

# POLICY AND PROCEDURES

**POLICY NUMBER:** POA130527011

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This policy is the result of revision and combination of two previous policies:

POA060207000 Student Assessment, and  
POA051121000 Student Progress

**POLICY NAME:** Student Assessment and Progress

**DATE APPROVED:** 22 April 2013

**POLICY TYPE AND CATEGORY:** Academic (Academic and Educational)

**RESPONSIBLE OFFICER:** Principal Officer responsible for learning and teaching

**POLICY ADVISOR:** To be advised by the Principal Officer responsible for learning and teaching

**FIRST EFFECTIVE DATE:** 22 February 2009

## 1.1 PURPOSE

The purpose of this policy and its associated procedures is to set out the principles that will apply and the procedures for:

- Carrying out assessment for the purposes of certification by the University.
- Managing the progress of students through the various stages of any defined *program* of study except Doctoral programs and *programs* designated Higher Degree by Research (HDR).

The implementation of this policy is intended to ensure that:

- The University maintains consistent standards in assessment and management of progress across the breadth of its operations.
- The monitoring of student progress is carried out in a manner that is timely and efficient and ensures early identification and support for students having difficulties.
- All students have access to clearly defined, equitable and fair processes for handling matters in relation to assessment and progress issues.
- There are appropriate, clearly defined avenues of appeal against significant decisions.
- The University is compliant in matters relating to student assessment and student progress with all relevant legislative, Government and similar requirements.

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## 2.0 BACKGROUND

Victoria University is a multi-sector university serving about 45,000 students with a portfolio of over 700 *programs* ranging from pre-apprenticeships to PhDs. The University's students come from a diverse range of socio-economic, educational, cultural and linguistic backgrounds and include indigenous Australians and students with special needs.

The University requires an assessment and student progress policy that enables and supports this diversity of *programs*, regulatory environments and students. This has been achieved by a single policy for coursework *programs* covering principles applicable across the whole University together with procedures specifying details of implementation of policy that acknowledge the distinct operational and regulatory requirements of the sectors. Doctoral and HDR *programs* are managed differently and covered in a separate policy.

Assessment is defined as a process to determine student's achievement of expected learning outcomes and may include a range of written, oral and practical methods. It also includes gathering information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of educational experiences; and it culminates when assessment results are used to improve student learning.

Assessment may apply through a learning and assessment process generally through a structured program of learning; or an assessment only process, such as for recognition of prior learning (RPL).

Assessment of equivalent learning may result in advanced standing or credit. Any approved credit needs to acknowledge potential risk to VU's reputation, standards and consequential liability of issuing inappropriate credit.

## 3.1 DEFINITIONS

*The definitions in this section apply throughout the entire Policy and Procedures. These are supplemented by additional specific definitions sections in each of the two sets of attached Procedures. Words defined in this Policy (but not those defined in attached Procedures) are italicised in the Policy text. Words defined in either Policy or a particular set of Procedures are italicised in that Procedure.*

**AQF:** Australian Qualifications Framework (AQF). The AQF is a set of nationally agreed quality assurance standards for training and assessment services delivered by registered training organisations. Refer to AQF: User's Guide to Essential Conditions and Standards for Continuing Registration.

**Advanced standing:** students that are awarded credit or recognition of prior learning are said to have Advanced Standing in the relevant course.

**Assessment:** is a process used to determine student's achievement of expected learning outcomes and may include a range of written, oral and practical methods. It also includes gathering information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of educational experiences; and it culminates when assessment results are used to improve student learning.

**Assessment and Student Progress Board (ASPB):** a committee constituted by the Dean to undertake the duties as required by this policy.

**Credit:** is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/ or qualification which reduces the amount of learning required to achieve a qualification. Credit may be through credit transfer (formal learning), articulation (pathways), and recognition of prior learning (formal, informal and non-formal learning) or advanced standing (credit transfer). (AQF Issuance, July 2010).

**Credit Transfer:** a process that provides students with agreed and consistent credit outcomes based on identified equivalence on content and learning outcomes between matched qualifications. In Higher Education credit transfer is considered to be a component of Recognition of Prior Learning (RPL). In Vocational and Further Education credit transfer may be considered distinct from RPL as it does not involve a formal assessment process but relates directly to documentation of qualifications, which have been formally validated as equivalent. To obtain credit the student must present a national and/or state recognised qualification or statement of attainment issued by a registered training organisation (RTO).

**Designated Teaching College:** This is the College or other similar functioning teaching unit designated by the University as having overall responsibility for a particular program. In the case of multi sector, cross-disciplinary or other special awards the University may designate that two or more such teaching units share responsibility.

**Department of Immigration:** The Commonwealth Government Department with responsibility for immigration matters (currently the *Department of Immigration and Citizenship (DIAC)*).

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**Equivalence:** the underlying principle for credit transfer is the assessment of equivalence with due regard to the similarity or difference of the education processes involved (including processes of delivery, teaching methodology and assessment).

**College:** Includes any or major teaching unit created by the University for the teaching and management of its *programs*.

**College Leader:** A Dean of a College or other person occupying an equivalent position in a *college* or similar teaching unit or person acting in such a role during the absence of the *College Leader*.

**Learning Outcome:** A statement identifying what students should have achieved as a result of successfully completing a unit. The term includes elements of competency.

**Natural Justice Principles:** The principles of *natural justice* that decision makers under this policy must follow can be broadly summarized as follows:

- (a) All parties to the matter(s) in dispute, including respondent(s), shall have a right to be heard before a decision is made, including the right to respond to any statements or evidence that may prejudice their case.
- (b) All relevant submissions, information and evidence to be considered by the decision-maker should be disclosed, where requested, to all parties to the complaint prior to the hearing. Matters that are not relevant shall not be taken into account by the decision-maker.
- (c) The decision maker/s shall not be biased or appear to be biased (by a reasonable and informed bystander) nor have a vested interest or personal involvement in the matter being considered.
- (d) In addition to these principles of *natural justice*, there should be no undue delay in responding to complaints or appeals and all parties to such matters under this policy shall have the right to a representative of their choice, other than a currently practicing solicitor or barrister (except in extraordinary circumstances at a hearing with the prior leave of the Chair).

**Program:** A course or other set of subjects, *units* of study/competency or other defined work requirements, the completion of which makes the student eligible for the granting of an Award or other formal record of achievement by the University or some other body on whose behalf the University is conducting the *program*.

**Recognition of prior learning (RPL):** is a process that involves assessment of an individual's relevant prior learning (may include formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit.

**Student Advisor:** An advisor from the Student Advisory Service, or a successor unit, who may provide advice about the application of this Policy.

**Support person:** A person nominated by the student to attend meetings and/or act as an advocate, who is not a legal practitioner. This may be a staff member of Student Life who provides advocacy support for students may represent students at meetings and hearings related to enrolment issues, such as progress, complaints and discipline hearings at the request of individual students.

**Unit:** A *unit* of study, subject, unit of competency, module or other similar component of a *program* that has an allocated identification code and is given a result which appears in a student's record. This term includes *units* offered by the University as part of its own *programs* or as part of a *program* conducted on behalf of another body.

**Unsatisfactory Progress:** Where a student fails to meet defined required minimum standards for progression in a *program* or fails to comply with a valid conditional enrolment agreement or other requirement, progress may be deemed to be unsatisfactory. Information on minimum standards for progression in coursework *programs* is contained in the attached Procedures.

## 4.0 KEY WORDS

Assessment, *learning outcome*, credit, credit transfer, recognition of prior learning (RPL), moderation, validation, result, grade, conceded pass, supplementary assessment, special consideration, student progress, *unsatisfactory progress*, at risk, appeal

## 5.0 POLICY

### 5.1 Introduction

Student assessment has a profound effect on the quality of student learning. Decisions about assessment therefore lie at the heart of teaching and learning. In designing assessment systems it is necessary to focus on the effect assessment tasks have on student learning (assessment for learning) as well as the effectiveness of those tasks in assessing what has been learned (assessment of learning). The University is also aware of the importance of formative and diagnostic assessment in supporting student learning.

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This policy focuses on these aspects of assessment as well as on essential requirements for how assessment is conducted and managed. The policy pays particular attention to ensuring equivalence in assessment and consistency in criteria and standards used in making assessment judgments, no matter where or how that assessment occurs. This includes assessment outcomes determined through recognition of prior learning which is an assessment process based on the principles of fairness, transparency and consistency. Students may apply for RPL to determine credit in a course leading to partial or full completion of the requirements for that course.

The University's approach to monitoring progress places students at the centre of the process and encourages them to work together with staff to reflect upon their progress in a purposeful and critical way. In doing so, students are encouraged to own their learning experience so that they can shape supportive strategies best suited to meeting their personal objectives.

This policy applies to all *programs* offered by the University, (excluding Doctoral and HDR degrees), as well as *units* that are taken individually rather than as part of a *program*. The concepts involved in assessing student progress need to be interpreted in a manner that is reasonably aligned with the length of the *program*. For single *units* or *programs* that are of six months duration or less, the general policy principles and focus for an educative and enabling approach leading to positive *learning outcomes* will apply.

## 5.2 Assessment

5.2.1 For each *unit*, students shall have access to documentation (e.g., Unit Guide), prepared in accordance with any University and relevant College requirements, which includes a clear statement of the intended *learning outcomes*, details of assessment to be undertaken or performance criteria, information about recognition of prior learning and the requirements for satisfactory completion / competency.

5.2.2 Assessment should be based on specified explicit criteria (criterion-referenced assessment). Students should be provided with information on criteria and requirements for satisfactory completion / competency before any assessment. The University does not support assessment decisions made solely on the basis of student performance relative to that of the rest of the cohort (norm-referenced assessment).

5.2.3 Feedback on assessment must be provided to help students understand how well they are learning and where they need to improve. This feedback needs to be prompt, informative and constructive.

5.2.4 Assessment practices must be fair, equitable and transparent and be applied across all assessment modes. Information on assessment tasks should be clear, concise and informative. Consistent information should be provided to all students. All students must be provided with reasonable opportunities to demonstrate achievement of intended outcomes.

5.2.5 Assessment practices must be appropriate, consistent and reliable. There must be consistency in criteria and standards for assessment across all individuals involved in the assessment no matter where or how a *unit* is offered.

5.2.6 To ensure that criteria and standards are applied consistently in making assessment judgments and also that the criteria and standards used are appropriate for that level of education, group of students and assessment content, all *units* must incorporate assessment moderation and validation procedures.

5.2.7 Assessment practice must be clearly aligned with planned *learning outcomes* including generic outcomes such as graduate capabilities or employability skills. The design of assessment tasks must reflect the *learning outcomes* specified for the *unit* and assessment should incorporate a range of types or modes of assessment appropriate to the nature of the *unit*, method of delivery and the students involved.

Wherever appropriate, the assessment tasks should be informed and assessed by undertaking activities through learning in the workplace and community.

5.2.8 The University has the final responsibility for summative assessment of University *units* and *programs* even when assessment is performed by external assessors.

5.2.9 Academic honesty is an essential foundation for student assessment. Students must ensure that the work they submit for assessment is their own and that they acknowledge the work of others appropriately. Assessors must ensure that students receive feedback on and due credit for their work (see Academic Honesty and Preventing Plagiarism Policy and AQTF 2007 requirements for authenticity).

5.2.10 *Colleges* will ensure the confidentiality of any student work submitted for assessment as well as the results and feedback arising from that assessment. In addition, student work must not be used as teaching or research material without the approval of the student(s) and, where required, the *College Dean or his or her delegate*.

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5.2.11 *Colleges* will ensure that results of assessment are recorded in a systematic, timely and accurate manner and that students are advised promptly of their results.

### 5.3 Student Progress

5.3.1 The University's approach to dealing with student progress applies to all award *programs* and is premised on the principles of:

- Provision of entry processes that ensure best fit placement of a student to a *program*.
- Early identification of students not making satisfactory progress.
- Responsive communication.
- Supportive intervention.
- Tracking and reporting.
- Open and fair processes and transparent decision making.
- Continuous improvement.

5.3.2 The *Designated Teaching College* is responsible for all matters involving the administration, monitoring and management of student progress in a given *program* in accordance with this policy and its associated procedures.

5.3.3 *Colleges* should provide a supportive teaching and learning environment that gives students every opportunity to make satisfactory progress. *Colleges* must ensure that students receive timely feedback on performance and progress.

5.3.4 The University expects students to be committed to their learning, including taking responsibility for monitoring their own progress. This means that students have a responsibility to understand the structure of their *program* and the requirements for satisfactory progress. Students should make use of the assessment criteria that they are given, incorporate feedback into their learning and provide teaching staff with feedback on their assessment practices to inform the teaching process.

5.3.5 In order to enhance the overall level of student progress, the University will provide support to staff and students to develop appropriate strategies, programs, services and processes to help overcome problems or improve standards.

#### 5.3.6 Unsatisfactory Progress

5.3.6.1 Any decisions made or actions taken in accordance with this policy shall, where possible, take into account the individual circumstances presented by the student. Relevant student records and evidence of previous results and supportive interventions should be available at every stage of the process.

5.3.6.2 Student progress procedures will incorporate reasonable provisions for appeal of decisions.

5.3.6.3 The principles of *Natural Justice* will apply in all formal *unsatisfactory progress* proceedings. Non-compliance with, or non-attendance at, proceedings by a student will not be grounds for delay or invalidation of decisions.

5.3.6.4 Where formal *unsatisfactory progress* proceedings are implemented, these must allow for student representation at all stages of the process, principally by a Student Adviser from the Student Services Department and/or any other person nominated by the student (for possible exclusions see definition of *Natural Justice Principles*).

#### 5.3.7 Overseas students studying in Australia on a student visa

5.3.7.1 Any determination involving the alteration of an onshore international student's enrolment status as a consequence of *unsatisfactory progress* must be compliant with the requirements of the Education Services for Overseas Students (ESOS) Act 2000 and National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (the National Code).

5.3.7.2 All decisions and subsequent actions on student progress with respect to onshore international students must be taken in consultation with Victoria University International (VUI) in order to ensure adherence to reporting and other requirements under the National Code and the *Department of Immigration*.

5.3.8 The spirit and intent of this policy and its associated procedures will be communicated to all offshore partners associated with the delivery of Victoria University *programs*.

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#### 5.4 Regulatory Requirements for Onshore International Students

The University will comply with the Education Services for Overseas Students (ESOS) Act 2000, the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007, and for Vocational Education and Further Education (VE/FE) onshore international students only, the DEEWR-DIAC Student Progress Policy and Procedures for CRICOS Providers of VET Courses.

In the event of any conflict between the ESOS Act 2000, the National Code, DEEWR-DIAC Student Progress Policy and Procedures for CRICOS Providers of VET Courses and the University's Student Assessment and Progress Policy and Procedures, involving the fore mentioned documentation, the following will be the order of precedence:

- ESOS Act 2000, National Code 2007, DEEWR-DIAC Student Progress Policy and Procedures for CRICOS Providers of VET Courses
- The University's Student Assessment and Progress Policy and Procedures

## 6.0 PROCEDURES

[Student Assessment and Progress Procedures \(Higher Education/ Vocational Education and Further Education\) - Appendix 1](#)

[Student Assessment and Progress Procedures \(Vocational Education and Further Education\) - Appendix 2](#)

[Higher Education Student Recognition Procedures – Appendix 3](#)

[Vocational Education and Further Education Student Recognition Procedures – Appendix 4](#)

Education Services for Overseas Students (ESOS) Act 2000 – Appendix 5.

The Procedures attached to this policy are subject to on-going review and approval of the Pro Vice-Chancellor, Learning and Teaching.

## 7.0 CONGRUENCE WITH LEGISLATION AND RELATED POLICIES

Academic Honesty and Preventing Plagiarism Policy

Education Services for Overseas Students (ESOS) Act 2000

Graduate Capabilities Policy

Induction for Teaching Policy

Language Literacy and Numeracy Strategy

Learning in the Workplace and Community Policy

Learning and Teaching Policy

National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007

Australian Quality Training Framework AQTF Essential Standards

Student Complaints Resolution Policy

Victoria University Statute 6.3 – Assessment and Examination

## 8.0 ACKNOWLEDGEMENT

The following websites, policies and guidelines were accessed in the development of this policy and procedures or its predecessors.

Monash University – Faculty Academic Progress Committees – functions and procedures

University of Newcastle – Procedures for Review of Progress

The University of Sydney – Rules relating to Coursework (Rule 2000)

University of South Australia – Academic Review of Student Progress

ANU – Policy on Academic Progress in Undergraduate Awards

QUT – Unsatisfactory Academic progress and Exclusion

Charles Sturt University – Supporting CSU On-shore International Student Academic Progress

UNSW – Academic Standing

University of Queensland – Student Access to Feedback on Assessment

RMIT University – Academic Progress (Higher Education) – Unsatisfactory Progress

Swinburne University of Technology – Assessment and Appeals (Higher Education) and Assessment and Appeals (TAFE)

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Australian Quality Training Framework (AQTF)

Australian Qualifications Framework (AQF)

## 9.0 CONSULTATION

Extensive consultation has been undertaken as part of this policy review with a wide range of groups, organizational units and individuals. Two principal reference groups (Higher Education and Vocational / Further Education) played a major role guiding, overseeing and providing input to the review process.

## 10.0 REVIEW

The Policy should be reviewed by 31 December 2013 (5 years of operation). The procedures are subject to ongoing review at the discretion of the Pro Vice-Chancellor (Academic and Students). It is suggested that the VE/FE Procedures be reviewed after one year of full operation. Reviews of procedures should include ongoing improvements made in response to feedback from Colleges and analysis of evidence of policy observance provided by *College Leaders*.

## 11.0 ACCOUNTABILITIES

### 11.1 RESPONSIBILITY

Responsibility for implementation of this policy and its associated procedures rests with: Principal officer responsible for Learning and Teaching, *College Leaders*, and Heads of School.

### 11.2 IMPLEMENTATION PLAN

It is planned to have this modified policy and procedures fully operational within the Higher Education Vocational / Further Education sectors by the commencement of Semester 1 2009.

*College Leaders* will produce individual implementation plans tailored to the needs of their *College*.

### 11.3 TRAINING PLAN

*College Leaders* will produce individual staff training plans for their *Colleges*. The Curriculum Innovation Unit (CIU) will collaborate with Colleges in their training plans and provide assistance.

### 11.4 POLICY MANAGEMENT

*College Leaders* will be responsible for ongoing monitoring of the policy and procedures operating within their *College* and regular sampling of the operation of this policy and procedures in *units* for which the *College* is the *Designated Teaching College*. *College Leaders* will report the results of monitoring to the College Dean or his/her delegate and the Principal officer responsible for Learning and Teaching within three months of the end of each major teaching period.

### 11.5 EFFECTIVENESS OF THIS POLICY

The effectiveness of this policy and procedures will be gauged by the results of College/ monitoring and adherence to its requirements. and College Deans should be encouraged to suggest improvements to the Principal officer responsible for Learning and Teaching and/or the Policy Officer and Policy Advisor.

## 12.0 POLICY ADVISOR

The Policy Advisor for this policy and associated procedures will be determined by the Responsible Officer.

## 13.0 FORMS

A number of forms and letter outlines are attached to the procedures. These are not part of the Procedures but merely an aid for users. Use of these is designed to ensure consistency of approach by colleges and in some cases details on forms are designed to aid compliance with external requirements such as the ESOS Act and the National Code.

