic and social environment at BBS.
- c. As a component of the student orientation program, students must receive comprehensive information regarding the services that are available to support their academic course and learning requirements.
- d. These services encompass English language support, personal support services, cultural support, and ancillary services, including details on the hours they are available, the process of accessing them, and emergency contact information.
- e. Lecturers, Course Coordinators, Academic Support Officers, and Student Wellbeing Officers must participate actively in the orientation program to familiarise students with the support resources available to them. They must provide guidance to students on using these services effectively and encourage students to seek assistance when needed.
- f. Throughout a student's academic progression, Lecturers, Course Coordinator, Academic Support Officers, and Student Wellbeing Officers must continue to assist students by monitoring their progress, addressing their concerns, and offering guidance for a successful learning journey.

9.2. MONITORING STUDY LOAD

- a. At the beginning of each semester, BBS must monitor each student's study load, with particular attention given to international students.
- b. The purpose of this particular monitoring of international students' load is to ensure compliance with the Confirmation of Enrolment ("CoE") requirements.
- c. International students are required to enrol in a minimum of four units per semester unless approved otherwise.
- d. Failure by international students to meet this requirement may lead to notification of an unsatisfactory enrolment load and classification as 'at-risk'.
- e. Exceptions for Extenuating Circumstances:
 - i. BBS acknowledges that students may be able to provide evidence of extenuating circumstances.
 - ii. Extenuating circumstances include health-related concerns or compelling compassionate reasons.

- iii. In such cases, exceptions to the minimum study load requirement may be considered.
- iv. Students must provide appropriate evidence to support their request for an exception.

9.3. SATISFACTORY ACADEMIC PROGRESSION

- a. The evaluation of a student's academic progression must take place at the completion of each semester and must be based on the outcomes of the units they have completed in a specific semester.
- b. Successful completion of at least 50 percent of the attempted units during the semester is considered satisfactory academic progression.
- c. Students should not have received a failing grade more than once for any unit to maintain satisfactory academic progression.

9.4. STUDENTS AT RISK

- a. In cases where lecturers or other staff members identify students as being at risk of unsatisfactory progress in a unit or course, they must notify the Course Coordinator.
- b. A Course Coordinator must monitor the overall academic progression of the students in a course. On a regular basis, the Course Coordinator must provide summary advice to the Dean on the students' academic progression.
- c. The Learning and Teaching Committee ("LTC") must monitor student academic progress and provide a report to the Academic Board ("AB") at the end of each semester.

9.5. INTERVENTION PLAN

- a. Once an Academic Support Officer has prepared an intervention plan, it must be proposed to the student who is at risk, in writing, within 5 working days. If the student agrees to engage with the plan, the Course Coordinator must guide the student through the associated processes and provide counseling as needed. The intervention plan may involve:
 - i. Attendance at workshops or sessions aimed at improving academic skills, language proficiency, or other technical skills.
 - ii. Counseling sessions to address personal challenges and seek support or mentorship.
 - iii. Participation in additional classes, lectures, or tutorials to make up for missed work or enhance understanding of course materials.
 - iv. Modification of a student's enrollment pattern to alleviate study load and promote a more manageable schedule.
- b. The Course Coordinator must monitor the student's progress and make adjustments to the intervention plan as necessary to try to ensure the student receives the appropriate support.

- c. At-risk students must maintain regular communication with the Course Coordinator to receive ongoing support throughout their academic journey. The following forms of support may be provided:
 - i. *Academic support services*: BBS offers various academic support services, such as assistance in improving English language proficiency, private and secure counseling services, and collaborative learning opportunities through peer-assisted programs.
 - ii. *Workshops on referencing and paraphrasing techniques*: Students can attend workshops specifically designed to improve their referencing and paraphrasing skills, helping them to avoid plagiarism and maintain academic integrity.
 - iii. *Informal meetings with Course Coordinator*: Students can schedule informal meetings with a Course Coordinator to discuss their progress, address any concerns or challenges, and receive guidance and support.
- d. Conditional enrolment must be applied to students who have completed less than 50 percent of the units in which they were initially enrolled for a one-year period (equivalent to 12 months). When placed on conditional enrolment, students must follow a reduced study load and fulfill the specific requirements outlined in their intervention plan.
- e. In the event that a student on conditional enrolment fails 50 percent of the units included in their reduced study load within a 12-month period, or fails the same unit on three separate occasions, they will face exclusion from BBS for a period of one year. Once the academic year concludes, the student may reapply for admission at BBS; however, the student must disclose the previous exclusion in their application.
- f. The *Student Complaints and Appeals Policy and Procedures* provide students with the opportunity to challenge their conditional enrolment or exclusion, ensuring a fair and transparent process for addressing grievances.