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## 14.0 APPENDICES

[Appendix 1: Student Assessment and Progress Procedures \(Higher Education/ Vocational and Further Education students\)](#)

[Appendix 2: Student Assessment and Progress Procedures \(Vocational and Further Education\)](#)

[Appendix 3: Higher Education Recognition Procedures](#)

[Appendix 4: Vocational and Further Education Recognition Procedures](#)

Appendix 5: Education Services for Overseas Students (ESOS) Act 2000



## APPENDIX 1: POLICIES AND ASSOCIATED PROCEDURES

**TITLE:** Student Assessment and Progress Procedures (Higher Education/ Vocational and Further Education)

**DATE APPROVED**  
(if different to the policy): / / 2013

**MANAGER(S) RESPONSIBLE FOR IMPLEMENTATION, COMPLIANCE AND REVIEW:** Principal Officer responsible for Learning and Teaching

### 1.1 DEFINITIONS SPECIFIC TO THE PROCEDURE

**Note:** These definitions are additional to those in the Policy section of this document. Those in the Policy section have not been repeated below.

*The definitions in this section apply throughout the entire Higher Education (HE) Procedures, and may also be applied to Vocational or Further Education Procedures. These are supplemented by additional Vocational or Further Education (VE/FE) Procedures, which may be implemented by the College Leader as an alternative set of procedures for VE/FE students. Words defined in the Policy (but not those defined in attached Procedures) are italicised in the Policy text. Words defined in either Policy or the Procedures are italicised in that Procedure.*

**Academic Adviser:** An academic/teaching staff member who has been assigned to be a point of contact for a cohort of students for the purposes of providing guidance and support on student progress matters.

**Academic Standing:** A four level rating (Level 1 – Level 4) that characterises the state of a student's progress in a *program*.

**Assessment and Student Progress Board (ASPB):** An ASPB means either:

- (i) a Committee constituted by the College Dean responsible for: reviewing and finalizing student results; reviewing the overall progress of students; identifying students at risk, making unsatisfactory progress and students for follow up action, including supplementary assessment, consideration of possible conceded passes and referral to *Progress Committees*; deciding on applications for *Special Consideration*; and documenting all decisions and actions taken and recording on the student file; or
- (ii) where this Committee does not exist, references to the ASPB may be read as references to the relevant College Director, who may undertake the duties of this Committee as described by this Policy.

**Exclusion:** This is the cancellation of a student's enrolment in a *program*. The student may re-apply for entry into that *program* after a period of twelve (12) months.

**Formal letter:** The words "formal letter" means a letter covering all required information as detailed in section 4.3.4.4. Letters will be sent by email to the student. In the case of overseas students, there are certain content requirements for letters as a result of the ESOS Act and the National Code. If the sample letters attached to these Procedures are used, these requirements will be satisfied.

**Hurdle Assessment Task:** A *hurdle assessment task* is one that must be passed or completed to a specified level of performance before a student may pass or satisfactorily complete a *Unit*. The specified level of performance in such a task is mandatory irrespective of the level of performance in other components of the total assessment.

**Moderation:** A process of independent checking or verification by a properly qualified person.

**Moderator:** A suitably qualified academic or other person, appointed from within or outside the teaching unit by the relevant *College Leader* or nominee to perform *moderation* or *validation*.

**Modified Assessment:** *Modified assessment* refers to an alteration of the nature of an assessment task or the manner in which it is

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undertaken in ways which maintain its integrity while ensuring that a particular student is not unnecessarily disadvantaged by some significant condition which is not under his/her control. Such conditions might include disability, temporary illness / injury or religious / cultural practice.

**Program Coordinator:** A Program Coordinator, Course Coordinator, Program Manager, Education Manager, Discipline Leader or any person given the responsibility for overall coordination and management of a program and/or discipline. This term is used throughout this document so that a single term can apply to all sectors. There is no intention that any sector adopts this title for common use.

**Progress Committee:** A Committee set up by an Assessment and Student Progress Board to consider and make decisions concerning students identified as being at *Academic Standing* Level 4.

**Special Consideration:** *Special consideration* provisions in these procedures may allow a student to apply for supplementary assessment or some other form of consideration including a conceded pass in situations where it can be demonstrated that assessment has been affected by some situation or circumstance beyond the student's control.

**Suspension of Enrolment:** This involves putting a student's enrolment in a *program* on hold for a pre-determined period not exceeding twelve (12) months. For international students this can have serious implications including cancellation of student visa and restrictions on returning to Australia and so this should not be done without prior consultation with *VUI*.

**Unit Guide:** A document giving information about a *Unit*, prepared in accordance with Clause 4.2.3 of the Policy, these Procedures and with any other requirements of the University or *College*.

**Validation:** A process in which a suitably qualified *Moderator* appointed by the relevant *College Leader* or nominee checks the *Unit Guide* for compliance with all relevant University and *College* policies and requirements. The *Moderator* must check for compliance with section 4.2 of the Student Assessment and Progress Policy, compliance with the requirements of these Procedures and also that the details of assessment in the *Unit Guide* are appropriate to the nature of the content and stated *learning outcomes*. (Note: This definition applies to Higher Education only. Validation is defined differently in the VE/FE Procedures).

**Victoria University International (VUI):** This is the section of Victoria University with primary responsibility for managing the matters associated with recruitment of international students including maintenance and care for international students studying in Australia. It has principal responsibility for reporting and compliance issues associated with such students. There are many references to the need to seek advice of *VUI* before taking unsatisfactory performance action for international students. A convenient initial contact can be made through [vucompliance@vu.edu.au](mailto:vucompliance@vu.edu.au).

## 2.0 REVIEW TIMELINE FOR PROCEDURES

These procedures are subject to ongoing review by the Principal officer responsible for Learning and Teaching and should be reviewed by 31 December 2013 (5 years of operation).

## 3.0 PROCEDURES ADVISOR

The Policy Advisor for this policy and associated procedures will be determined by the Responsible Officer.

## 4.1 THE PROCEDURES

### 4.1 MANAGEMENT STRUCTURES FOR STUDENT ASSESSMENT AND PROGRESS

#### 4.1.1 Program Coordinators

- 4.1.1.1 The College Leader or nominee will ensure suitably qualified coordinators are appointed for all Units offered by the College and for all programs for which the College is the Designated Teaching College.

#### 4.1.2 Assessment and Student Progress Boards

- 4.1.2.1 The Dean of the College or nominee will ensure that an Assessment and Student Progress Board (ASPB) is set up to consider results for each program for which the College is the Designated Teaching College. Such Boards may be set up at College level.
- 4.1.2.2 As part of the overall teaching quality management of the College, the ASPB will consider overall student performance in all Units and satisfy itself that Units are operating satisfactorily. Unit results will not be finalised until approved by the ASPB. Where the ASPB is not satisfied with some aspect of the conduct or assessment of a Unit it may direct some action(s) be taken before results are finalised.
- 4.1.2.3 The ASPB is responsible for:

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- 4.1.2.3.a.1 Reviewing and finalizing the results recommended by Program Coordinators.
- 4.1.2.3.a.2 Reviewing the overall progress of students and focusing on students' at risk and making unsatisfactory progress.
- 4.1.2.3.a.3 Identifying students for follow up action, including supplementary assessment, consideration of possible conceded passes and referral to Progress Committees.
- 4.1.2.3.a.4 Deciding on applications for Special Consideration.
- 4.1.2.3.a.5 Documenting all decisions and actions taken and recording on the student file.
- 4.1.2.3.a.6 Establishing Student *Progress Committees*.
- 4.1.2.3.a.7 Monitoring and acting, where appropriate, on assessment moderation results.
- 4.1.2.3.a.8 Monitoring the assessment performance of Units.
- 4.1.2.4 The membership of the ASPB include:
  - 4.1.2.4.a.1.1 All Program Coordinators in areas covered by the academic unit at which level the ASPB is constituted.
  - 4.1.2.4.a.1.2 A Chair appointed by the College Leader or nominee. The Chair may delegate this role to another member of the fulltime academic staff.
  - 4.1.2.4.a.1.3 Secretarial and administrative assistance for the ASPB will be provided in a manner determined by the College Leader or nominee.
- 4.1.2.5 Meetings of the ASPB
  - 4.1.2.5.a.1 The ASPB will meet at least twice per year.
  - 4.1.2.5.a.2 The quorum for meetings is a simple majority.
- 4.1.2.6 The ASPB will report to the College Dean as follows:
  - 4.1.2.6.a.1 Minutes of meetings (where necessary names may be omitted to preserve privacy).
  - 4.1.2.6.a.2 Statistics covering enrolments, assessment results and student progress issues for each Unit and Program at least once per year.

### **4.1.3 Progress Committees**

- 4.1.3.1 College Deans may nominate a 'pool' of fulltime academic staff at the beginning of each calendar year from which Progress Committee Chairs can then be selected during the year.
- 4.1.3.2 An ASPB may set up Progress Committee(s) as required to investigate and make decisions concerning students identified as making unsatisfactory progress at Level 4. The Progress Committee will comprise:
- 4.1.3.3 Onshore Progress Committee:
  - 4.1.3.3.a.1 A Chair, who is a senior member of the fulltime academic staff not involved in the student's program, nominated by the College Leader or nominee.
  - 4.1.3.3.a.2 A Program Coordinator within the College
  - 4.1.3.3.a.3 A member of the teaching staff who teaches in the program
- 4.1.3.4 Offshore Progress Committee:
  - 4.1.3.4.a.1 A Chair who is the Discipline Leader / Department or equivalent person in the offshore institution, nominated by the College Leader or nominee.
  - 4.1.3.4.a.2 The Victoria University Program Coordinator or a fulltime member of the teaching staff of Victoria University who teaches in the program, nominated by the College Leader or nominee.
  - 4.1.3.4.a.3 Two members of the teaching staff of the offshore institution who teach in the program.
- 4.1.3.5 A quorum for a Progress Committee meeting is 3 which must include the Chair and a fulltime member of Victoria University staff who teaches in the program.
- 4.1.3.6 All reasonable efforts should be made to have both genders on Progress Committees.
- 4.1.3.7 Progress Committees convened to consider student progress for dual sector or combined degrees should have a composition that appropriately reflects the different elements.

## **4.2 ASSESSMENT**

### **4.2.1 Assessment Quality**

- 4.2.1.1 College Leaders are responsible for ensuring that processes are in place to both assure the quality of the assessment process for Units and Programs offered by their College and support the continuous improvement of assessment in the College.

### **4.2.2 Attendance**

- 4.2.2.1 The University does not generally support attendance being used as a mandatory requirement for satisfactory completion of Units. However it does recognize that there are situations in which this may be necessary. A Unit

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Coordinator may impose an attendance requirement in one or more components of a Unit provided both conditions listed below are satisfied:

- 4.2.2.1.a.1.1 The attendance requirement(s) and any penalty for non-compliance have been approved by the relevant College Dean or his/her delegate.
- 4.2.2.1.a.1.2 The attendance requirement(s) and any penalty for non-compliance are properly detailed in the Unit Guide provided to students at the start of the Unit.

#### 4.2.3 Unit Guides and Validation

- 4.2.3.1 All Units must have Unit Guides. The content and format of Unit Guides must be in accordance with this Policy and Procedures and any current requirements of the University and College responsible for the Unit.
- 4.2.3.2 Unit Guides must be made available to students at the start of any Unit and should also be available on any Unit web site.
- 4.2.3.3 Unit Guides must be validated at least once every 12 months or whenever the stated learning outcomes or assessment tasks are substantially changed. This validation will be performed in accordance with procedures defined by the responsible College. At that time student feedback on Units since the last validation should be considered and changes incorporated where it is clear that improvements can be made to the Unit. Significant changes may require prior approval through the relevant University processes for major or minor changes to Programs and Units as well as consideration of any issues relating to the University handbook.
- 4.2.3.4 While the responsible College will define the details of how validation is carried out, in considering the proposed assessment it would normally ensure the following:
  - 4.2.3.4.a.1.1 The assessment tasks are clearly defined and fair in that all students are given reasonable opportunities to demonstrate what they have learned.
  - 4.2.3.4.a.1.2 The assessment tasks are consistent in that, for Units being conducted at multiple sites, equivalent tasks are used in different places and at different times.
  - 4.2.3.4.a.1.3 The assessment tasks, including any hurdle tasks, are aligned with the planned learning outcomes.
- 4.2.3.5 Validation may be performed by an individual assigned by the College Leader or nominee or may be undertaken by a group of staff acting in a "collegiate" manner to validate a number of Units where this is considered to have advantages for the linking (e.g. Psychology 1, 2, 3) or simultaneous operation of Units (e.g. a group of Units which commonly comprise a particular semester of study in a program). The person(s) performing the validation must sign off on, or provide a report in a required format for, the completed Unit Guide(s). The College Leader or nominee should ensure that appropriate records are kept of Unit Guides and validation.
- 4.2.3.6 Unit Guides are intended to play a central role in ensuring that the University provides quality teaching and learning for its students. They are intended to contain proper and useful detail of matters such as aims and objectives, content, delivery and assessment of Units for the coming teaching period which can be relied on by students. Details such as type, weighting and timing of assessment should be provided at the start of the Unit and should not be able to be changed after the Unit has commenced. While this is intended to be the norm, it is not possible to mandate such a requirement as there are legitimate circumstances, such as late arrival or appointment of teaching staff to the Unit, where it might not be possible. College Leaders or their nominees will be responsible for ensuring that Colleges comply with the spirit of this clause and in particular ensuring that systematic or unnecessary inclusion of vague or incomplete details of assessment in Unit Guides does not occur. Colleges should have processes which prohibit changes to details of assessment after the commencement of Units without agreement of the College Leader or nominee and consultation with affected students.

#### 4.2.4 Assessment Moderation

- 4.2.4.1 The College Leader or nominee will appoint suitable assessment moderators for all Units for which the College is responsible.
- 4.2.4.2 Moderation is a two stage process. In stage 1 the moderator will check major assessment items before use. In stage 2 the moderator will check, or oversee the checking process, for appropriate and consistent marking of these items after completion by students (see below for details). In moderating major assessment items prior to use, the moderator will ensure that the assessment processes are consistent with the *Unit Guide* and appropriate.
- 4.2.4.3 All mandatory hurdle assessments or assessment items contributing 25% or more to the *Unit* outcome must be moderated prior to use. The Moderator should check for absence of errors as well as consistency of content and level of difficulty with the nature of the Unit and Unit Guide. The Moderator shall be supplied with assessment criteria, marking or grading scheme and where possible written solutions or other written information on what is intended to constitute acceptable answers.
- 4.2.4.4 All completed mandatory hurdle assessments or assessment items contributing 25% or more to the *Unit* outcome (other than those involving laboratory experimentation) must also be moderated after completion by students and before marks or grades are finalized. *Moderation* will normally take the form of independent

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assessment by the moderator of a sample of assessment items from students. The sample size is determined by the College Leader or nominee and is dependent on the nature of the assessment and should reflect the number of students, sites and assessors involved in the assessment.

- 4.2.4.5 Marks or grades must not be altered as a result of independent assessment of only a sample of assessment items. Problems identified at moderation stage may be corrected by re-marking of an appropriate section(s) of all student assessments. Where it is believed an issue may exist which cannot be resolved between the assessor and moderator, the College Leader or nominee will be responsible for devising and putting in place a process designed to resolve the specific problem.
- 4.2.4.6 Where possible a single person will be responsible for all moderation of a Unit's assessment and, where relevant, validation of the Unit Guide. However, nothing in this clause should in any way restrict the College Leader or nominee using some form of "collegiate" process where a group of staff jointly moderate a set of Unit assessments, provided the essential elements of these moderation requirements are complied with and an appropriately qualified member of the group signs off on, or provides a moderation report, for each Unit.
- 4.2.4.7 The Moderator should sign off on the results or provide a moderation report for components of assessment that have been moderated. The College Leader or nominee should ensure that appropriate records are kept of Unit moderation.
- 4.2.4.8 Whenever a Unit is conducted at a new location, the *College Leader* will put in place such additional arrangements as are sufficient to ensure comparable standards apply in the conduct and assessment of the *Unit*.
- 4.2.4.9 Where a *College Leader* is of the opinion that the above assessment *moderation* procedures are not practicable in a particular *Unit* because of the large number of students enrolled or the nature of the assessment undertaken, he or she will be able to substitute alternative procedures provided that
  - a) the alternative procedures are consistent with the Assessment and Progress Policy; and
  - b) the alternative procedures provide in their own way the essential elements of the assessment *moderation* procedures above; and
  - c) the assessment *moderation* procedures are documented and the Academic Board is informed.

#### 4.2.5 Result and grade sets

- 4.2.5.1 The use of graded or non-graded assessment will normally be determined at the time of course development or review. At that time a rationale for the choice will be provided.
- 4.2.5.2 Non-graded assessment (pass/fail or competency-based assessment) of a *Unit* may be appropriate if it is
  - 4.2.5.2.a.1 not possible to define appropriate criteria to distinguish between levels of satisfactory performance; or
  - 4.2.5.2.a.2 not practicable or meaningful to distinguish between levels of satisfactory performance; or
  - 4.2.5.2.a.3 based on a competency model of assessment.
- 4.2.5.3 Where a combination of competency-based assessment and graded assessment is used, grades of pass and above may only be used when the required competency has been achieved.
- 4.2.5.4 Grades for *units* using Graded Assessment in undergraduate or postgraduate *programs* are as follows:

Notation	Grade definition	Percentage range
HD	High Distinction	80%-100%
D	Distinction	70%-79%
C	Credit	60%-69%
P	Pass	50%-59%
N	Fail	0%-49%

4.2.5.5 Results for *units* using Pass / Fail Assessment:

Notation	Grade Definition
S	Ungraded Pass
U	Ungraded Fail

4.2.5.6 Results for *units* using Competency-based Assessment

Notation	Grade Definition
PP	Achieved Competency
NN	Competency Not Achieved

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#### 4.2.5.7 Grades for Honours Years, Honours Degrees and Degrees with Honours

Notation	Grade Definition	Percentage Range
H1	First Class Honours	80% - 100%
H2A	Second Class Honours, Upper	70% - 79%
H2B	Second Class Honours, Lower	60% - 69%
H3	Third Class Honours	50% - 59%
N	Fail	0% - 49%
S	Ungraded Pass	

#### 4.2.5.8 Additional Notations:

Notation	Definition
CE	Joint Program / Complementary Enrolment
L	Not Yet Assessed – Special Cause (an L grade must be converted to a final result within one semester and prior to the commencement of the following academic year, otherwise assessment automatically lapses to a fail)
E	Supplementary examination assessment to be completed (an E grade must be converted to a final result within one semester and prior to the commencement of the following academic year, otherwise assessment automatically lapses to a fail)
PC	Conceded Pass
RO	Result Outstanding
SC	Satisfactory Completion of Class Hours
SE	Unit Exemption / Credit Transfer
SPE	Special Examination
SR	Recognition of Prior Learning / Recognition of Current Competence
UC	Unsatisfactory Completion of Class Hours
UM	Fail - unsatisfactory completion of a mandatory component of assessment
WD	Withdrew – without academic penalty
WN	Withdrew - failed
X	Continuing Unit

#### 4.2.6 Special Consideration

In order to be eligible for Special Consideration, the student must complete a Special Consideration Application A23 form accessed on: <http://www.vu.edu.au/current-students/student-essentials/commonly-used-forms>, attach supporting documentary evidence and submit to the relevant Student Service Centre office.

Where this application relates to a specific assessment task, it must be submitted within 3 working days of the due date for the assessment task. Where an application is more general and relates to problems experienced during the Unit, the application must be submitted as early as possible and no later than the end of the teaching period of the semester. Under exceptional circumstances, the Chair of the ASPB, or the relevant Director, may waive these time requirements. Provisions for Special Consideration will be consistent across all programs in the University.

##### 4.2.6.1 Situations which *may* lead to an application for *Special Consideration* could include:

- Sudden ill health or injury of the student.
- An adverse event relating to the student, a family member or close associate of the student.
- Curtailed period of time for an assessment *task*, such as late arrival at an examination, through no fault of the student.
- Less than optimal conditions while addressing an assessment task that significantly disadvantage the student, where these conditions could not be improved.