9.6. UNSATISFACTORY ACADEMIC PROGRESSION

- a. This situation arises when a student is identified as being at risk of not meeting the necessary requirements for successful academic progression.
- b. Indicators of this situation include:
 - i. Failure to pass 50 percent or more of the attempted units by the end of a semester.
 - ii. Inability to successfully pass the same unit for a second time.
 - iii. Falling below the minimum passing threshold for the Grade Point Average ("GPA").
 - iv. Inability to complete the course within the specified duration mentioned in the CoE for international students or the maximum enrolment period for domestic students. In such cases, students must be notified about the potential impact on their academic timetable and, in the case of international students, their student visa status. They must be directed to a Student Wellbeing Officer for counseling and assistance.
 - v. Lack of improvement despite the implementation of an intervention strategy developed by a Course Coordinator.

- vi. Failure to meet the deadline for course completion.
- c. If the intervention strategy proves ineffective in facilitating satisfactory academic progression, BBS must implement additional measures to address the situation where possible.

9.7. EXCLUSION

- a. BBS must provide written notification, both electronically and in hard copy, to domestic students regarding BBS's potential decision to exclude them. Upon receiving the notification, students have the right to contest the procedure by following the guidelines outlined in the *Student Complaints and Appeals Policy and Procedures*.
- b. For international students, the process for addressing unsatisfactory academic progression differs. The process involves the following steps:
 - i. The student must receive an 'Intention to Report' letter from BBS, informing them of their unsatisfactory progress in their course.
 - ii. Within the designated 30-day period, the student must be allowed to use internal and external resources to appeal their potential expulsion. The student must maintain fulfill all course obligations during this period. BBS must ensure that the student's enrollment status remains unchanged until the appeal process is completed.
 - iii. After exhausting all available avenues for appeals, BBS must report the international student to the Australian Department of Home Affairs and the Department of Education. Subsequently, written notification must be provided to international students regarding their impending expulsion. They will be advised to seek assistance from the Department of Home Affairs regarding their visa status.
 - iv. To avoid doubt, BBS must only report unsatisfactory course progress in PRISMS in accordance with Standards 8 and 10 of the [National Code of Practice for Providers of Education and Training to Overseas Students 2018](#):
 - a) the internal and external complaints processes have been completed and the decision or recommendation supports BBS's actions, or
 - b) an international student has chosen not to access the internal complaints and appeals process within the 20 working-day period, or
 - c) an international student has chosen not to access the external complaints and appeals process, or
 - d) an international student withdraws from the internal or external appeals processes by notifying BBS in writing.
- c. All students must receive support in navigating the appeals process before any exclusion is enacted (refer to the *Student Welfare and Support Policy and Procedures*).

9.8. LETTER OF WARNING

- a. If students are identified as performing below expectations, they will be issued a letter of warning, which will provide them with written notification detailing the specific reasons for their unsatisfactory performance.
- b. The information in a letter of warning must be recorded and maintained in the student's academic record.
- c. A Student Wellbeing Officer must be available to offer advice, advocacy, and guidance to students who are issued a letter of warning.

9.9. RESPONSE TO LETTER OF WARNING

- a. Students who receive a letter of warning must have an opportunity to submit a written response giving reasons why their enrolment should not be terminated.
- b. The Learning and Teaching Committee ("LTC") may extend an invitation to a student who receives a letter of warning to present their case against expulsion in person.
- c. If a student chooses to accept a request to present their case against expulsion to the LTC, the student can have a support person accompany them.

9.10. OUTCOME OF RESPONSE TO LETTER OF WARNING

- a. Following the student's submission of a response, they must be given written notification regarding the outcome.
- b. The notification must include a clear explanation of BBS's decision and outline the rationale behind it. Additionally, comprehensive information must be provided to the student regarding their rights and options to appeal the decision if they wish to do so.
- c. All documentation related to students at risk must be maintained securely in the student's file for record-keeping purposes.

10. COURSE COMPLETION AND GRADUATION

- a. Domestic students must fulfill the requirements of completion of a bachelor degree at BBS within six years.
- b. The duration of courses for international students is specified in their CoE documentation.
- c. BBS must monitor the academic progression of all enrolled students to ensure they are meeting the necessary requirements to complete their courses within the designated timeframe.
- d. Students who are at risk of not completing their courses within the specified timeframe must be referred to appropriate authorities, such as an Academic Support Officer, Student Wellbeing Officer, and Course Coordinator for additional guidance and support.

- e. The Course Coordinator must oversee student progress to ensure satisfactory fulfillment of course requirements.
- f. Recommendations for course qualifications must be made to the Academic Board ("AB") based on this oversight.
- g. Upon course completion, the AB must compile a list of eligible candidates for graduation. The list must be presented to the Board of Directors ("BoD") for approval to confer appropriate qualifications.
- h. Students must clear their financial obligations to BBS before being eligible for graduation.
- i. Graduation of students must be withheld until the outstanding debt owed to BBS has been settled.
- j. Students must receive written notification regarding their eligibility to graduate. Students must indicate their preference regarding attendance at the graduation ceremony or graduation in absentia by affixing their signature and returning the designated form.

11. ROLES AND RESPONSIBILITIES

- a. Lecturers are responsible for:
 - i. Identifying students at risk of unsatisfactory academic progression, providing support and guidance, and monitoring at-risk students' progress throughout the semester.
 - ii. Collaborating with the Course Coordinator, a Student Wellbeing Officer, and an Academic Support Officer, maintaining records of student attendance and performance, and communicating with relevant stakeholders.
- b. Academic Support Officers are responsible for:
 - i. Assisting students to access academic support services, providing guidance on expectations and progression standards, and maintaining records of student progress.
 - ii. Collaborating with Lecturers and the Course Coordinator to ensure effective support for students.
 - iii. Coordinating workshops and programs aimed at improving academic skills, while also communicating with relevant stakeholders to facilitate a seamless academic support system.
- c. Student Wellbeing Officers are responsible for:
 - i. Supporting students' personal well-being and mental health as well as providing counseling and mentorship for personal challenges.
 - ii. Collaborating with Course Coordinators and Academic Support Officers to ensure holistic support for students.
 - iii. Ensuring that students at risk of unsatisfactory academic progression receive appropriate support and resources, while also facilitating workshops, programs, and support services focused on student well-being.

- d. Course Coordinators are responsible for:
 - i. Overseeing the academic progression and performance of students, including identifying students at risk and collaborating with relevant stakeholders such as Lecturers, Academic Support Officers, and Student Wellbeing Officers.
 - ii. Developing and implementing intervention strategies to support students facing academic challenges.
 - iii. Guiding students through intervention processes, providing counseling when needed, and coordinating support services, workshops, and additional resources to facilitate academic progress.
- e. The Dean is responsible for:
 - i. Overseeing the academic progress and performance of students within BBS.
 - ii. Working closely with Course Coordinators, Student Wellbeing Officers, and Academic Support Officers to develop and implement intervention strategies to assist students at risk.
 - iii. Maintaining effective communication and collaboration with Lecturers, Academic Support Officers, Student Wellbeing Officers, and other stakeholders to ensure a coordinated and holistic approach is taken to student support.
 - iv. Providing regular reports and updates on student academic progression to the LTC and the AB for review and evaluation.
 - v. Participating in decision-making processes, including student appeals, and contributing to the continuous improvement of academic policies and procedures.
 - vi. Ensuring compliance with institutional policies, regulations, and accreditation standards to maintain the quality and reputation of BBS.
- f. The Learning and Teaching Committee (LTC) is responsible for:
 - i. Monitoring academic progression of students.
 - ii. Evaluating the effectiveness of intervention strategies and making recommendations for improvement.
 - iii. Providing reports to the Academic Board (AB) on the academic progression of students and the effectiveness of intervention measures.
- g. The Academic Board (AB) is responsible for:
 - i. Overseeing academic policies, standards, and procedures to ensure the integrity and quality of education.
 - ii. Reviewing reports from the Dean and LTC regarding the academic progression of students and the effectiveness of intervention strategies.
 - iii. Evaluating the effectiveness of intervention strategies.
 - iv. Making informed decisions on student appeals.
 - v. Ensuring fair and consistent treatment of students in matters related to academic progression.
 - vi. Upholding academic integrity and maintaining high standards across BBS.
- h. The Board of Directors (BoD) is responsible for:
 - i. Approving the conferral of qualifications upon course completion