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- A situation where an application for *modified assessment* is successful but arrangements could not be made before the assessment was conducted.
- 4.2.6.2 Applications for Special Consideration must be made on the prescribed form and signed by a relevant health professional or counselor, to certify that Special Consideration is warranted. The application is to be accompanied by relevant supporting documentary evidence (e.g. Police report, death notice or death certificate, letter from a minister of religion or statutory declaration or a written document) from a relevant professional practitioner appropriate to the circumstance.
- 4.2.6.3 In order to protect the privacy of the student, the information provided about the event / condition will remain confidential to those involved in assessing and processing the application.
- 4.2.6.4 Students should receive formal acknowledgement of receipt of an application for *Special Consideration* to be provided by the ASPB, including advice as to what further action is proposed by the College. Generally this will simply be that it will be considered by the ASPB when it meets to review results. The ASPB Chair is to make decisions on matters arising out-of-cycle, including requests for Special Consideration requiring timely feedback to students during the semester.
- 4.2.6.5 The Program Coordinators will assess an application and make a recommendation to the ASPB to assist it in making a decision. The ASPB, or Chair when out-of-cycle, will make the decision to accept, partially accept or reject a claim. The ASPB or Chair, will also determine what remedy, if any, is offered to the student. Such remedies may include, but are not limited to, conceded pass, supplementary assessment or an alteration to the mark or grade allocated to the Unit.
- 4.2.6.6 The student will be formally advised of the decision of the ASPB within 5 University working days of the decision being made. If the claim is disallowed the student will be advised of the reason(s) for disallowance and the result that will be recorded in the Unit. The student will also be provided with information on how to appeal the decision.
- 4.2.6.7 The student may appeal to the College Dean within 5 University working days of written notification of the outcome of an application. The College Dean or nominee will then institute a process to review the original decision and decide the outcome of the appeal. This process should adhere to the principles of natural justice. The student must be notified in writing of the decision, the reasons for the decision, and the provision under 4.2.6.9.
- 4.2.6.8 If the Dean has been involved in the original decision an appeal under 4.2.6.7 may be lodged with the Pro Vice-Chancellor (Colleges and Distinctive Specialisations).
- 4.2.6.9 Students must be informed that if they consider that the process was not conducted fairly and in accordance with the prescribed procedures they may write to the Principal Officer responsible for students, outlining their reasons and providing any substantiating evidence.

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or

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The Principal Officer responsible for students may decide to uphold the application and instigate new procedures, or dismiss the application and advise the student that he/she may take up the matter with the Victorian Ombudsman.

## 4.2.7 Supplementary Assessment

- 4.2.7.1 Supplementary assessment (or re-submission) is a form of second chance assessment which may be offered to students who have marginally failed a Unit. Supplementary assessment may also be offered when a student is unable to complete an assessment task due to an event, condition or circumstance(s) not under the student's control.
- 4.2.7.2 Except as provided in clauses below, supplementary assessment will normally be available in all *units* of study. Where supplementary assessment is not made available, students must be advised of it in the unit guide. Where supplementary assessment is made available in an unusual or non-standard way or under unusual or non-

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standard conditions, notice of its availability, the conditions under which it may be offered and the grade set used for supplementary assessment must be included in the unit guide. Nothing in this clause will prevent a student being offered supplementary assessment as a result of a successful application for *Special Consideration* or *Special Examination*.

- 4.2.7.3 ASPBs will offer supplementary assessment in *Units* as required by the relevant College Leader or person specifically nominated by the College Dean to determine such requirements. As a guide it would be expected that supplementary assessment would be available at least in *Units* which are part of the early stages of a program (e.g. a *College* may decide that supplementary assessment must be made available in all first year units) or for *Units* where a student has been granted *Special Consideration* or a *Special Examination*. When available, supplementary assessment will be provided to students whose performance meets any of the following conditions:
- 4.2.7.3.a.1 A total *Unit* assessment mark of 45% - 49% (or equivalent results in ungraded *units*). Students failing to sit for a final examination as part of a *Unit* assessment task will not be eligible unless they have proceeded and received approval in accordance with the provisions for *Special Examination* (below) and/or *Special Consideration*.
  - 4.2.7.3.a.2 Eligible for an offer of conceded pass (below).
  - 4.2.7.3.a.3 A student being unable to undertake or complete an assessment task due to an event, condition or circumstance(s) not under the student's control (as defined in the *Special Consideration* procedures).
- 4.2.7.4 In the case of 4.2.7.3.a.3 only, the student must apply to the *Program Coordinator* for *Special Consideration* within 3 University working days of the due date for the original assessment. If the assessment is an examination, the student must instead complete a *Special Examination* application and submit it to the relevant *College* office within 3 University working days of the examination as required in the Examination Rules. The *Program Coordinator* may waive the 3 day requirement when circumstances make this impractical.
- 4.2.7.5 While supplementary assessment is awarded based on the total *Unit* mark or grade, the actual assessment may be for one or more of the tasks that are part of the *Unit's* total assessment or for all of the assessment tasks of that *Unit*. Generally, where the supplementary assessment is only for a subset of *Unit's* assessment tasks, these assessment tasks will be those for which the student has not achieved a satisfactory grade or met minimum requirements. The choice of tasks is at the discretion of the *Program Coordinator* or the ASPB. As an example, if a student did well in an exam but badly in some other components of the assessment then one would not simply make the supplementary assessment another exam.
- 4.2.7.6 Supplementary assessment may take the form of a *Special Examination*, an assignment, an oral examination or any other appropriate assessment instrument within the particular discipline, with the proviso that the supplementary assessment task(s) must be equivalent, though not necessarily identical, to the initial assessment task(s).
- 4.2.7.7 Students will be formally advised as soon as is practicable that they have been offered supplementary assessment and the form of the supplementary assessment task(s). If the supplementary assessment takes the form of an examination, the time and place of the examination will be provided a minimum of 3 University working days before the examination takes place. Where the supplementary assessment takes another form, the *Program Coordinator* will provide information to the student on the assessment task and its required completion date as early as possible. Students offered supplementary assessment will be awarded grades in accordance with the following conditions:
- 4.2.7.7.a.1 Where a student is offered supplementary assessment for an individual assessment task which is a component of the original total assessment, the maximum mark allocation will be 50% of the original mark allocated for that assessment task (exemption may apply under *Special Examination* / *Special Consideration*).
  - 4.2.7.7.a.2 Under 4.2.7.3.a.1 above, the highest grade which can be awarded for supplementary assessment will be the pass grade which in turn will only attract an aggregate (total) score of 50%.
  - 4.2.7.7.a.3 Where a supplementary assessment is offered under 4.2.7.3.a.3 above, the full grade set and / or mark will be used for that assessment task and the *Unit*.
- 4.2.7.8 Supplementary assessment results should be reported in a timely manner so as not to disadvantage student progress. College Leaders or nominees should ensure that the whole process of assessment, progress meetings/hearings and appeals are conducted as quickly as possible and, in other than exceptional circumstances, are completed early enough to not prejudice a student's ability to properly enroll for the subsequent semester.



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- 4.2.7.9 Special provisions for hurdle assessment tasks: Where the assessment in a *Unit* includes one or more *hurdle assessment tasks*, a College Leader or nominee may decide to allow supplementary assessment in these tasks even if the total mark for the *Unit* is not within the range 45% - 49%. The mark and grade set used for the final *Unit* assessment is also at the discretion of the College Leader or nominee. The full details of how such hurdle supplementary assessments will operate and the mark and grade sets to be used must be included in the *Unit* Guide.
- 4.2.7.10 Students must be informed that if they consider that the process was not conducted fairly and in accordance with the prescribed procedures they may write to the Principal Officer responsible for students, outlining their reasons and providing any substantiating evidence.

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#### 4.2.8 Modified Assessment

- 4.2.8.1 Provisions for *modified assessment* must exist and should, where possible, be consistent across all *programs* in a *College*. These provisions must be consistent with these Assessment and Progress Procedures and should cover processes for making applications, considering applications and appeal against decisions. A *College* may choose to have students apply through a Disability Services Unit or similar University unit in order to receive specialized advice on applications. Provisions for making applications should be readily available to students via suitable documentation or reference to a web site. No amendments should be made with effect earlier than the commencement of the following academic year.
- 4.2.8.2 In order to be eligible for modified assessment the student must make application in the prescribed manner within the first 3 weeks of the commencement of the semester and before any assessment task that is proposed to be modified. Where a condition that requires a modification in an assessment task is established later in the semester, a later application will be accepted if it takes place before the assessment task begins and there is enough time for appropriate arrangements to be put in place.
- 4.2.8.3 The application for modified assessment must be supported by suitable documentation from a relevant authority. It should explicitly address the need for modification and the nature of modifications that are proposed to address the problem with the normal assessment.
- 4.2.8.4 College provisions will normally involve consideration of applications by the relevant *Program Coordinators* and any other individuals as required by the College Leader or nominee to ensure that any proposed modification to assessment will not compromise assessment of the *learning outcomes* that the task is designed to assess.
- 4.2.8.5 Modification of assessment tasks must not impact on judgments about the merits of the student's performance, neither penalizing nor advantaging the student. Modification of assessment tasks is at the discretion of those nominated to make such decisions within the relevant College provisions and, if allowed, must be reported to the ASPB. Suitable adjustments might include:
- The use of special equipment.
  - The support of a scribe.
  - The provision of a rest room.
  - The provision of supervised break periods outside an examination venue.
  - Variation in communication mode. For example, an oral process instead of a written one.
  - Any modifications suggested as suitable for a particular student by a suitable or relevant authority (Disability Officer, relevant practitioner or community / religious leader (in the case of cultural / religious practice))

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- 4.2.8.6 The student must be informed in writing about the outcome of an application for *modified assessment* as soon as possible. Appropriate documentation concerning the application and outcome should be attached to the student's file.
- 4.2.8.7 The student may appeal to the College Dean within 5 University working days of written notification of the outcome of an application. The College Dean or nominee will then institute a process to review the original decision and decide the outcome of the appeal. This process should adhere to the principles of natural justice. The student must be notified in writing of the decision, the reasons for the decision, and the provision under 4.2.8.9.
- 4.2.8.8 If the Dean has been involved in the original decision an appeal under 4.2.6.7 may be lodged with the Pro Vice-Chancellor (Colleges and Distinctive Specialisations).
- 4.2.8.9 Students must be informed that if they consider that the process was not conducted fairly and in accordance with the prescribed procedures they may write to the Principal Officer responsible for students, outlining their reasons and providing any substantiating evidence.

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#### 4.2.9 Conceded Pass

- 4.2.9.1 A conceded pass is a terminal Pass and cannot satisfy a prerequisite requirement
- 4.2.9.2 A conceded pass will only be offered where all the following conditions apply:
  - 4.2.9.2.a.1 The student has achieved a mark of 45% - 49% in the unit.
  - 4.2.9.2.a.2 The student has completed all summative assessment tasks for the unit.
  - 4.2.9.2.a.3 Conceded passes must contribute no more than 24 credit points towards the completion of a 3 year *program* and no more than 36 credit points towards the completion of a 4 year program.
  - 4.2.9.2.a.4 Awarding a conceded pass does not compromise any accreditation requirements for the relevant *program* by a professional body.
- 4.2.9.3 Students must be formally advised that they have been offered a conceded pass and the conditions applying to conceded passes. If they wish to accept the offer they must respond within 10 working days of the offer being made.
- 4.2.9.4 A student offered a conceded pass in a *unit* may be offered the option of supplementary assessment in the *unit* and may also be permitted to re-enroll in the unit.
- 4.2.9.5 Conceded passes must be offered within 6 months of the conclusion of the supplementary assessment period for the relevant semester.

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#### 4.2.10 Errors in Published Results

- 4.2.10.1 If it is found after publication of results that an error has been made in the recording of a result, the error will be corrected as follows:
- 4.2.10.1.a.1 Where the published result is lower than the recorded result, the *Program Coordinator* will complete a result amendment advice to be signed by the *College Leader* or nominee and forwarded to the appropriate area for processing.
  - 4.2.10.1.a.2 Where the published result is higher than the recorded result, the Chair of the relevant ASPB will, in consultation with the relevant Program Coordinators, forward an explanation and recommendation for a revised result to the College Dean or his/her delegate.
- 4.2.10.2 In all action taken under the above clause, the student involved will remain anonymous.
- 4.2.10.3 The *College Leader* or nominee will ensure that the student is notified in writing of any change of result.

#### 4.2.11 Student Appeals Against Results

- 4.2.11.1 It is expected that most appeals against results for individual assessment tasks and for the Unit as a whole may be resolved by an informal discussion between the student and the individual staff member (or nominee) who determined the result under appeal.
- A student may seek advice and assistance from a Student Advisor. Additionally, a support person may be sought from Student Life (at no cost to the student) to accompany the student to the meetings to resolve the dispute.
- 4.2.11.2 Students need to submit a request to have the result reviewed in writing to the Service Centre, clearly addressed to the relevant Program Coordinator, within 3 University working days from the formal publication of results. The College should arrange for the matter to be considered by the relevant staff member. Discussions and decisions on the appeal need to be completed within 5 University working days after receipt of the appeal. In order to facilitate decisions and record keeping, students' are required to submit the appeal in writing and staff are required to respond in writing and keep records on the student file.
- 4.2.11.3 If the matter under appeal cannot be resolved by review of the written application and informal discussion with the staff member who determined the assessment result (or nominee) under review, students may formally appeal to the relevant College Director. Students need to submit the formal appeal in writing to the relevant College within 3 University working days from the decision of the informal appeal process. This formal appeal must be submitted in writing and responded to in writing within 5 University working days and detailed records kept on the student file as outlined above. The student's written appeal needs to be related to the specific criteria of the particular assessment task under appeal with concerns and reasons for the appeal clearly set out.
- 4.2.11.4 If a matter under appeal remains unresolved after the first two steps, the student should lodge a written appeal with the College Dean no later than 20 University working days from the formal publication of results.
- The student's written appeal needs to be related to the specific criteria of the particular assessment task under appeal with concerns and reasons for the appeal clearly set out, including why the student is dissatisfied with the previous attempts to resolve their concerns about the disputed result.
- These time limits are not flexible except in exceptional circumstances as determined by the College Dean. All information on assessment including the process for appeals against results must be included in the Unit of Study Guide and stated clearly when assessment is outlined and discussed with students in lectures and tutorials. If this information has not been provide the College should exercise leniency in respect of the required lodgement timeframes.
- Students must be provided with a written acknowledgement of receipt of the appeal with five working days and an outcome notice notifying them of the appeal decision within 20 working days of receipt of the appeal. The outcome notice must address the student's concerns and provide reasons for the decision, and advice in relation to the provision under 4.2.11.6.
- 4.2.11.5 If the College Dean has been previously involved in the decision the appeal should be referred to the Pro Vice-Chancellor (Colleges and Distinctive Specialisations).
- 4.2.11.6 Students must be informed that if they consider that the process was not conducted fairly and in accordance with the prescribed procedures they may write to the Principal Officer responsible for students, outlining their reasons and providing any substantiating evidence.

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Melbourne  
Victoria 8001

The Principal Officer responsible for students may decide to uphold the application and instigate new procedures, or dismiss the application and advise the student that he/she may take up the matter with the Victorian Ombudsman.

A summary flow chart of Student Appeals Against Results is located at <http://tls.vu.edu.au/portal/site/policies/studentassessment.aspx>

## 4.3 STUDENT PROGRESS

### 4.3.1 General Requirements

- 4.3.1.1 Teaching staff should have in place strategies (including progressive assessment) to aid in identifying students who are not making satisfactory progress as early as possible in the teaching period. Appropriate advice and assistance must be provided to students in a timely and constructive manner to give them every opportunity to successfully complete the relevant Unit(s) of study. A list of students considered to be having significant difficulties and actions taken by the teacher to assist should be given to the *program coordinator* prior to the formal review of progress scheduled for the end of the teaching period.
- 4.3.1.2 For a program which has a total duration of at least a semester, students are expected to achieve satisfactory academic results for each teaching period (normally a semester).
- 4.3.1.3 In accordance with the Policy and Student Assessment sections of these Procedures, a formal review of the assessment results focusing on student progress for each *program* shall be undertaken by the ASPB. ASPBs will be responsible for identifying onshore and offshore students who have made *unsatisfactory progress* as defined in these Procedures (see later). The ASPB will be responsible for setting up Progress Committees (as required) and for referring students to these committees or to the appropriate Academic Adviser or Program Coordinator for further action.
- 4.3.1.4 ASPBs will only address student progress in undergraduate or postgraduate coursework *programs*.
- 4.3.1.5 The scheduling and servicing of ASPBs and Progress Committees including the preparation of agendas, documentation and overall record keeping, will be the responsibility of the academic unit under which they are set up (e.g. *College* or school).
- 4.3.1.6 In the case of combined degrees, at the end of each semester there should be a joint meeting of the relevant ASPBs (or some equivalent process agreed by the relevant College Leader(s) or their nominee(s)) to consider student progress and take action in accordance with these Procedures.

### 4.3.2 "At Risk" and *Unsatisfactory Progress* (Coursework Programs)

- 4.3.2.1 AtRisk: Academic staff should attempt to provide early feedback to students on performance in accordance with section 4.2 of the Assessment and Student Progress Policy. An assessment that a student is "at risk" of not performing satisfactorily in a particular *Unit* can be made by a Program Coordinator after students have completed an appropriate level of assessment. A student designated as "at risk" is one whose academic performance is such that it appears he or she may require the provision of specific learning support and assistance as a consequence of:
  - a) A student's semester results displaying a level of achievement that is judged to be less than, or only marginally, satisfactory
  - b) The student's self review and subsequent declaration that some form of support is needed
  - c) Observational assessment by teaching staff that the student appears to be vulnerable in terms of achieving satisfactory learning progress

#### 4.3.2.2 Unsatisfactory Progress:

A student is considered to have made *unsatisfactory progress*, whilst enrolled in a particular *program* of study, if that student

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- a) fails the same *Unit* of Study on more than one occasion; and/or
- b) fails 50% or more of the enrolled *program* load for the relevant teaching period; and/or
- c) fails to comply with a conditional enrolment agreement set by the Academic Adviser, Program Coordinator or Progress Committee;

## Academic Standing Levels

*Academic standing* in a *program* is rated according to a four (4) level system and is summarized in the table below.

### 4.3.3 Action to be taken after *Unit / Program Coordinator* or ASPB review of Results

Actions which are required to follow *Unit / Program Coordinator / ASPB* review of students' progress are also summarized in the table below.

Academic Standing Level	Explanation	Implication for Students and Action to be taken after Program Coordinator or ASPB review of results
1	<b>At Risk.</b> Student not making satisfactory progress or performing satisfactorily in a UNIT.	Student continues in unit but requires explicit learning support and assistance. Student contacted by letter/ email /phone by the relevant staff advising them that their performance is of concern and that an action plan is needed. Program Coordinator negotiates action plan with student. Staff to complete 'Supporting Student Progress – Notes to file' proforma or some other form of documentation of the decision and action plan. Staff to place copy of all records on student file.
2	<b>Referral One.</b> Student making <i>unsatisfactory progress</i> in a teaching period for the FIRST time in a PROGRAM.	Student required to attend a mandatory meeting with Academic Adviser or Program Coordinator to discuss <i>unsatisfactory progress</i> and action plan. Student sent formal letter requesting attendance. Student meets with Unit Academic Advisor or Program Coordinator to discuss progress and present evidence of compliance with previous agreements. Staff to complete 'Monitoring Unsatisfactory Student Progress – Work Plan' proforma or some other form of documentation of decision and action plan. Staff to place copy of all records on student file.
3	<b>Referral Two.</b> Student making <i>unsatisfactory progress</i> in a teaching period for the SECOND time in a PROGRAM.	Student required to attend a mandatory meeting with Program Coordinator to discuss progress and action plan. Student sent formal letter requesting attendance. Student meets with Program Coordinator to discuss progress and present evidence of compliance with previous agreements. Staff to complete 'Monitoring Unsatisfactory Student Progress – Work Plan' proforma or some other form of documentation of decision and action plan. Staff to place copy of all records on student file.
4	<b>Referral Three.</b> Student making <i>unsatisfactory progress</i> in a teaching period for the THIRD time in a PROGRAM.	Student required to attend a mandatory meeting with the relevant Progress Committee (ASPB). Student sent formal letter requesting attendance. Student meets with Progress Committee to discuss progress and present evidence of compliance with previous agreements. Staff to complete 'Progress Committee – Record of Student Hearing' proforma or some other form of documentation of the decision and action plan. Staff to place copy of all records on student file.

A summary flow chart of Student Progress is located at <http://tls.vu.edu.au/portal/site/policies/studentassessment.aspx>

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Some actions which may follow formal meetings for students at Academic Standing Levels 3 – 4 are summarized below:

Academic Standing Level	Possible Action
2 - 4	A recommendation for the student to reduce their enrolment load, subject to ESOS and other requirements.
2 - 4	A recommended study <i>program</i> for a specified period of time to assist a student's progress (conditional enrolment).
2 - 4	For non-international students, a recommendation or permission to take a Leave of Absence (LOA).
2 - 4	Recommendation that the student enroll in a more suitable <i>program</i> deemed a "better fit".
2 - 4	Continuation in the <i>program</i> without condition.
2 - 4	Agreement with the student that he / she withdraw from the <i>program</i> .
2 - 4	Identification of support strategies to enhance the student's progress.
2 - 4	A recommendation that the student seek personal and/or academic support from within or outside the University.
2 - 4	A recommendation for monitoring of the progress of the student during the next teaching period.
2 - 4	Attaching such terms and conditions as may be mutually agreed and relevant to his/her circumstances on the student's continuing enrolment.
4	<i>Suspension</i> from the <i>program</i> (check with <i>VUI</i> for international student).
4	<i>Exclusion</i> from the <i>program</i> (Check with <i>VUI</i> for international student).

#### 4.3.4 Notes to accompany tables above:

- 4.3.4.1 International students studying in Australia on a student visa: The University must comply with the ESOS Act and the National Code 2007 and a range of government requirements which change from time-to-time. Thus when one is dealing with issues involving progress for such international students, one should consult *VUI* to ensure that one is aware of the full implications of any of the options above (see *VUI* entry in definitions for consultation method). At the time of writing the above requirements mean that international students must study a load that will allow them to complete their course in the specified time. Variations in load are possible in some circumstances if the course can be completed in the specified time. Students can vary completion time by methods such as studying in non-mandatory periods or overloading. The latter is not usually a good idea for a student already having progress problems. Extensions to specified completion times for international students may be possible as part of a managed intervention strategy for students with progress issues. Indeed the National Code does not permit *VUI* to *suspend* or *exclude* a student or extend the period of confirmation of enrolment (duration of *program*) unless an intervention strategy has been introduced and allowed to run its course. Thus it is essential that the suggested actions listed above be part of formal intervention strategies which are documented on student files (copy to *VUI*) and monitored. Again, because of the complexity of requirements and possible changes of rules, prior discussion of proposed intervention strategies with *VUI* is essential to protect the student and the University.
- 4.3.4.2 Any determination involving the alteration of the enrolment status of a student undertaking a combined degree or a concurrent TAFE and Higher Education award requires the formal endorsement of the relevant *Program Coordinators*
- 4.3.4.3 The timing of hearings to discuss student progress should be scheduled in a way that ensures internal and external reporting timelines are followed. Major reporting timelines include:
- 4.3.4.3.a.1 Census dates for Higher Education (semester 1, 31 March and semester 2, 31 August)
  - 4.3.4.3.a.2 Academic Board reports on *unsatisfactory progress*. Semester 1 results are normally reported to Academic Board at its September meeting and semester 2 results are normally reported at the April meeting of the following year.

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All progress hearings within colleges must be scheduled to take place during the same period of time, allowing sufficient lead time for appeals to *College Leaders* (or nominees).

The current University Calendar and suggested dates for meetings for the current year can be viewed at <http://wcf.vu.edu/calendar/index.cfm?ViewCalendar=ViewCalendar>

4.3.4.3a The words "formal letter" means a letter covering all required information as detailed in section 4.3.4.4. Letters will be sent by email to the student. In the case of overseas students, there are certain content requirements for letters as a result of the ESOS Act and the National Code. If the sample letters attached to these Procedures are used, these requirements will be satisfied.

4.3.4.4 Any formal notice requiring a student to attend a meeting or hearing should as a minimum contain the following information (where relevant):

4.3.4.4.a.1 Brief particulars of why the student is considered as having made *unsatisfactory progress*

4.3.4.4.a.2 Identify the *academic standing* of the student

4.3.4.4.a.3 Advice that it is the student's responsibility to provide a written response at least 3 University working days prior to the meeting or hearing. Such documentation may provide substantiation of a claim being made or may provide a plan for improving performance. Advice that a student who provides a written submission but fails to attend the hearing will have their case determined on the written submission only.

4.3.4.4.a.4 Advice that a student may seek assistance from a Student Advisor. Additionally, that a support person may be sought from Student Life (at no cost to the student) to accompany the student to meetings and hearings. Information about student support is available online at:

<http://www.vu.edu.au/facilities-and-services/advice-and-counselling/student-advisory-service>

4.3.4.4.a.5 In the case of a letter advising a decision, appeal mechanisms (including applicable timelines).

4.3.4.4.a.6 International students must be advised that a determination of *unsatisfactory progress* can lead to a breach of student visa conditions and that Victoria University is required to advise government agencies if a student is ultimately recommended for *suspension* or *exclusion*. For international students' *exclusion*, *suspension* or granting of an LOA can lead to serious visa issues. *VUI* should be consulted before taking such a decision.

#### 4.3.5 Meetings with Academic Adviser, Program Coordinator or Progress Committee

4.3.5.1 Once formally notified it is mandatory for a student to attend the scheduled meeting with the appropriate authority (individual or committee) to discuss his or her progress. If a student does not attend the meeting / hearing and has failed to notify the University (as requested in the notification) of a reasonable reason for unavailability to attend or inability to make a written submission, the individual or committee considering the student's progress will be able to consider the case and make decisions in the absence of the student or input from the student.

4.3.5.2 In all formal meetings and hearings under these Procedures (Levels 2 and above), the principles of *Natural Justice* will apply. The student will have the right to attend the meeting or hearing with an advocate, representative, friend or support person. A student may seek advice and assistance from a Student Advisor. Additionally, a support person may be sought from Student Life (at no cost to the student) to accompany the student to the meetings and hearings. Decisions made at progress meetings or hearings should be consistent with those listed in the table above. Where such decisions require an amendment to enrolment for the student and no signature authorizing such changes can be obtained from the student because of absence or refusal of the student, the enrolment change can be made provided

4.3.5.2.a.1 the individual or committee documents the decision, together with reasons why the enrolment variation is recommended and communicates this documentation to the *College Leader*; and

4.3.5.2.a.2 the relevant *College Leader* or person specifically nominated by the relevant *College Leader* is satisfied with the justification, annotates and signs the amendment form in an appropriate place and attaches the above documentation.

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- 4.3.5.3 Where a student does not attend an *unsatisfactory progress* meeting with a *Program Coordinator* and has failed to notify the University of his or her unavailability and the *Program Coordinator* has reason to believe that the student may have unofficially discontinued his or her studies, the *Program Coordinator* may, with the agreement of the relevant *College Leader* or person specifically nominated by the *College* for giving such agreement, complete and lodge such forms as are necessary to give the student an LOA of up to 12 months. The student must be informed of any such decision by *formal letter*. If the student has still not contacted the University at the time of effective expiry of the LOA, the student may be *excluded* from the *program*. Note: There are serious implications for an LOA for an international student and this provision should not be used for international students without prior consultation with Victoria University International (VUI).

#### 4.3.6 Outcome of meetings or hearings resulting from unsatisfactory performance

- 4.3.6.1 The student should, wherever possible, be advised of the outcome of any *unsatisfactory progress* meeting or hearing at its conclusion. International students must also be informed that the University will advise relevant government departments and agencies of any unsatisfactory performance. The student should also be advised by *formal letter* within 5 University business days as determined in the University calendar.
- 4.3.6.2 A record of any *unsatisfactory progress* meeting / hearing must be documented on the relevant proforma (see attachments to these Procedures) by the *Academic Adviser*, *Program Coordinator* or *Progress Committee Chair* and retained on the official student file. For international students a copy must also be included on the student's file at Victoria University International.

#### 4.3.7 Appeals

- 4.3.7.1 A student who is considered to have made *unsatisfactory progress* for the first or second time (*Academic Standing Levels 2 or 3*) and is not satisfied with the decision of the designated *Program Coordinator* may appeal this decision in writing to the relevant *College Director* within 10 University working days of the date of dispatch of the written notification of the decision. The allowed grounds for appeal are:
- 4.3.7.1.a.1 New information which has not been previously considered; and / or
  - 4.3.7.1.a.2 There are grounds to reasonably believe that the Procedures were not correctly followed.
- 4.3.7.2 A student who has made *unsatisfactory progress* for the third time (*Academic Standing Level 4*) and who is not satisfied with the decision of the *Progress Committee* may appeal this decision in writing to the *College Dean* within 20 University working days from the date of dispatch of the notification of the decision. The allowed grounds for appeal are:
- 4.3.7.2.a.1 New information which has not been previously considered; and / or
  - 4.3.7.2.a.2 There are grounds to reasonably believe that the Procedures were not correctly followed.

For international students, a decision to appeal against a decision of *unsatisfactory progress* should also be taken as including an intention to also appeal against any consequential reporting of the decision to relevant government departments or agencies.

- 4.3.7.3 In respect of an appeal under 4.3.7.2, the *College Dean* must nominate an *Unsatisfactory Progress Appeal Panel*, including the *Chair*, to be comprised of three academic staff members not previously involved in a decision related to the disputed outcome or in the delivery of the course that is pertinent to the disputed outcome. A balance of gender in the *Panel* membership should be considered wherever possible.
- 4.3.7.4 The processes adopted by the relevant *Director* in respect of an appeal under 4.3.7.1 or the *Unsatisfactory Progress Appeal Panel* in respect of an appeal under 4.3.7.2 is, subject to these appeals provisions, at their discretion, but must be in accordance with the principles of *Natural Justice*. Students will have the opportunity to present their appeal in person as well as in writing, by telephone, videoconferencing (if available) or via an advocate or other person. Written appeals must be supported by relevant evidence including any action taken by the student in response to any previous academic progress related recommendations.
- 4.3.7.5 The University will maintain the enrolments of students during appeals processes and students should continue to attend classes normally until avenues of active appeal are exhausted.
- 4.3.7.6 Appeals are not new hearings of the individual case. They only consider information relevant to the allowed grounds for appeal. However in reaching a decision the appeal may consider, and / or invite the student to present, material presented at previous meetings/hearings.



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- 4.3.7.7 After considering an appeal lodged by a student from a decision of a *Progress Committee*, an Unsatisfactory Progress Appeal Panel may
- a) uphold the decision of the *Progress Committee*; or
  - b) make any other decision the Unsatisfactory Progress Appeal Panel thinks fit, including
    - i. *suspend* the student from the *program* for a specified period;
    - ii. permit the student to continue in the *program*;
    - iii. specify the *unit(s)* of study in which the student may enroll in any subsequent period;
    - iv. grant the student LOA for a period not exceeding 1 year;
    - v. permit the student to withdraw;
    - vi. impose conditions on the student's candidature or enrolment in the *program*;
    - vii. *exclude* the student from the *program*.
- 4.3.7.8 Where possible the student will be advised of the decision of the Unsatisfactory Progress Appeal Panel at the conclusion of the meeting and also by formal letter within 5 University working days as determined in the University calendar.
- 4.3.7.9 Where a student does not submit an appeal to the College Dean within the specified period, the decision of the Progress Committee will be implemented.
- 4.3.7.10 Students must be informed that if they consider that the process was not conducted fairly and in accordance with the prescribed procedures they may write to the Principal Officer responsible for students, outlining their reasons and providing any substantiating evidence. Students may contact the Principal Officer responsible for students via:

[student.complaint.system@vu.edu.au](mailto:student.complaint.system@vu.edu.au)

or

Principal Officer responsible for students  
Victoria University  
PO Box 14428  
Melbourne  
Victoria 8001

The Principal Officer responsible for students may decide to uphold the application and instigate new procedures, or dismiss the application and advise the student that he/she may take up the matter with the Victorian Ombudsman.

- 4.3.7.11 Additional provisions for overseas students studying in Australia on a student visa. The University complies with all the requirements of the Educational Services for Overseas Students (ESOS) Act and the National Code of Practice for Registration Authorities and Providers of Education and Training for Overseas Students. Accordingly where overseas students are studying in Australia, they have recourse to the Victorian Ombudsman. If the student provides evidence to the University of action of lodging a complaint with the Victorian Ombudsman within 20 University working days from the date of the letter advising the decision of the Unsatisfactory Progress Appeal Panel, implementation of the decision will be deferred pending the outcome of the complaint to the Victorian Ombudsman. The University will maintain the enrolment of the student until the external process is completed and the student should continue attending classes. The student should be aware that the Ombudsman will not re-hear the arguments the student has put as to the merits of his or her case but consider only how the University has handled its internal processes and whether the Policy and Procedures have been followed at all stages of the student's case.

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#### 4.3.8 Student Progress Reports to the Academic Board

- 4.3.8.11 The preparation and submission of reports to the Academic Board relating to *unsatisfactory progress* will be the responsibility of the *College Leader* or nominee. These reports will be integrated (where applicable) with the annual *program* reports to provide context and meaning to the information.
- 4.3.8.12 Reports to the Academic Board should be student cohort specific and examine academic sub-*units* of the *College* by *program*, year and semester with reference to the number of students referred to each of the three *Academic Standing Levels* relating to *unsatisfactory progress* (2 – 4).
- 4.3.8.13 Apart from statistical data the reports should include reference to actions and initiatives that are intended to:
- Improve student retention rates.
  - Reduce the number of students attending formal *Progress Committee* hearings.
  - Establish exemplar practices that may have influenced positive outcomes in student progress and that can be introduced in other areas.

The reports should be such that there is a clear delineation between local and international students. International students are to be further differentiated between onshore and offshore. Reporting *unsatisfactory progress* should also ensure that onshore international students are listed separately to local students.

#### 4.3.9 Student Support:

- 4.3.9.11 At any time, either during the informal or formal phase of *unsatisfactory progress* proceedings, a student may seek advice from a Student Advisor and be accompanied by a *support person from Student Life* and / or any other person nominated by the student.

### 4.4 EXCEPTIONAL CIRCUMSTANCES

- 4.4.7.11 On advice from the relevant *College Leader* and / or Chair of the Academic Board, the Deputy Vice-Chancellor Academic and Students occupying an equivalent position may vary any requirement for a particular student enrolled in an award *program* where in the opinion of the DVC, exceptional circumstances exist.

### 4.5 ATTACHMENTS (FORMS AND LETTERS) SUPPORTING STUDENT PROGRESS PROCEDURES

Note: These forms and letters are not part of the procedures but merely an aid to operation.

[Supporting student progress – Notes to File](#)

[Monitoring Unsatisfactory Student Progress- Work Plan](#)

[Progress Committee – Record of Student Hearing](#)

[Student Progress – Request for Interview](#)

[Student Progress – Request to Attend a Progress Committee Hearing](#)

[Student Progress Committee Hearing – Attendance Response Form](#) [Student](#)

[Progress – Notice of Student Appeal](#) [Student](#)

[Progress – Notice of Progress Committee Decision](#) [Student](#)

[Progress – International Students only – Notification of Outcome of Appeal](#) [Student](#)

[Progress – Local Students Only - Notification of Outcome of Appeal](#)



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### Supporting Student Progress – Notes to File

Unit of Study / Program Coordinator to complete

This evaluation can be a foundation for immediate support actioning if deemed necessary by the Program Coordinator following the early administration of an appropriate level of formative assessment.

Academic Standing Level 1

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Unit of Study Enrolled Code: \_\_\_\_\_ Title: \_\_\_\_\_ Semester: \_\_\_\_\_

Course Enrolled Code: \_\_\_\_\_ Title: \_\_\_\_\_ Course Year: \_\_\_\_\_

College: \_\_\_\_\_ School: \_\_\_\_\_

Examples of support/advice outcome(s) may be:

- Seek assistance from learning support (at Current Students/Learning Support)
- Seek assistance in referencing (contact the Library for further information)
- Submit drafts of assessments
- Meet with Program Coordinator on a regular basis
- Utilise WebCT
- Seek assistance from student counselling
- Others as appropriate

Date	Student Performance Issue(s)	Action(s) taken to support student success

Program Coordinator Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Tel: \_\_\_\_\_

Student Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Tel: \_\_\_\_\_

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### Monitoring Unsatisfactory Student Progress – Work Plan

Academic Standing Level 2

Academic Standing Level 3

☼ Referral 1: Semester: \_\_\_\_\_ Course Year: \_\_\_\_\_

☼ Referral 2: Semester: \_\_\_\_\_ Course Year: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Course Enrolled Code: \_\_\_\_\_ Title: \_\_\_\_\_

College : \_\_\_\_\_ School: \_\_\_\_\_

Possible Outcome(s) of the meeting may include: (negotiated activities not limited to the following list of possible outcomes).

- A recommendation for the student to reduce their enrolment load, subject to ESOS and other requirements
- Permission for the student to take leave of absence (higher education only)
- Agreement with the student that the student withdraw from the course
- A recommendation that the student seek appropriate personal and/or academic support from within or outside of the College/school
- Conditional enrolment - a recommended program of study over a specified period of time to assist the student's progress
- Continuation in the course without condition
- Identification of support strategies to enhance the student's progress
- A recommendation for monitoring the progress of the student at the next session

<b>Student Progress Work Plan</b> <i>Negotiated activities to be undertaken and directed towards:</i>	<b>Was the Objective(s) Achieved (Yes/No)</b>	<b>Comment on achievement of Objective(s)</b> <ul style="list-style-type: none"> <li>• <i>If not achieved explain why not</i></li> <li>• <i>If achieved, you may wish to indicate any performance in excess of that planned</i></li> </ul>
<b>To be completed on/or before end of semester</b>	<i>*To be completed by Academic Advisor / Program or Course Coordinator / Program or Education Manager at follow-up meeting</i>	
1.		
2.		
3.		
4.		
Other		

\*Student to schedule follow-up meeting with Academic Advisor / Program or Course Coordinator / Program or Education Manager – student to receive a copy of signed Work Plan

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Academic Advisor / Program or Course Coordinator / Program or Education Manager:

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Tel: \_\_\_\_\_



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### Progress Committee – Record of Student Hearing

Only students who despite intervention strategies continue to make unsatisfactory progress as established through the formal review of progress for the third and/or more time in the same course (Academic Standing – Level 4) will be required to attend a formal meeting with the relevant Progress Committee.

**Academic Standing Level 4**

✪ Referral 3: Semester: \_\_\_\_\_ Course Year: \_\_\_\_\_

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Course Enrolled Code: \_\_\_\_\_ Title: \_\_\_\_\_

College: \_\_\_\_\_ School: \_\_\_\_\_

Student Attended Progress Hearing:  Yes  No

Student Advisor in Attendance:  Yes  No

If Yes, Name of Advisor: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

**Progress Documents tabled at Progress Committee Hearing:**

- Student Academic Record:  Yes  No
- Supporting Student Progress – Notes to File:  Yes  No
- Monitoring Unsatisfactory Student Progress – Work Plan (Referral 1):  Yes  No
- Monitoring Unsatisfactory Student Progress – Work Plan (Referral 2):  Yes  No
- Other: \_\_\_\_\_

**Student Explanation/Comment re: Unsatisfactory Progress:**

.....  
 .....  
 .....  
 .....