- ii. Ensuring that students who have successfully met the requirements of a course receive their degrees or certifications.
- iii. Reviewing and approving graduation lists.
- iv. Ensuring that eligible candidates are recognised for their achievements.
- v. Providing oversight and strategic guidance to BBS in relation to academic progression and ensuring alignment with BBS's mission, vision, and goals.
- vi. Ensuring compliance with policies and regulations, both internal and external, to maintain institutional integrity and accountability.
- vii. Considering appeals related to significant disciplinary measures and providing a final decision-making authority in such cases.

12. COMPLAINTS AND APPEALS

- a. BBS recognises students' right to appeal their classification as at-risk or unsatisfactory progression. The *Student Complaints and Appeals Policy and Procedures* outline the appeals process.
- b. Enrolment conditions and disciplinary measures can be appealed based on grounds such as newly discovered evidence or perceived unjust treatment.
- c. Students must inform BBS of their intention to appeal within 20 working days of receiving the 'Intention to Report'.
- d. Upon initiation of the appeal, BBS must conduct an internal review.
- e. If an internal appeal is successful, necessary decisions must be implemented promptly, and the student must be notified accordingly.
- f. In the case of an unsuccessful internal appeal, students must receive a notification explaining the rationale behind the decision and their option to pursue external appeals.
- g. BBS must only proceed with expulsion or report an international student's enrollment after all internal avenues of appeal have been exhausted.
- h. BBS must refrain from formal reporting of international students to Commonwealth agencies until all internal appeals have been completed.

13. VERSION CONTROL

Document title	Academic Progression and Student At Risk Policy and Procedures	
Approved By	Academic Board	
Date of Review	This document is to be reviewed every two years at a minimum from the date of final approval.	
Related Documents	<ul style="list-style-type: none"> • Admission Policy and Procedures • Assessment Policy and Procedures • Awards Issuance and Graduation Policy • Diversity, Equity, and Inclusion Policy • Enrolment Policy and Procedures • Records Management Policy • Risk Management Policy and Framework with Risk Register • Student Academic Integrity Policy and Procedures • Student Complaints and Appeals Policy and Procedures • Student Handbook • Student Wellbeing and Support Policy and Procedures 	
Related Legislation and References	<ul style="list-style-type: none"> • <i>Higher Education Standards Framework (Threshold Standards) 2021</i> • <i>Tertiary Education Quality and Standards Agency (TEQSA) Act 2011</i> • <i>Higher Education Support Act 2003</i> • <i>Higher Education Provider Guidelines 2023</i> 	
Version	Notes	Date Approved
1.0	<ul style="list-style-type: none"> • The first draft tabled in the AB meeting • Minor changes were suggested by the AB in sections 1 and 6. 	
2.0	<ul style="list-style-type: none"> • The AB approved this document subject to minor changes in sections 7.4 and 7.5a. 	14/07/2023
2.1	<ul style="list-style-type: none"> • Document approved with subject to change in section 7.7. 	13/10/2023
3.0	<ul style="list-style-type: none"> • Changes made in sections 6 and 7.5 of the document to further clarify BBS strategies on: • the early detection of students who need additional support and • once identified, providing students informed advice and timely referral to academic or other support services 	14/03/2024

4.0	<ul style="list-style-type: none">• Changes were made to Section 5 (a, b,c), Section 9.7 (iv) and Sections 7 and 8 were added to meet the National Code 2018.	20/09/2024
4.1	<ul style="list-style-type: none">• The AB approved this document with the minor update in 4 (a) section.	07/02/2025