**Progress Committee Ruling:**

.....  
 .....

**Reasons for Decision:**.....

Student informed of rights of appeal:  Yes  No

Student Signature: \_\_\_\_\_

Name of Chair: Progress Committee: \_\_\_\_\_ Ext: \_\_\_\_\_

College: \_\_\_\_\_ School: \_\_\_\_\_

Signature of Chair: Progress Committee: \_\_\_\_\_ Date: \_\_\_\_\_

**Attending Membership of Progress Committee:**

1. \_\_\_\_\_ 2. \_\_\_\_\_
3. \_\_\_\_\_ 4. \_\_\_\_\_

<p><b>OFFICE USE ONLY</b>                  PROCESSED BY                  College /Student Admin:                  Name: .....                  Date: .....</p>
--

**Student Progress – Request for Interview with *Academic Advisor / Program or Course Coordinator/ Education or Program Manager***

Victoria University allows for student representation at all stages of the Student Progress process, such as a support person accessed from Student Life (at no cost to you), or any person nominated by the student. Students are advised to familiarize themselves with the Student Assessment and Progress Policy. This is available on the Central Policy Register at: <http://wcf.vu.edu.au/GovernancePolicy/>. Information about services for students is available at: <http://www.vu.edu.au/student-life/getting-help/advice-counselling>.

**This letter is to be sent by registered or express post to both the semester and home address.**

Ref:

Date:

[Insert Name of Student]  
[Insert Student's Address]

**SUBJECT: ACADEMIC PROGRESS**

[Empty box for subject line]

Dear [Insert Name of Student],

I wish to advise that in accordance with the University's Student Assessment and Progress Policy and its associated Procedures you have been identified for the first [time/second] time as making unsatisfactory progress for the course [insert course code and title].

The basis for the decision has been determined by the relevant Assessment and Student Progress Board (ASPB) and relates specifically to a review of your academic performance for Semester [insert semester and year]. The review of your academic progress shows that you have not met the academic progression rules for the following reasons:

- [insert reasons]

The university as part of its practice for monitoring and tracking student progress is committed to assisting you to achieve academic success by facilitating a support meeting with your [Academic Advisor/Program or Course Coordinator/ Education or Program Manager – delete whichever is inappropriate] as soon as possible.

This meeting will occur on {insert date} at {insert time} in room {insert room/office number} at the {insert campus}. The meeting will be with {title and insert name}. If you are unable to attend this meeting you must contact {insert title and name of same person} on {insert telephone number} as soon as possible and in no more than 5 University working days to schedule an alternative meeting.

Please note that you have the opportunity to provide me with a written response 3 University working days prior to the scheduled meeting in support of your case. This may include documentation such as statutory declarations, medical certificates and a work plan for improving your academic performance.

I should draw to your attention that it is a mandatory requirement that you attend a scheduled academic progress meeting. Failure to attend or make contact in the stipulated time can have very serious consequences as detailed in University policy and procedures. The Student Assessment and Progress Policy and Procedures is available on the Central Policy Register at: <http://wcf.vu.edu.au/GovernancePolicy/>

If you are an international student you should be aware that unsatisfactory academic progress can lead to a breach of your student visa conditions and that Victoria University is required to advise government agencies if there is an alteration to your enrolment status or if you are ultimately recommended for suspension or exclusion.

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### Academic Standing Level (ASL) 2 and 3

It is important to understand that Victoria University allows for a student support person at all stages of the Student Progress process, such as a support person accessed from Student Life (at no cost to you), or another person you nominate for this role other than a legal practitioner, who may attend progress meetings with you. Information about services for students is available at: <http://www.vu.edu.au/student-life/getting-help/advice-counselling>.

If you would like help you may seek advice from a Student Advisor, representation from a staff member of Student Life and/or counselling support from Counselling Services. Any general enquiries can be made direct to Student Engagement reception on 9919 4418, 9919 2399 or 9919 8801. Contact numbers for campus based Student Services are:

Check the website for further information at: <http://www.vu.edu.au/facilities-and-services/advice-and-counselling/student-advisory-service>.

You are also advised to familiarise yourself with the Student Assessment and Progress Policy and associated Procedures (in particular the section on student appeals). The Student Assessment and Progress Policy and associated Procedures are available on the University's Central Policy Register at: <http://wcf.vu.edu.au/GovernancePolicy/>

Yours sincerely

*[Insert Academic Advisor/Program or Course Coordinator/Education or Program Manager Signature]*

Name: *[Insert Academic Advisor/Program or Course Coordinator/Education or Program Name]*  
Position: *[Insert Academic Advisor/Program or Course Coordinator/Education or Program Position]*  
Phone No.: *[Insert Academic Advisor/Program or Course Coordinator/Education or Program Phone Number]*  
Email: *[Insert Academic Advisor/Program or Course Coordinator/Education or Program Email address]*  
Campus: *[Insert Academic Advisor/Program or Course Coordinator/Education or Program Campus]*  
Building: *[Academic Advisor/Program or Course Coordinator/Education or Program Building]*  
Room No.: *[Academic Advisor/Program or Course Coordinator/Education or Program Room No.]*

## Academic Standing Level (ASL) 4

### Student Progress – Request to Attend a Progress Committee Hearing

It is important to understand that Victoria University allows for a student support person at all stages of the Student Progress process, such as a support person accessed from Student Life (at no cost to you), or another person you nominate for this role other than a legal practitioner, who may attend Progress Committee hearings with you. Information about services for students is available at: <http://www.vu.edu.au/student-life/getting-help/advice-counselling>.

This letter is to be sent by registered or express post to both the semester and home address.

Ref:

Date:

[Insert Name of Student]

[Insert Student's Address]

**SUBJECT: ACADEMIC PROGRESS**

Dear [Insert Name of Student],

I wish to advise that a review of your academic progress by the Assessment and Student Progress Board has shown that you have not met the academic progression rules for the thirdtime for [insert course code and title] for Semester [insert semester and year] for the following reasons:

- [insert reasons]

Please refer to your **Academic Progress Report** which is enclosed.

A meeting of the Progress Committee will be held to consider your continuing enrolment in the course. At this meeting you will be asked to explain why you should be allowed to continue in the course. Details of the meeting are as follows:

**Date:** [insert date of Progress Committee Hearing]  
**Time:** [insert time of Progress Committee Hearing]  
**Venue:** [insert venue of Progress Committee Hearing]  
**Campus:** [insert campus of Progress Committee Hearing]

I should draw to your attention that it is a mandatory requirement that you attend this meeting at the time specified above. Please contact me on [insert phone number] if you will NOT be attending this meeting. You must also return the enclosed **Attendance Response Form** and any supporting documentation by [insert date].

If you are an international student you should be aware that a demonstration of unsatisfactory progress can lead to a breach of student visa conditions and that Victoria University is required to advise government agencies if there is an alteration to your enrolment status or if you are ultimately recommended for suspension or exclusion.

You are entitled to put your case in writing and to be heard in person, with a representative or through a representative. It is important to understand that Victoria University allows for student representation at all stages of the Student Progress process, such as a support person accessed from Student Life (at no cost to you), or another person you nominate for this role other than a legal practitioner, who may attend meetings of the Progress Committee with you. Information about services for students is available at: <http://www.vu.edu.au/student-life/getting-help/advice-counselling>.

The Progress Committee in making its decision will focus on a clear outcome that may include one or more of the following options, whether you are present or not:

- a recommendation for you to reduce your enrolment load, subject to ESOS and other requirements;
- a recommended program of study over a specified period of time to assist you with your academic progress (conditional enrolment);
- permission for you to take leave of absence (Higher Education students only. International students are only able to take leave of absence in exceptional medical and/or family circumstances and generally in this situation they must leave the country);
- continuation in the course without condition;



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- agreement with you that you withdraw from the course;
- identification of support strategies to enhance your progress;
- a recommendation that you seek appropriate personal and/or academic support from within or outside of the College/school/department;
- a recommendation for monitoring your progress over a specified period of time;
- attaching such terms and conditions on your continuing enrolment (as negotiated in consultation with you) and relevant to your circumstances;
- suspension from the course (Note: This is generally not a recommended outcome for international students except with prior agreement of arrangement with Victoria University International);
- exclusion from the course.

The Progress Committee will advise you in writing of the decision it makes. **If you attend the hearing** and you are dissatisfied with the recommendation, then you may appeal to the Dean within 20 University working days of the date of the dispatch of the notification of the decision of the Progress Committee. If you decide to appeal, it is important that you maintain your enrolment in your current course until you are advised of the decision. The University is obliged to maintain your enrolment during an appeal and you should therefore continue to attend all classes normally while the appeal is considered.

If you would like help you may seek advice from a Student Advisor, representation from a staff member of Student Life and/or counselling support from Counselling Services. Any general enquiries can be made direct to Student Engagement reception on **9919 4418, 9919 2399 or 9919 8801**. Contact numbers for campus based Student Services are:

Yours sincerely

*[insert signature]*

encl.            Academic Progress Report  
                  Attendance Response Form (Progress Hearing Committee)

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Academic Standing Level (ASL) 4

## VICTORIA UNIVERSITY

### PROGRESS COMMITTEE HEARING ATTENDANCE RESPONSE FORM

Attendance at a Progress Committee Hearing provides the opportunity for a student to respond to what is considered to be unsatisfactory progress in a particular course for the thirdtime. It involves meeting with a Progress Committee to explain why you should be allowed to continue in your course.

Please complete this form and return it to a Student Service Centre Office:

Student ID: [insert Student ID]

Name: [insert Given Name and Family Name]

Address: [Insert Student's address]

Course: [insert course code and title]

Campus: [insert campus]

I will attend the Progress Committee Hearing on  
[insert date, time and venue of Progress Committee Hearing]

Yes

To confirm your meeting attendance

and I enclose written evidence to support my case

Yes

|

No

This evidence may include a copy of a Special consideration application and any other documents and/or written statement to support your case. Do not delay returning this form if you do not have all the documents. Send them later

Do you plan to send any further evidence before your hearing?

Yes

|

No

These may be documents which you do not have at present and need time to collect.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Forward to: [insert name of College]  
[insert campus]  
PO Box 14428 Melbourne 8001  
Or by fax: [insert fax number]  
Or deliver to: [insert campus]

## Student Progress – Notice of Student Appeal

It is important to understand that Victoria University allows for a student support person at all stages of the Student Progress process, such as a support person accessed from Student Life (at no cost to you), or another person you nominate for this role other than a legal practitioner, who may attend appeal hearings with you. Information about services for students is available at: <http://www.vu.edu.au/student-life/getting-help/advice-counselling>.

Students are advised to familiarize themselves with the Student Assessment and Progress Policy. This is available on the Central Policy Register at: <http://wcf.vu.edu.au/GovernancePolicy/>

If you would like advice about how to complete your 'Notice of Student Appeal' (below) you may seek assistance from a Student Advisor. Any general enquiries about seeking assistance can be made direct to Student Engagement reception on **9919 4418, 9919 2399 or 9919 8801**. Check the website for further information at: <http://www.vu.edu.au/facilities-and-services/advice-and-counselling/student-advisory-service>.

### Notes for Students

The following instructions are provided to assist those students who wish to prepare and submit an appeal on student progress related matters that involve process and/or actions taken by the University following formal notice of unsatisfactory progress. Students are advised to access the Student Assessment and Progress Procedures with particular reference to Section 4.3.7 Appeals. The procedures are located at: <http://wcf.vu.edu.au/GovernancePolicy/>

### Instructions

Students submitting an appeal in relation to their academic progress should use the following format to prepare their case.

Notice of Student Appeal						
Name: _____						
Student		Course			ID: _____	
_____		_____			Code	
and Title: _____						
Academic	Standing	(see	Key:	Academic	Standing	below): _____
_____			College: _____			
_____			Contact			
Address: _____						
Telephone (Home): _____			(Mobile): _____			
Email: _____						
Name of Program or Course Coordinator/Education or Program Manager: _____						

Under Clause 4.3.8 of the Student Assessment and Progress Procedures, appeal is only possible on one or both of the following grounds:

- New information which has not been considered previously, and/or
- There are grounds to reasonably believe that the procedures were not correctly followed.

The following issues should be addressed in preparing your appeal submission:

1. Please summarise the nature of the new information (if any) that was not previously considered (Note: you may expand as desired on this information and include supporting documentation in an attachment).

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2. Please state concisely on what grounds (if any) you believe that the Student Assessment and Progress Procedures have not been correctly followed (Note: you may expand as desired on this information and include supporting

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documentation in an attachment)*

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3. What outcome is being sought from this appeal?

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4. Please provide a list of attachments which you are including with this form:

- i. 

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- ii. 

---
- iii. 

---
- iv. 

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Please ensure that all supporting documentation is securely attached and numbered.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please return Notice of Student Appeal submission to a Student Service Centre, addressed to:

[insert College Name]  
[insert address of College]

Or by fax: [insert fax number]

Or deliver to: [insert campus]

Key: Academic Standing Level

2	<b>Referral One:</b> A student adjudged to have made unsatisfactory progress for the first time in a particular course. This appeal is to the relevant Director and must be submitted within 10 University working days of dispatch of the written notification of the decision.
3	<b>Referral Two:</b> A student adjudged to have made unsatisfactory progress in a teaching period for the second time in the same course. This appeal is to the relevant Director and must be submitted within 10 University working days of dispatch of the written notification of the decision
4	<b>Referral Three:</b> A student adjudged to have made unsatisfactory progress in a teaching period for the third time in the same course. This appeal is to the College Dean and must be submitted within 20 University working days of the date of dispatch of the notification of the decision.

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The letter is to be sent to any student (local or international) to notify him or her of the decision of a Progress Committee Hearing into their academic progress. Please note that there are sections which need to be included / excluded for an international / local student.

This letter is to be sent by registered or express post to both the semester and home address.

Ref No:

Date:

[Insert Name of Student]

[Insert Student's Address]

SUBJECT: NOTIFICATION OF PROGRESS COMMITTEE DECISION

Please read this letter carefully. It is very important

Dear [name]

At a hearing of the College Progress Committee on {date} to review your progress in the {course name}, it was agreed that you be {decision}.

The decision was determined because {include details of the reasons for decision}.

[If the student is an international student and the decision is to exclude or suspend the student the following text must be included: You are hereby notified that the University intends to report you to the relevant Federal Government Department(s) for unsatisfactory progress. A decision to exclude or suspend for more than 28 days will generally lead to your visa being revoked. ]

If you are not satisfied with the decision you have the right to appeal to the College Dean (please see section 4.3.7 of the Student Assessment and Progress Procedures for information on appeals). Your written appeal must be submitted within twenty (20) University working days of the date of this letter. The University is obliged to maintain your enrolment while the appeals process is ongoing. It is important that you maintain your enrolment in your course during this period and continue attending classes normally until any appeal is decided.

If no further appeal is received by the University it will implement the decision stated in this letter. If you are an international student the University will advise government agencies if there is an alteration to your enrolment status or if you are ultimately recommended for suspension or exclusion.

Yours sincerely,

{name}

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The letter is to report the outcome of an appeal to the College Dean against a decision of a Progress Committee. The Dean must constitute an Unsatisfactory Progress Appeal Panel to hear these appeals. **FOR INTERNATIONAL STUDENTS ONLY:** there is a subsequent letter designed for local students.

This letter is to be sent by registered or express post to both the semester and home address.

Ref No:

Date:

[Insert Name of Student]

[Insert Student's Address]

**SUBJECT: NOTIFICATION OF THE UNSATISFACTORY PROGRESS APPEAL PANEL DECISION ON YOUR APPEAL AGAINST A PROGRESS COMMITTEE DECISION**

Please read this letter carefully. It is very important.

Dear {name}

At a hearing of the Unsatisfactory Progress Appeal Panel on {date} to consider your appeal against the Progress Committee decision concerning your enrolment in the {course name}, it was agreed that the appeal be {decision}.

#### Decision

The Unsatisfactory Progress Appeal Panel made this decision because {include details of the reasons for decision}.

[If the decision has the effect of excluding or suspending the student for more than 28 days the following text must be included: You are hereby notified that the University intends to report you to the relevant Federal Government Department(s) for unsatisfactory progress. A decision to exclude or suspend for more than 28 days will generally lead to your visa being revoked.]

#### Options

Under the Student Assessment and Progress Policy and Procedures of Victoria University if you consider that the process was not conducted fairly and in accordance with the prescribed procedures, you may contact the Principal Officer responsible for students outlining your reasons and providing any substantiating evidence to support your claim.

Students may contact the Principal Officer responsible for students via:

student.complaint.system@vu.edu.au

or

Principal Officer responsible for students  
Victoria University  
PO Box 14428  
Melbourne  
Victoria 8001

If you have any questions relating to the decision, or its implications, you may contact a Student Advisor. Information about student support services is available at: <http://www.vu.edu.au/student-life/getting-help/advice-counselling>.

You may also seek information from the Victorian Ombudsman about lodging a complaint. You are advised to notify the University if you do so. The homepage can be found at: <http://www.ombudsman.vic.gov.au>. If you provide evidence of complaint lodgment to the Office of the Victorian Ombudsman within 20 University working days from the date of this letter, the University is obliged to maintain your enrolment during the period of any complaint investigation by the Victorian Ombudsman. It is important that you maintain your enrolment in your course during this period and continue attending classes as usual until the Office of the Victorian Ombudsman notifies you of the outcome of its decision.

If you do not provide evidence to the University of complaint lodgment with the Office of the Victorian Ombudsman within 20 University working days from the date of this letter, the University will implement the above decision. The University will advise government agencies of any alteration to your enrolment status.

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Yours sincerely,

*{name}*



"The current official version of this policy is maintained on the Victoria University Central Policy Register and downloading and printing of this policy will produce an uncontrolled copy which may not be current."

The letter is to report the outcome of an appeal to the Dean of a College against a decision of a Progress Committee. The Dean must constitute an Unsatisfactory Progress Appeal Panel to hear these appeals. FOR LOCAL STUDENTS ONLY. There is a previous letter designed for international students.

This letter is to be sent by registered or express post to both the semester and home address.

Ref No:

Date:

[Insert Name of Student]

[Insert Student's Address]

**SUBJECT: NOTIFICATION OF THE UNSATISFACTORY PROGRESS APPEAL PANEL DECISION ON YOUR APPEAL AGAINST A PROGRESS COMMITTEE DECISION**

Please read this letter carefully. It is very important.

Dear {name}

At a hearing of the Unsatisfactory Progress Appeal Panel on {date} to consider your appeal against the Progress Committee decision concerning your enrolment in the {course name}, it was agreed that the appeal be {decision}.

### Decision

The Unsatisfactory Progress Appeal Panel made this decision because {include details of the reasons for decision}.

[If the decision has the effect of excluding or suspending the student for more than 28 days the following text must be included: You are hereby notified that the University intends to report you to the relevant Federal Government Department(s) for unsatisfactory progress. A decision to exclude or suspend for more than 28 days will generally lead to your visa being revoked.]

### Options

Under the Student Assessment and Progress Policy and Procedures of Victoria University, if you consider that the process was not conducted fairly and in accordance with the prescribed procedures, you may contact the Principal Officer responsible for students outlining your reasons and providing any substantiating evidence to support your claim:

Students may contact the Principal Officer responsible for students via:

student.complaint.system@vu.edu.au

or

Principal Officer responsible for students  
Victoria University  
PO Box 14428  
Melbourne  
Victoria 8001

If you have any questions relating to the decision, or its implications, you may contact a Student Advisor. Information about student support services is available at: <http://www.vu.edu.au/student-life/getting-help/advice-counselling>.

You may also seek information from the Victorian Ombudsman about lodging a complaint. You are advised to notify the University if you do so. The homepage can be found at: <http://www.ombudsman.vic.gov.au>. If you provide evidence of complaint lodgment to the Office of the Victorian Ombudsman within 20 University working days from the date of this letter, the University is obliged to maintain your enrolment during the period of any complaint investigation by the Victorian Ombudsman. It is important that you maintain your enrolment in your course during this period and continue attending classes

Yours sincerely,

{name}

## APPENDIX 2: POLICIES AND ASSOCIATED PROCEDURES

**TITLE:** Student Assessment and Progress Procedures (Vocational and Further Education)

**DATE APPROVED** / / 2013  
(if different to the policy):

**MANAGER(S) RESPONSIBLE FOR IMPLEMENTATION, COMPLIANCE AND REVIEW:** Principal officer responsible for learning and teaching

### 1.1 DEFINITIONS SPECIFIC TO THE PROCEDURES

**At Risk:** A student advised that their academic performance is of concern to their Teacher as a consequence of:

- formative assessment that indicates that a student is having difficulty making satisfactory progress and/or
- a student's semester results displaying a level of achievement that is judged to be less than satisfactory.

The student may be at risk of making unsatisfactory progress. The student may continue in their studies following an informal meeting with their Teacher but may require the provision of explicit learning support and assistance.

**Competency based assessment:** is a purposeful process of systematically gathering, interpreting recording and communicating to stakeholders, information on candidate performance against industry competency standards or learning outcomes of an accredited course.

**DEEWR-DIAC Course Progress Policy and Procedures:** Under Standard 11.2 of the National Code 2007, a provider who implements the DEEWR-DIAC Course Progress Policy and Procedures for its vocational education and training (VET) courses is not required for ESOS purposes to monitor attendance for those courses. These University procedures (VE/FE) are consistent with the DEEWR-DIAC Policy.

**Formative assessment:** It is informal assessment that provides feedback to both teachers and students and supports and encourages learning and is ongoing throughout the unit or program. It can be used to identify students who may be at risk of making unsatisfactory progress.

**Information Guide:** An Information Guide can be any combination of material that details all of the assessment requirements. This may be existing documents including a course or program manual, handbook, student induction manual, unit guide or unit outline.

**Learning and Assessment Plan:** A plan that details the learning content of the units of competency to be taught in a qualification and the modes of delivery and the assessment methods tasks and tools, in accordance with the requirements of the Australian Qualification Training Framework (AQTF).

**Moderation:** A process which involves teachers in discussing and reaching agreement, about assessment outcomes. It enables teachers to develop a shared understanding of the requirements of specific Accredited Course or Training Package, including the relevant standards and assessment guidelines, the nature of evidence, how evidence is collected and the basis on which assessment decisions are made. This term is used exclusively for the Procedures (VE/FE).

**Practice Guide Book:** The Practice Guide Book is not part of the Student Assessment and Progress Procedures for Vocational Education (VE) and Further Education (FE). It is provided as a resource to aid the implementation of the procedures. It also provides forms and letters to assist University staff. The Guide Book can be accessed on the Teaching & Learning Support website: <http://tls.vu.edu.au/portal/site/policies/studentassessment.aspx>

**Principles of assessment:** To ensure quality outcomes assessment practices should be valid, reliable, flexible and fair as required by AQTF.

**Program Team:** Is a group formed by the Program / Education Manager to review student assessment and progress and other related matters, during and at the conclusion of a unit or program.

**Progress Hearing:** A hearing chaired by the Discipline Leader to review progress of students referred because of Unsatisfactory Progress at Level 2.

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**Progress Meeting:** A meeting chaired by the Program / Education Manager to review progress of students referred because of Unsatisfactory Progress at Level 1.

**Reasonable adjustment of assessment:** Is alternatively known as modified assessment and is the practice of adjusting or modifying the assessment to meet the needs and characteristics of the students being assessed. This includes any changes to the assessment that meet the individual needs of the person with a disability. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria or standards for making assessment decisions should not be altered in any way. The determination of 'reasonableness' requires judgement that balances the impact on the organisation with the need to maintain the integrity of the assessment.

**Rules of evidence:** These are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure that it is valid, authentic, current and sufficient. Regardless of the form of evidence, where it was collected, or who collected it, teaching staff must evaluate the quality of the evidence and be confident that assessment judgements are based on the rules of evidence.

**Summative assessment:** Assessment used to determine to what extent a student has achieved the learning outcomes or elements of competency for a unit. Summative assessment contributes to the final result.

**Supplementary assessment:** Second chance assessment which is made available to students who have marginally failed a task or who have not demonstrated competency for a unit or who were successful in a claim for Special Consideration.

**Unsatisfactory Progress:** The Program Team will define the criteria for a student making *unsatisfactory progress* and the *teaching period*, for the programs and units they manage deliver and assess.

The following definition of Unsatisfactory Progress does not apply to English Language Intensive Courses for Overseas Students (ELICOS) students.

For all onshore international students unsatisfactory progress is defined as a student who has not passed or demonstrated competency in at least 50% of the enrolled program within a six month teaching period. If the teaching period is longer than six months then the Program Team will ensure that at the end of six month period onshore international students are in a position to complete the program within the designated timeframe. These students identified by the Program Team as making unsatisfactory progress are Progress Level 1 students.

Student Progress Levels 1-2 are an indication of a student's progress toward the completion of their program. There are two levels of *unsatisfactory progress* for Vocational Education and Further Education students enrolled at the University:

Progress Level	Definition
1	Referral One: A student identified to have made unsatisfactory progress in a teaching period for the first time in the same program, and as established through a review by the Program Team.
2	Referral Two: A student identified to have made unsatisfactory progress in a consecutive teaching period for the second time in the same program, and as established through a review by the Program Team.

Refer to DEEWR – DIAC Course Progress Policy and Procedures accessed on <http://www.aei.gov.au/AEI/ESOS/FAQs/DEEWRDIACProcedures.htm> for further details for onshore international students.

**Validation:** A process for ensuring that the way a unit of competency or group of units is assessed, and the evidence collected through these assessments, is consistent with the requirements of the units and industry. It includes validating the assessment process, the assessment methods, tasks and tools, the evidence collected, and the interpretation of that evidence to make a judgement of competence in relation to the same unit(s). This term is used exclusively for the Procedures (VE/FE).

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## 2.0 REVIEW TIMELINE FOR PROCEDURES

These procedures are subject to ongoing review by the Principal officer responsible for Learning and Teaching and should be reviewed by 31 December 2013 (5 years of operation).

## 3.0 PROCEDURES ADVISOR

The Policy Advisor for this policy and associated procedures will be determined by the Responsible Officer.

## 4.0 THE PROCEDURES

### 4.1 MANAGEMENT STRUCTURES FOR STUDENT ASSESSMENT AND PROGRESS – VOCATIONAL EDUCATION AND FURTHER EDUCATION.

These procedures may be used in respect of vocational education students to replace the coursework student procedures as determined by the College Dean.

The **Practice Guide Book** is not part of the Student Assessment and Progress Procedures for vocational education and further education. It is provided as a resource to aid the implementation of the procedures. The Guide Book can be accessed on the Teaching and Learning Support website: <http://tls.vu.edu.au/portal/site/policies/studentassessment.aspx>

#### 4.1.1 Program information

- (a) The Program Team must ensure that an **Information Guide** (any combination of materials) is developed for each program delivered which includes as a minimum:
  - (i) a clear statement of the intended learning outcomes of the unit or program;
  - (ii) details of assessment tasks to be undertaken;
  - (iii) requirements for satisfactory completion/competency;
  - (iv) the process for application for Special Consideration;
  - (v) the provision of any supplementary assessment offered in a unit or program;
  - (vi) information about Skills Recognition assessment;
  - (vii) learning in the Workplace and Community (LiWC) assessment tasks; and
  - (viii) requirements of the Student Assessment and Progress Procedures (Vocational Education and Further Education).
- (b) The Program Team and the relevant Teacher must ensure that the **Information Guide** is provided to all students at the beginning of a program.

#### 4.1.2 The Program Team

- (a) The Program / Education Manager is responsible for the establishment of the Program Team prior to the commencement of the unit or program and its ongoing administration.
- (b) The **Program Team** is made up of the Program /Education Manager, and other University staff as nominated by the Program /Education Manager, including all relevant Coordinators and Teachers responsible for the management delivery and assessment of specific unit(s) and/or program(s).
- (c) The Program Team replaces the Assessment and Student Progress Board.
- (d) The Program Team is responsible for:

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- (i) reviewing records of students at risk of making unsatisfactory progress generated by the relevant Teachers as they arise, and considering actions taken to date and suggesting any further action if required;
- (ii) defining the criteria for a student *making unsatisfactory* progress and the *teaching period*, for the programs and units they manage deliver and assess;
- (iii) ensuring that for onshore international students *unsatisfactory progress* is defined as a student who has not passed or demonstrated competency in at least 50% of the enrolled program within a six month compulsory teaching period, as required by the relevant sector requirements;
- (iv) reviewing individual student results and identifying students who have made unsatisfactory progress, during and/or at the conclusion of the teaching period;
- (v) identifying students requiring follow-up action, including referral to Progress Meetings and Progress Hearings for unsatisfactory progress;
- (vi) establishing Progress Meetings as required;
- (vii) reviewing reports of Progress Meetings and Progress Hearings;
- (viii) generating reports of unsatisfactory progress for Progress Level 2 students generating reports of unsatisfactory progress for Victoria University International (VUI) for onshore international students;
- (ix) monitoring assessment validation and/or moderation processes and activities; determining appropriate grade set and use of graded and ungraded assessment for particular units and programs; and
- (x) other matters as required by the College Leader .

#### 4.1.3 Assessment practices

- (a) The Program /Education Team, is responsible for ensuring that:
  - (i) teachers have the required qualifications and experience for the units and programs they deliver and/or assess;
  - (ii) appropriate student selection processes are in place to promote successful student assessment and progress outcomes;
  - (iii) assessment methods and tools are documented in Learning and Assessment Plans; and
  - (iv) there is evidence of continuous improvement in assessment including evidence of validation and/or moderation.
- (b) Teachers are responsible for ensuring that:
  - (i) relevant student background information is collected and reviewed to support student learning;
  - (ii) assessment is consistent with the **principles of assessment**, it is valid, reliable, flexible and fair;
  - (iii) students are provided with timely feedback on both **formative** and **summative** assessment;
  - (iv) informal and formal evaluation of assessment practices are undertaken; and
  - (v) student confidentiality is maintained.

#### 4.1.4 Assessment validation and moderation

- (a) The Program Team must ensure that processes are in place to make sure that assessments are validated and/or moderated including Recognition of Prior Learning (RPL) (skills recognition) assessments.
- (b) The Program Team is responsible for monitoring assessment **validation** and/or moderation activities and ensuring they are documented.

#### 4.1.5 Summative assessment

- (a) The Teacher must ensure that:
- (i) assessment decisions are based on the **rules of evidence** to ensure these decisions are valid, authentic, current and sufficient;
  - (ii) students are provided the opportunity to produce more evidence if judged not yet competent;
  - (iii) students are provided with the opportunity to resubmit the assessment task or be reassessed as detailed in the **Information Guide** (any combination of materials). If applicable reassessment may be in the form of a supplementary assessment; and
  - (iv) students are provided with the opportunity to apply for an extension within the specific program's published timelines. An extension may also be granted as a result of submitting a Special Consideration Application.

#### 4.1.6 Reasonable adjustment of assessment

The Teacher, when assessing the competence of students, must provide for reasonable adjustment of assessment (modified assessment).

#### 4.1.7 Special Consideration

The Program / Education Manager, or nominee, with the relevant Teacher, must review applications for special consideration of assessment, if required.

#### 4.1.8 Supplementary Assessment

The Program / Education Manager and the Program Team must ensure supplementary assessment is offered in all units as indicated in the **Information Guide**, if applicable.

#### 4.1.9 Results and grade sets

The Program Team will determine the use of graded or non graded assessment and the appropriate grade set for the unit or program.

Details of currently approved grade sets for vocational education and further education are:

- (i) Grades for units using pass/fail assessment

<b>Notation</b>	<b>Grade definition</b>
-----------------	-------------------------

S	Ungraded pass
---	---------------

U	Ungraded fail
---	---------------

- (ii) Grades for units using competency based assessment

<b>Notation</b>	<b>Grade definition</b>
-----------------	-------------------------

PP	Achieved Competency
----	---------------------

NN	Competency Not Achieved
----	-------------------------

- (iii) Grades for units using graded assessment

<b>Notation</b>	<b>Grade definition</b>
-----------------	-------------------------

HD	High Distinction 80-100%
----	--------------------------

D	Distinction 70-79%
---	--------------------

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C	Credit 60-69%
P	Pass 50-59%
N	Fail 0-49%

(iv) Additional grades

<b>Notation</b>	<b>Grade definition</b>
CE	Joint Course/Complementary Enrolment (result issued by other institution)
L	Not yet assessed – Special Cause (An L grade must be converted to a final result within one semester and prior to the commencement of the following academic year, otherwise the assessment automatically lapses to a fail)
PC	Conceded Pass
RO	Result Outstanding
RC	Recognition of Current Competence (RCC)
SC	Satisfactory Completion of Class Hours
SE	Unit exemption/Credit Transfer
SR	Recognition of Prior Learning (RPL)
TA	TAFE Preparatory Assistance
UC	Unsatisfactory Completion of Class Hours
VC	Victorian Certificate of Education (VCE)
WD	Withdrew – Without Academic Penalty
WDA	Withdrew – Attended
WDN	Withdrew – Not Attended
WN	Withdrew Failed
X	Continuing Unit

#### 4.1.10 Recording results

- (a) The Teacher is responsible for submitting checking and recording results in the units they deliver and assess.
- (b) The Program/Education Manager, or nominee, must ensure that:
  - (i) results are recorded within the University's published timelines; and
  - (ii) after the publication of results any errors are corrected.

#### 4.1.11 Student appeals against results

- (a) The Teacher must consider and record all informal student appeals against results.

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- (b) It is expected that most appeals against results for individual assessment tasks and for the Unit as a whole may be resolved by an informal discussion between the student and the individual staff member (or nominee) who determined the result under appeal.
- (c) A student may seek advice and assistance from a Student Advisor. Additionally, a support person may be sought from Student Life (at no cost to the student) to accompany the student to the meetings to resolve the dispute.

#### 4.1.12 Monitoring student progress

The Teacher, for the unit or program they deliver and/or assess, is responsible for:

- (i) monitoring and recording the progress of each student;
- (ii) monitoring attendance and progress of each student;
- (iii) providing feedback on a formative assessment task as early as possible, usually midway in the teaching period, to identify students at risk of making unsatisfactory progress;
- (iv) meeting informally to advise the student identified that their academic performance is of concern and to activate support strategies; and
- (v) keeping records of informal meetings and support strategies for students identified and reporting these to the Program Team.

A summary flow chart of Student Progress is located at <http://tls.vu.edu.au/portal/site/policies/studentassessment.aspx>

#### 4.1.13 Progress meetings and progress hearings to review unsatisfactory progress

- (a) A **Progress Meeting** is required when a student is identified as having made **unsatisfactory progress** in a teaching period for the first time in the program and as established through a review by the Program Team (**Progress Level 1** student).
- (b) A Progress Meeting is arranged for the purpose of meeting with the Progress Level 1 student, and shall consist of a minimum of two members, the Program/Education Manager, or nominee, and the relevant Teacher who is familiar with the student's progress.
- (c) The Progress Meeting is chaired by the Program/ Education Manager, or nominee and the decision of the meeting is reported to the Program Team and to *VUI* for onshore international students.
- (d) The relevant Teacher must be provided with a copy of the Progress Meeting report, in order to implement any support strategies recommended, within the current teaching period and/or in the next teaching period.
- (e) The Program Team will decide if more than one Progress Meeting is required, for a student who is continuing to make unsatisfactory progress.
- (f) Decisions of the **Progress Meeting** may include:
  - (i) a recommendation for the student to reduce their enrolment load, subject to ESOS and other requirements;
  - (ii) a recommended study program over a specified period of time to assist the student's progress (conditional enrolment);
  - (iii) recommendation that the student enrol in a more suitable program deemed a "better fit";
  - (iv) continuation in the program without condition;
  - (v) agreement with the student that he/she withdraw from the program;
  - (vi) identification of intervention strategies to enhance and support the student's progress;
  - (vii) a recommendation that the student seek appropriate personal and/or educational support from within or outside of the College;



- (viii) a recommendation for monitoring the progress of the student during the next teaching period;
- (ix) attaching such terms and conditions on the student's continuing enrolment, as negotiated with the student and relevant to the student's circumstances;
- (g) A **Progress Hearing** is required when a student has been identified as having made **unsatisfactory progress** in a consecutive teaching period for the second time in the same program and as established through a review by the Program Team (**Progress Level 2** student).
- (h) A Progress Hearing, is arranged for the purpose of meeting with the Progress Level 2 student, and shall consist of a minimum of three members, the Discipline Leader, or nominee, the relevant Teacher and one other person, as nominated by the Discipline Leader.
- (i) The Progress Hearing is chaired by the Discipline Leader, or nominee and the decisions of the hearing are reported to the Program Team, the ASPB and to VUI for onshore international students.
- (j) Decisions of the **Progress Hearing** may include:
  - (i) Progress Meeting decisions as listed in section 4.1.13 (f) (i) to (ix);
  - (ii) *suspension* from the program (Note: This is generally not a recommended outcome for onshore international students as, if they are suspended, for 28 days or more, they must leave the country, consult with VUI if considering this);
  - (iii) *exclusion* from the program (consult with VUI for onshore international students)
- (k) Where the recommended decision of a Progress Meeting or Progress Hearing requires an amendment to enrolment:
  - (i) the Discipline Leader and VUI must authorise the decision to vary the full time study requirements for onshore international students; and
  - (ii) the ASPB must authorise enrolment amendments in the absence of student agreement.
- (l) The principles of procedural fairness will apply to all Progress Meetings and Progress Hearings mandated under this policy including the following:
  - (i) the timing of Progress Meetings and Progress Hearings must be scheduled in a way that observes the University's published timelines for reporting;
  - (ii) the *notification* of Progress Meetings and Progress Hearings to review student progress must be sent to the student in writing, by registered post to the student's semester address and/or home address and/or by email and mobile phone contact may also be made, within three University working days of the relevant Team Meeting;
  - (iii) the *notification* of Progress Meetings and Progress Hearings to review student progress must advise the student of their right to appeal and attend with an advocate, representative, friend or support person who may be a Student Advisor from the Student Advisory Service, and invite the student to respond in writing within five University working days;
  - (iv) the *notification* of Progress Meetings and Progress Hearings must invite the student to submit an outline of their case in writing within five University working days;
  - (v) the *notification* of a Progress Meeting and Progress Hearing must advise all students of the possibility of *suspension or exclusion*;
  - (vi) the *notification* of a Progress Meeting and Progress Hearing must advise onshore international students of the intention to report to Department of Education Employment and Workplace Relations (DEEWR) if they make unsatisfactory progress in a consecutive teaching period for the second time in the same program and that this could lead to a breach of student visa conditions;
  - (vii) the Progress Meetings and Progress Hearings may make *decisions* in the absence of student participation; and

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- (viii) the Progress Meeting and Progress Hearing must *notify the student of the decision* and the appeals process, in writing, by registered post to the student's semester address and/or home address and/or by email and mobile phone contact may also be made, within five University working days.

#### 4.1.14 Student appeals against the decisions of progress meetings and progress hearings

- (a) Students (Progress Level 1) may appeal against the decision of the Progress Meeting to the relevant College Director in writing within ten University working days from the date of dispatch of the notification of the decision.
- (b) Students (Progress Level 2) may appeal against the decision of the Progress Hearing to the relevant College Dean in writing within twenty University working days from the date of dispatch of the notification of the decision.
- (c) Onshore international students (Progress Level 2) may appeal against the decision of the Progress Hearing, and also against the decision to report to the relevant government department, to the College Dean in writing within twenty University working days from the date of dispatch of the notification of the decision.
- (d) The student must be immediately sent confirmation of receipt of an appeal and be advised that they can attend the appeal with an advocate or support person such as a staff member from Student Life. Also students should be advised to maintain their enrolment and continue classes as usual, during all appeal processes.
- (e) The conduct of an appeal review, against the decision of the progress meeting or progress hearing, shall remain impartial and provide the student a fair hearing which is at minimal or no cost to the student.
- (f) Student appeals must be supported by relevant evidence including any action taken by the student in response to any previous progress meeting and progress hearing decisions.
- (g) The appeal decision-maker must produce a written statement of the appeal decision, including the details of the reasons for the decision, which is the responsibility of:

The relevant College Director, for Progress Level 1 appeals; and

the Unsatisfactory Progress Appeal Panel nominated by the Dean, for Level 2 appeals. Students must be notified of the appeal decision, including the details of the reasons for the decision, in writing within five working days.

- (h) A report of the appeal decision must be provided to the relevant Program Team and *VUI* must also be notified for onshore international students.
- (i) External appeals are available to onshore international students as follows:
  - (i) if the onshore international student is not satisfied with the result or conduct of the internal complaint handling and appeals process, they may complain to the Victorian Ombudsman;
  - (ii) *VUI* has responsibility for reporting onshore international students to DEEWR (refer to DEEWR – DIAC Course Progress Policy and Procedures on the GPPS website);
    - i. the student is reported to DEEWR if the student's appeal is unsuccessful, or where the student has chosen not to access the complaints and appeals processes; and
    - ii. the student is not reported to DEEWR if at any stage it was found that there was an error in calculation of results, revealing that the student actually made satisfactory program progress or there are compassionate or compelling reasons for the lack of progress.

#### 4.1.15 Student support

At any time, either during the informal or formal phase, a student may be accompanied by a support person, such as a staff member from Student Life and/or any other person(s) nominated by the student. Information about services for students is available online: <http://www.vu.edu.au/facilities-and-services/advice-and-counselling/student-advisory-service>.

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## **5.1 EXCEPTIONAL CIRCUMSTANCES**

On advice from the relevant College Leader and/or the Chair of the Program Team, the Deputy Vice-Chancellor (Research and Knowledge Exchange) and the Deputy Vice-Chancellor (Academic and Students) may vary any requirement for a particular student enrolled in an award course in that College/School where in the opinion of the DVC, exceptional circumstances exist.

### **ATTACHMENTS (FORMS AND LETTERS) SUPPORTING STUDENT PROGRESS FOR PROCEDURES (VE/FE)**

1. [Supporting Student Progress – Notes to File -- Recommended Intervention Strategies](#)
2. [Monitoring Unsatisfactory Student Progress – Progress Meeting Work Plan](#)
3. [Progress Hearing – Record of Student Progress Hearing](#)
4. [Student Progress – Request for Interview](#)
5. [Student Progress – Request to Attend a Progress Hearing](#)
6. [Progress Hearing – Attendance Response Form](#)
7. [Student Progress – Notice of Student Appeal](#)
8. [Student Progress – Acknowledgement of Student Appeal](#)
9. [Student Progress Notification of Progress Hearing decision](#)
10. [Student Progress – International Student Only – Notification of Outcomes of Appeal.](#)
11. [Student Progress – Local students only – Notification of Outcome of Appeal](#)
12. [Special Consideration Application – A23](#)
13. [Program Team – Student Assessment and Progress](#)

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**SUPPORTING STUDENT PROGRESS — NOTES TO FILE — RECOMMENDED INTERVENTION STRATEGIES**

Teacher to complete this evaluation

This can be the foundation for an immediate intervention strategy implemented by the teacher following the early administration of an appropriate level of formative assessment.

Student name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Unit of study enrolled code: \_\_\_\_\_ Title: \_\_\_\_\_ Semester: \_\_\_\_\_

Course enrolled code: \_\_\_\_\_ Title: \_\_\_\_\_ Course year: \_\_\_\_\_

VE/FE College: \_\_\_\_\_ School/TAFE school: \_\_\_\_\_

Examples of support/advice outcome (s) may be:

- Seek support from learning support (<http://www.vu.edu.au/current-students/learning-support>)
- Submit drafts of assessments
- Meet informally with unit teacher on a regular basis
- Resubmit assessments
- Meetings, feedback and discussion about expected progress
- Opportunities for resubmission or reassessment
- Recommendation to seek learning support
- Recommendation to seek personal support and assistance from Student Counselling Service
- Recommendation to seek other support as deemed appropriate

Date: \_\_\_\_\_ Student academic performance issue(s) \_\_\_\_\_

Action(s) taken to support student success \_\_\_\_\_

Teacher name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Tel: \_\_\_\_\_

Student name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Tel: \_\_\_\_\_

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## MONITORING UNSATISFACTORY STUDENT PROGRESS — PROGRESS MEETING WORK PLAN

Only students who, despite support strategies, have made unsatisfactory progress for the first time in a program will be required to attend a progress meeting with the relevant program Teacher/Coordinator/Program/Education Manager.

**Progress Level 1: Student**

Referral 1: Semester: \_\_\_\_\_ Course year: \_\_\_\_\_

Student name: \_\_\_\_\_ Student ID: \_\_\_\_\_

\_\_\_\_\_ Course enrolled code: \_\_\_\_\_

\_\_\_\_\_ Title: \_\_\_\_\_

VE/FE College: \_\_\_\_\_ VE/FE school: \_\_\_\_\_

Decisions of the progress meeting may include:

- A recommendation for the student to reduce their enrolment load, subject to ESOS and other requirements
- Agreement with the student that the student withdraw from the program
- Identification of support strategies to enhance and support progress
- A recommendation that the student seek appropriate personal and/or academic support from within or outside of the College/school
- Attaching other terms and conditions on continuing enrolment relevant to the student's circumstances
- Conditional enrolment – a recommended program of study over a specified period of time to assist the student's progress
- A recommendation that the student enrol in a more suitable program deemed a 'better fit'
- A recommendation for monitoring the progress of the student during the next teaching period

**Student progress work plan**

*Negotiated activities to be undertaken and directed towards:*

**Was the objective(s) achieved  
(YES/NO)**

**Comment on achievement of objective(s)**

*If not achieved explain why not*

*If achieved, you may wish to indicate any performance in excess of that planned*

**To be completed on/or before end of semester**

*\*To be completed by academic advisor/program or course/education or program manager/teacher at follow-up meeting*

Other

\*Student to schedule follow-up meeting with course coordinator/program/education manager/teacher – student to receive a copy of signed work plan

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Course coordinator/program / education manager/teacher:

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Tel: \_\_\_\_\_



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**PROGRESS HEARING — RECORD OF STUDENT PROGRESS HEARING**

Only students who, despite intervention strategies, continue to make unsatisfactory progress as established through the formal review of progress for the second consecutive time in the same course (Progress Level 2 student) will be required to attend a formal progress hearing.

Progress Level 2: Student

Referral 2: Semester: \_\_\_\_\_ Course year: \_\_\_\_\_

Student name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Course enrolled code: \_\_\_\_\_ Title: \_\_\_\_\_

VE/FE College: \_\_\_\_\_ VE/FE school: \_\_\_\_\_

Student attended progress meeting:  Yes  No

Student advisor in attendance:  Yes  No

name of advisor: \_\_\_\_\_  
Relationship to student: \_\_\_\_\_

If yes,

Progress documents tabled at progress hearing:

- Student academic record:  Yes  No
- Supporting student progress – notes to file:  Yes  No
- Monitoring unsatisfactory student progress – work plan (Referral 1)  Yes  No

Name of other support person in attendance:

Other: \_\_\_\_\_

Student explanation/comment re: unsatisfactory progress:

Progress hearing ruling

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reasons for decision: \_\_\_\_\_

Student signature: \_\_\_\_\_

Student informed of right of appeal:  Yes  No

Name of Chair: progress hearing: (PM / EM, HOS) \_\_\_\_\_ Ext: \_\_\_\_\_

VE/FE College: \_\_\_\_\_ VE/FE school: \_\_\_\_\_

Signature of Chair: progress hearing: (PM / EM, HOS) \_\_\_\_\_ Date: \_ Attending membership of progress hearing:

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

<b>OFFICE USE ONLY</b> <u>PROCESSED BY</u> <b>College/Student Admin:</b> <b>Name:</b> _____ <b>Date:</b> _____
--

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## STUDENT PROGRESS – REQUEST FOR INTERVIEW WITH [COURSE COORDINATOR/ACADEMIC ADVISOR/PROGRAM/EDUCATION MANAGER]

Victoria University allows for student representation at all stages of the Student Progress process, such as a support person accessed from Student Life (at no cost to you), or any person nominated by the student. Students are advised to familiarize themselves with the Student Assessment and Progress Policy. This is available on the Central Policy Register at: <http://wcf.vu.edu.au/GovernancePolicy/>. Information about services for students is available at: <http://www.vu.edu.au/student-life/getting-help/advice-counselling>.

**This letter is to be sent by registered post to both the term and home address and by email, and phone contact is to be made.**

Ref:

Date:

[Insert name of student]  
[Insert student's address]

**SUBJECT: STUDENT PROGRESS**



Dear [insert name of student]

I wish to advise that in accordance with the University's Student Assessment and Progress Policy and its associated Procedures you have been identified for the first time as making unsatisfactory progress for the program [insert course code and title].

The basis for the decision has been determined by the relevant program team and relates specifically to a review of your academic performance for Semester [insert semester and year]. The review of your academic progress shows that you have not met the academic progression rules for the following reasons:

[Insert reasons]

The University, as part of its practice for monitoring and tracking student progress, is committed to assisting you to achieve academic success by facilitating a progress meeting with you [course coordinator/academic advisor/program / education manager] as soon as possible.

This meeting will occur on [insert date] at [insert time] in room [insert room/office number] at the [insert campus]. The meeting will be with [title and insert names of program team members]. If you are unable to attend this meeting you must contact [insert title and name of same person] on [insert telephone number] as soon as possible and in no more than five working days to schedule an alternative meeting.

Please note that you have the opportunity to provide me with a written response three (3) University working days before the scheduled meeting in support of your case. This may include documentation such as statutory declarations, medical certificates and a work plan for improving your academic performance.

I should draw to your attention that it is a mandatory requirement that you attend a scheduled progress meeting. Failure to attend or make contact in the stipulated time can have very serious consequences as detailed in the University Student Assessment and Progress Policy and Procedures. The Student Assessment and Progress Policy and Procedures are available on the Central Policy Register at: <http://wcf.vu.edu.au/GovernancePolicy/>.

Victoria University allows for student representation at all stages of the Student Progress process, such as a support person accessed from Student Life (at no cost to you), or any person nominated by the student. Students are advised to familiarize themselves with the Student Assessment and Progress Policy. This is available on the Central Policy Register at: <http://wcf.vu.edu.au/GovernancePolicy/>. Information about services for students is available at: <http://www.vu.edu.au/student-life/getting-help/advice-counselling>.

There are services provided for students to assist you during the Student Progress process: you may seek advice from a Student Advisor, representation from a staff member in Student Life or counselling support from Counselling Services. Any general enquiries

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can be made direct to Student Engagement reception on **9919 4418, 9919 2399 or 9919 8801**. Check the website for further information at: <http://www.vu.edu.au/facilities-and-services/advice-and-counselling/student-advisory-service>.

If you are an international student, you should be aware that in the event of a demonstration of unsatisfactory progress for the second time in a consecutive teaching period, that Victoria University could be required to advise government agencies and your visa conditions may be affected.

Yours sincerely

[Insert signature]

Name: *[Insert course coordinator/academic advisor /program / education manager name]*  
Position: *[Insert course coordinator/academic advisor /program / education manager position]*  
Phone No: *[Insert course coordinator/academic advisor /program / education manager phone number]*  
Email: *[Insert course coordinator/academic advisor /program / education manager email address]*  
Campus: *[Insert course coordinator/academic advisor /program / education manager campus]*  
Building: *[Insert course coordinator/academic advisor /program / education manager building]*  
Room No: *[Insert course coordinator/academic advisor /program / education manager room no.]*



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## STUDENT PROGRESS – REQUEST TO ATTEND A PROGRESS HEARING

Victoria University allows for student representation at all stages of the Student Progress process, such as a support person accessed from Student Life (at no cost to you), or any person nominated by the student. Students are advised to familiarize themselves with the Student Assessment and Progress Policy. This is available on the Central Policy Register at: <http://wcf.vu.edu.au/GovernancePolicy/>. Information about services for students is available at: <http://www.vu.edu.au/student-life/getting-help/advice-counselling>.

This letter is to be sent by registered post to both the term and home address and by email and contact is to be made by phone.

Ref:

Date:

[Insert name of student]

[Insert student's address]

### SUBJECT: ACADEMIC PROGRESS

Dear [Insert name of student]

I wish to advise that a review of your academic progress by the progress hearing has shown that you have not met the academic progression rules for the second consecutive time in the same program for [insert course code and title] for semester [insert semester and year] for the following reasons:

[Insert reasons]

Please refer to your **Academic Progress Report** and the **Progression Regulations**, which are enclosed.

A progress hearing will be held to consider your continuing enrolment in the program. At this hearing you will be asked to explain why you should be allowed to continue in the program. Details of the hearing are as follows:

Date: [insert date of progress hearing]

Time: [insert time of progress hearing]

Venue: [insert venue of progress hearing]

Campus: [insert campus of progress hearing]

I should draw to your attention that it is a mandatory requirement that you attend this hearing at the time specified above. Please contact me on [insert phone number] if you will NOT be attending this meeting. You must also return the enclosed **Attendance Response Form** and any supporting documentation by [insert date].

If you are an international student, you should be aware that a demonstration of unsatisfactory progress can lead to a breach of student visa conditions and that Victoria University is required to advise government agencies if there is an alteration to your enrolment status, or if you are ultimately recommended for suspension or exclusion.

You are entitled to put your case in writing and to be heard in person, with a representative or through a representative. This may be a staff member who provides advocacy support from Student Life (at no cost to you) and/or any person nominated by you, such as a friend or family member.

In making its decision, the progress hearing will focus on a clear outcome that may include one or more of the following options, whether you are present or not:

- a recommendation for you to reduce your enrolment load, subject to ESOS and other requirements
- a recommended program of study over a specified period of time to assist you with your academic progress (conditional enrolment)
- permission for you to take leave of absence (international students are only able to take leave of absence in exceptional medical and/or family circumstances and generally in this situation they must leave the country)

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- recommendation that the student enrol in a more suitable program deemed a 'better fit'
- continuation in the program without condition
- agreement with you that you withdraw from the program
- a recommendation that you seek appropriate personal and/or academic support from within or outside of the College/school
- identification of support strategies to enhance and support your progress
- a recommendation for monitoring your progress over a specified period of time
- attaching such terms and conditions on your continuing enrolment, as negotiated in consultation with you, and relevant to your circumstances
- suspension from the course (Note: This is generally not a recommended outcome for international students as international students who are suspended for 28 days or more must leave the country)
- exclusion from the course.

The progress hearing will advise you in writing of the decision it makes. **If you attend the hearing** and you are dissatisfied with the recommendation, then you may appeal to the College Dean within 20 University working days of the date of the dispatch of the notification of the decision of the progress hearing. The Dean may appoint an Unsatisfactory Progress Appeal Panel to hear your case. If you decide to appeal, it is important that you maintain your enrolment in your current course until the Unsatisfactory Progress Appeal Panel advises you of the decision. The University is obliged to maintain your enrolment during an appeal and you should therefore continue to attend all classes normally while the appeal is considered.

There are services provided for students to assist you during the Student Progress process: you may seek advice from a Student Advisor, representation from a staff member in Student Life or counselling support from Counselling Services. Any general enquiries can be made direct to Student Engagement reception on **9919 4418, 9919 2399 or 9919 8801**. Check the website for further information at: <http://www.vu.edu.au/facilities-and-services/advice-and-counselling/student-advisory-service>.

Yours sincerely

[Insert signature]

encl. Academic Progress Report

Academic Progress Regulations

Attendance Response Form (Progress Hearing)

VICTORIA UNIVERSITY  
PROGRESS HEARING  
ATTENDANCE RESPONSE FORM



Attendance at a progress hearing provides the opportunity for a student to respond to what is considered to be unsatisfactory progress (Progress Level 2 student) as established through a formal review of the program team. It involves attending a progress hearing to explain why you should be allowed to continue in your program.

Please complete this form and return it to a Service Centre clearly addressed to your College: :

Student ID: [insert student ID]  
Name: [insert given name and family name]  
Address: [Insert student's address]  
Campus: [insert campus]  
Course: [insert course code and title]

I will attend the progress hearing on [insert date, time and venue of progress hearing]

Yes *To confirm your meeting attendance*

and I enclose written evidence to support my case

Yes |  No *This evidence may include a copy of a Special consideration application, documents or any other written statement to support your case. Do not delay returning this form. If you do not have all the documents, send them later*

Do you plan to send any further evidence before your hearing?

Yes |  No *These may be documents which you do not have at present and need time to collect*

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



Forward to: [insert College name]  
[Insert campus]  
PO Box 14428 Melbourne 8001  
Or by fax: [insert fax number]  
Or deliver to: [insert campus]

## STUDENT PROGRESS – NOTICE OF STUDENT APPEAL

Victoria University allows for a student support person to be involved at all stages of the Student Progress process, such as a support person accessed from Student Life (at no cost to you), or any person you nominate other than a legal practitioner. Students are advised to familiarize themselves with the Student Assessment and Progress Policy. This is available on the Central Policy Register at: <http://wcf.vu.edu.au/GovernancePolicy/>. Information about services for students is available at: <http://www.vu.edu.au/student-life/getting-help/advice-counselling>.

If you would like advice about how to complete your 'Notice of Student Appeal' (below) you may seek assistance from a Student Advisor. Any general enquiries about seeking assistance can be made direct to Student Engagement reception on 9919 4418, 9919 2399 or 9919 8801. Check the website for further information at: <http://www.vu.edu.au/facilities-and-services/advice-and-counselling/student-advisory-service>.

### Notes for students

The following instructions are provided to assist those students who wish to prepare and submit an appeal on student progress-related matters that involve process and/or actions taken by the University following formal notice of unsatisfactory progress. Students are advised to access the Student Assessment and Progress Policy and associated Procedures with particular reference to clause 2.1.14 Student Appeals against the Decisions of Meetings and Hearings. The procedures are located at: <http://wcf.vu.edu.au/GovernancePolicy/>.

### Instructions

Students submitting an appeal in relation to their academic progress should use the following format to prepare their case.

#### Notice of Student Appeal

Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Course code and title: \_\_\_\_\_

Progress Level 1 or 2 (see Key: Progress Level 1 or 2 below): \_\_\_\_\_

College/school: \_\_\_\_\_

Contact address: \_\_\_\_\_

Telephone (home): \_\_\_\_\_ (mobile): \_\_\_\_\_

Email: \_\_\_\_\_

Name of program coordinator: \_\_\_\_\_

In the Student Assessment and Progress Policy and Procedures, appeal is only possible on one or both of the following grounds:

New information which has not been considered previously, and/or

There are grounds to reasonably believe that the policy and procedures were not correctly followed

The following questions should be addressed in preparing your appeal submission:

1. Please summarise the nature of the new information (if any) that was not previously considered

(Note: you may expand as desired on this information and include supporting documentation in an attachment)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Please state concisely on what grounds (if any) you believe that the Student Assessment and Progress Policy and Procedures have not been correctly followed (Note: you may expand as desired on this information and include supporting documentation in an attachment)

\_\_\_\_\_

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3. What outcome is being sought from this appeal?

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4. Please provide a list of attachments that you are including with this form:

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

Please ensure that all supporting documentation is securely attached and numbered.

If you do not wish to attend your appeal, please tick this box

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please return Notice of Student Appeal submission to a Student Service Centre clearly addressed to your College:

[Insert VE/FE College name]  
[Insert address of College office]  
Or by fax: [insert fax number]  
Or deliver to: [insert campus]

Key: Progress Level

1	<b>Referral One:</b> A student (Progress Level 1) identified to have made unsatisfactory progress in a teaching period for the first time in the same program, and as established through a formal review by the program team. This appeal is addressed to the relevant Director.
2	<b>Referral Two:</b> A student (Progress Level 2) identified to have made unsatisfactory progress in the second consecutive teaching period for the second time in the same program and as established through a formal review by the program team. This appeal is addressed to the relevant College Dean.

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**SUBJECT: ACKNOWLEDGEMENT OF STUDENT APPEAL**



Dear [insert name of student]

I wish to acknowledge the timely receipt of your Notice of Student Appeal regarding the decision of the progress hearing about your unsatisfactory progress.

You have indicated that you wish to attend your appeal to discuss your written submission and supporting evidence. Your appeal to a panel of the [insert relevant College] has been scheduled for:

**Date:** [insert date]

**Time:** [insert time]

**Campus:** [insert campus]

**Venue:** [insert venue]

Please contact me on [insert phone number] if you will NOT be attending this meeting despite your intention to do so in your Notice of Appeal submission.

Yours sincerely

[Insert signature]

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The letter is to be sent to any student (local or international) to notify him or her of the decision of a progress hearing into their academic progress. Please note that there are sections that need to be included / excluded for an international / local student.

This letter is to be sent by registered post to both the term and home address and by email and contact to be made by phone.

Ref No:

Date:

[Insert name of student]

[Insert student's address]

**SUBJECT: NOTIFICATION OF PROGRESS HEARING DECISION**

Dear [insert name of student]

At a hearing of the College Progress Committee on {date} to review your progress in the {course name}, it was agreed that you be {decision}.

The decision was determined because {include details of the reasons for decision}.

[If the student is an international student and the decision is to exclude or suspend the student the following text must be included: You are hereby notified that the University intends to report you to the relevant Federal Government Department(s) for unsatisfactory progress. A decision to exclude or suspend for more than 28 days will generally lead to your visa being revoked. ]

If you are not satisfied with the decision you have the right to a appeal to the College Dean (please see section 2.1.14 of the VE Student Assessment and Progress Procedures for information on appeals). Your written appeal must be submitted within twenty (20) University working days of the date of this letter. The University is obliged to maintain your enrolment while the appeals process is ongoing. It is important that you maintain your enrolment in your course during this period and continue attending classes normally until any appeal is decided.

If no further appeal is received by the University it will implement the decision stated in this letter. If you are an international student the University will advise government agencies if there is an alteration to your enrolment status or if you are ultimately recommended for suspension or exclusion.

Yours sincerely

[Insert signature]

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The letter is to report the outcome of an appeal from a decision of a progress hearing. FOR INTERNATIONAL STUDENTS ONLY. There is a subsequent letter designed for local students.

This letter is to be sent by registered post to both the term and home address and by email and contact to be made by phone.

Ref No:

Date:

[Insert name of student]

[Insert student's address]

**SUBJECT: NOTIFICATION OF AN UNSATISFACTORY PROGRESS APPEAL DECISION ON YOUR APPEAL AGAINST A PROGRESS HEARING DECISION**

Dear [name]

At a hearing of the Unsatisfactory Progress Appeal Panel on {date} to consider your appeal against the Progress Committee decision concerning your enrolment in the {course name}, it was agreed that the appeal be {decision}.

The Unsatisfactory Progress Appeal Panel made this decision because {include details of the reasons for decision}.

[If the decision has the effect of excluding or suspending the student for more than 28 days the following text must be included: You are hereby notified that the University intends to report you to the relevant government departments it is required to notify if your progress is deemed unsatisfactory. A decision to exclude or suspend for more than 28 days will generally lead to your visa being revoked].

**Decision**

The Unsatisfactory Progress Appeal Panel made this decision because {include details of the reasons for decision}.

[If the decision has the effect of excluding or suspending the student for more than 28 days the following text must be included: You are hereby notified that the University intends to report you to the relevant Federal Government Department(s) for unsatisfactory progress. A decision to exclude or suspend for more than 28 days will generally lead to your visa being revoked.]

**Options**

Under the Student Assessment and Progress Policy and Procedures of Victoria University, if you consider that the process was not conducted fairly and in accordance with the prescribed procedures, you may contact the Principal Officer responsible for student outlining your reasons and providing any substantiating evidence to support your claim.

Students may contact the Principal Officer responsible for students via:

student.complaint.system@vu.edu.au

or

Principal Officer responsible for students  
Victoria University  
PO Box 14428  
Melbourne  
Victoria 8001

If you have any questions relating to the decision, or its implications, you may contact a Student Advisor. Information about student support services is available at: <http://www.vu.edu.au/student-life/getting-help/advice-counselling>.

You may also seek information from the Victorian Ombudsman about lodging a complaint. You are advised to notify the University if you do so. The homepage can be found at: <http://www.ombudsman.vic.gov.au>. If you provide evidence of complaint lodgment to the Office of the Victorian Ombudsman within 20 University working days from the date of this letter, the University is obliged to



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maintain your enrolment during the period of any complaint investigation by the Victorian Ombudsman. It is important that you maintain your enrolment in your course during this period and continue attending classes

Yours sincerely

[Insert signature]

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The letter is to report the outcome of an appeal to the Dean against a decision of a progress hearing. FOR LOCAL STUDENTS ONLY.

This letter is to be sent by registered post to both the term and home address and by email and contact to be made by phone.

Ref No:

Date:

[Insert name of student]

[Insert student's address]

**SUBJECT: NOTIFICATION OF UNSATISFACTORY PROGRESS APPEAL PANEL DECISION ON YOUR APPEAL AGAINST A PROGRESS HEARING DECISION**

Dear [insert name of student]

At a hearing of the Unsatisfactory Progress Appeal Panel on *{date}* to consider your appeal against the Progress Committee decision concerning your enrolment in the *{course name}*, it was agreed that the appeal be *{decision}*.

The Unsatisfactory Progress Appeal Panel made this decision because *{include details of the reasons for decision}*.

**Decision**

The Unsatisfactory Progress Appeal Panel made this decision because *{include details of the reasons for decision}*.

[If the decision has the effect of excluding or suspending the student for more than 28 days the following text must be included: You are hereby notified that the University intends to report you to the relevant Federal Government Department(s) for unsatisfactory progress. A decision to exclude or suspend for more than 28 days will generally lead to your visa being revoked.]

**Options**

Under the Student Assessment and Progress Policy and Procedures of Victoria University, if you consider that the process was not conducted fairly and in accordance with the prescribed procedures, you may contact the Principal Officer responsible for student outlining your reasons and providing any substantiating evidence to support your claim.

Students may contact the Principal Officer responsible for students via:

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If you have any questions relating to the decision, or its implications, you may contact a Student Advisor. Information about student support services is available at: <http://www.vu.edu.au/student-life/getting-help/advice-counselling>.

You may also seek information from the Victorian Ombudsman about lodging a complaint. You are advised to notify the University if you do so. The homepage can be found at: <http://www.ombudsman.vic.gov.au>. If you provide evidence of complaint lodgment to the Office of the Victorian Ombudsman within 20 University working days from the date of this letter, the University is obliged to maintain your enrolment during the period of any complaint investigation by the Victorian Ombudsman. It is important that you maintain your enrolment in your course during this period and continue attending classes

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Yours sincerely

[Insert signature]

## PROGRAM TEAM – STUDENT ASSESSMENT AND PROGRESS

College of:

Date of meeting:

**Membership:** (INSERT full membership list in line with Student Assessment and Progress Policy and Procedures VE/FE); identify executive role/s and minute taker.

**Present:** (Identify those members in attendance at the meeting).

Agenda item	Discussion	Outcome/action	Responsibility/timeframe
Review of action from previous meeting	<i>Suggested approach: Action items from previous ASPB meeting to be reviewed and outcomes confirmed as complete or ongoing</i>	<i>Suggested approach: Ongoing action items to be noted for subsequent follow-up</i>	<i>Suggested approach: Staff member/s identified and date for completion.</i>
Student Progress Report	<i>Suggested approach: A systematic review and discussion on each student's assessment/progress issue to be recorded. Student enrolment numbers only recorded in minutes, not student names</i>	<i>Suggested approach: Specific action identified relevant to each student's situation/circumstance in line with Student Assessment and Progress Policy</i>	<i>Suggested approach: Staff member/s identified and date for completion.</i>
Other business			
Next meeting	<i>Date, time and venue identified</i>		

## "THIS APPENDIX IS IN THE PROCESS OF BEING REVIEWED."

### APPENDIX 3: HIGHER EDUCATION STUDENT RECOGNITION PROCEDURES

#### 1. DEFINITIONS SPECIFIC TO THIS PROCEDURE

**Advanced standing:** students that are awarded credit or recognition of prior learning are said to have *Advanced Standing* in the relevant course.

**Credit:** exemption for a unit(s) of study or a particular course requirement on the basis of relevant previous formal learning and have been awarded the unit/course qualification.

**Credit transfer:** is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications.

**Recognition of prior learning (RPL):** RPL is a formal assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine credit outcomes following an individual application for RPL.

RPL and credit transfer are related in HE as most HE RPL assessments involve formal learning. When this is the case, RPL credit may be applied for and granted on the basis of an approved credit transfer arrangement registered prior to credit being granted.

**There are two distinct processes which result in the granting of credit**

1. **Explicit mapping of equivalence** between two, or more, courses resulting in a formal pathway agreement where in addition to credit levels, admission requirements and maximum numbers are guaranteed. These processes are underpinned by the *Courses and Pathways Policy* and Procedure D: Pathways. It is noted that this procedure recognises levels of risk as associated with categories of providers and non AQF qualifications which will impact particularly on the pathways development process and determining equivalence.

2. **Advanced standing** via RPL and credit transfer assessment is applicable to individual students, or groups of students, who are to be individually assessed via application. This is most usually applied where there is no pathway agreement in place, however may extend the levels of credit available to a student who is also accessing a pathway. Recognition of prior learning (RPL) is the umbrella term that accommodates both formal (credit transfer may apply) and informal learning including work/life experience. Credit transfer is a component of RPL and its underlying principle is the assessment of equivalence of educational components of a qualification to another. RPL and Credit Transfer are underpinned by the *Student Assessment and Progress Policy, Appendices 3 and 4*.

**Equivalence of learning:** Equivalence shall be assessed in terms of level, student load and the function of the unit. Functions include achieving particular learning outcomes, provision of skills and knowledge that are pre-requisites for later units, contributions to Graduate Capabilities (CG) or the requirements of a professional body. For example, if one of a unit's functions is as a prerequisite for subsequent units, a test for functional equivalence may be:

If credit is awarded does the student have a reasonable chance of satisfactory performance in the subsequent units of study?

- Similarly, experiential or similar learning that is outside of the AQF framework may be equivalent to course work if it serves the same function as the course work.
- Groups of units may be assessed *in toto* where equivalence for a discrete block of the course is sought.

#### 2. RECOGNITION OF PRIOR LEARNING (CREDIT)

##### GENERAL

RPL and credit transfer are related in HE as most HE RPL assessments involve formal learning. When this is the case, RPL credit may be applied for and granted on the basis of an approved credit transfer arrangement registered prior to credit being granted.

Whenever possible, credit should result in a shortening of the course's overall duration for the student and a clear statement of the resulting duration must be provided to the student.

Eligibility for credit does not guarantee an applicant admission to a course of study at VU.

Credit will not normally be granted for courses completed more than ten years prior to application.

Credit can only be awarded for entire VU units.

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Recommendations regarding the equivalence and consequent granting of credit must be made by a person recognized as a relevant discipline expert. In most cases this will be the Program Coordinator. These recommendations must be formally documented.

## GRANTING OF CREDIT

The following limits as per university Statute 6.2.1: section 8 *Granting of standing or credits*; Section 9 *Limitations on Granting Credits* apply for the use of credit transfer towards HE qualifications at VU:

- for a Bachelor's degree a student must complete at least 96 credit points of the course at VU;
- for postgraduate coursework awards a student must complete at least 50% of the course at VU.

The following limits are recommended. Depending on the particular nature of the qualifications being linked actual credit levels may be greater or less than the recommended level. These limits apply irrespective of the cumulative amount of prior studies undertaken or equivalent experience gained.

- 144 credit points credit for a VE Advanced Diploma or equivalent when linked to a Bachelor degree, or
- 96 credit points credit for a VE Diploma or equivalent when linked to a Bachelor degree.

## DOCUMENTATION

The individual student is responsible for instigating an application on the Recognition of Prior Learning (Credit) Application – A04 Higher Education form accessed on: <http://www.vu.edu.au/current-students/student-essentials/commonly-used-forms> and provide the required documentary evidence. VU is responsible for providing up-to-date information and assistance to enable students to complete the relevant forms.

## ELIGIBILITY

All students and prospective students are eligible to *apply* for access to a RPL and/or Credit Transfer or an Approved Pathway (refer to Courses and Pathways Policy).

## APPEALS

Students should be advised that if they have any concerns about the RPL assessment they should contact the relevant Program Coordinator in the first instance. If a suitable resolution is not achieved they may seek advice about appeal lodgement via a written Stage 2 student complaint that outlines the reasons an appeal is sought and any evidence substantiating the claims.

Students exhausting the stages in this procedure who wish to appeal the decision may seek advice from a Student Advisor. Information about student complaint lodgement is available at <http://www.vu.edu.au/student-life/getting-help/student-complaints-resolution>.

## AUDIT AND REVIEW

At a minimum this audit will take the form of a report to the ASPB; additionally a report should be submitted to the Responsible Officer on the number of RPL/Credit applications received the outcomes of those applications.

## RECOGNITION OF PRIOR LEARNING (CREDIT) PROCEDURES

1. RPL and credit transfer are related in HE as most HE RPL assessments involve formal learning.
2. Students who have successfully completed a course in Vocational Education (through VU, a private training organisation, overseas vocational training) or Higher Education, either in Australia or overseas, should check the University's Pathways Database accessed on <http://intranet.vu.edu.au/caps/Pathways.asp> to see if there is an existing credit transfer arrangement from the course that they have completed to the VU Higher Education course that they are interested in. Pathways that are on the database have a pathway code that can be cited to simplify the RPL process. If a pathway is not on the database, they should contact the relevant College or School Office.
3. Advanced standing via RPL/Credit is applicable to individual students or groups of students who are to be individually assessed via application.
4. Individual students who wish to have prior formal learning recognised, either when applying for entry to a course at VU or during their studies at VU will need to lodge a Recognition of Prior Learning (Credit) Application – A04 Higher Education form accessed on: <http://www.vu.edu.au/current-students/student-essentials/commonly-used-forms> ,

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together with full academic transcripts and a detailed course curriculum, including handbook entries, subject/unit descriptions, details of assessment and the duration of each subject/unit.

5. Advanced standing via RPL/Credit application will be granted to individual students, for units recently completed at VU that have the same unit code and title, on application.
6. An RPL/Credit assessment of an individual's formal learning may not be used as a precedent for subsequent assessments; however, authenticated information on external courses submitted by RPL/Credit applicants and the equivalence identified may be used to assist in the creation of credit transfer arrangements.
7. Individual students who apply to have informal learning/work experience recognised will need to lodge a RPL/Credit application form together with supporting documentary evidence including mapping of informal learning/work experience against the relevant unit's learning outcomes and assessments.
8. Students will be advised by the relevant Program Coordinator to attend an RPL interview. Attendance may be required at a RPL Advice Day or individual interview with Program Coordinator by appointment. The student will be provided with advice and recommendations on the amount of credit on the basis of assessment of equivalence of outcomes.
9. The individual student is responsible for submitting the completed RPL/Credit application form in person or by email to a Student Service Centre clearly addressed to the relevant Program Coordinator. It is the responsibility of students to retain a copy for their records.
10. The applicable Program Coordinator will make a decision on whether to approve the claim for credit. In the case of an RPL/Credit application which involves a number of Schools the Director of Teaching and Learning, relevant Director or nominee will facilitate the review of the application in consultation with relevant parties and recommend on the amount of credit on the basis of assessment of equivalence of outcomes.
11. Assessing the RPL/Credit application should be completed within a reasonable period of time, usually within 20 University working days after the student submits their application and evidence to the Program Coordinator.
12. Should a period longer than 20 days be required, due to the complexity and/or number of applications, the applicant must be notified and a longer timeframe agreed.
13. The student must be notified in writing or electronically of the outcome of the assessment. Where the application is unsuccessful the notification will provide reasons and training options available to the student. If the application is not successful, advise the student of the right to appeal as described above.
14. Where the application is successful, the Program Coordinator must request that the Student Service Centre apply the following administrative processes:
  - All RPL documentation must be placed on the student's file.
  - When RPL is granted record the result using the SR code.
  - Confirm to the student that the RPL has been applied via the provision of an amended academic transcript.
  - All documentation must be placed on the student's file.
  - Notify the student that where an application for RPL/Credit is successful, then the student needs to withdraw from the unit(s) and VU must refund the student for the amount paid for the unit(s).
  - The Service Centre must notify the Finance Department of any refunds and/or RPL related charges and record all actions taken.

A summary flow chart of Recognition of Prior Learning (Credit) is located at <http://tls.vu.edu.au/portal/site/policies/studentassessment.aspx>

## APPENDIX 4: VOCATIONAL AND FURTHER EDUCATION (VE/FE) RECOGNITION PROCEDURES

These procedures may be used in respect of vocational and further education students to replace the coursework student recognition procedures as determined by the College Dean.

### 1. DEFINITIONS SPECIFIC TO THE PROCEDURE – VE/FE

**Advanced standing:** students that are awarded credit or recognition of prior learning (RPL) are said to have *Advanced Standing* in the relevant course.

**Skills recognition:** The umbrella term skills recognition is used at Victoria University (VU) to include both recognition of prior learning (RPL) and credit transfer.

**Recognition of prior learning (RPL):** is a formal assessment process that assesses an individual student's *non formal, informal* and may include components of *formal* learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification. This requires a formal assessment of the applicant's submitted documentation and portfolio of evidence.

For Training Package qualifications RPL is defined as the process of identifying whether someone has the skills and knowledge to be considered competent against each learning outcome for a unit of competency.

**Non formal learning:** refers to learning that has been acquired through non-accredited study with a provider other than a University or accredited education provider. It includes education and training through employer-based programs and professional bodies.

**Informal learning:** refers to learning that results through experience of work-related, social, family, hobby or leisure activities.

**Formal learning:** refers to learning that takes place through a structured program of instruction and is linked to the attainment of a formal qualification.

**Credit:** exemption for a unit(s) of study or a particular course requirement on the basis of relevant previous *formal* learning and have been awarded the unit/course qualification.

**Credit transfer:** also known as mutual recognition at VU and is an assessment process that assesses an individual student's *formal* learning. The *formal* learning is the initial course or unit in a qualification that an individual is using to claim access to, or the award of credit in, a destination course. The assessment determines the extent to which the student's initial course or unit has been determined to be equivalent to the required learning outcomes, competency outcomes, or standards in another course. This can either be in the case of the unit code being exactly the same, or if the training package purchasing guide has mapped it to be equivalent. This may also include credit transfer based on formal learning that is outside the AQF.

There are two distinct university processes which result in the granting of credit

1. **Explicit mapping of equivalence** between two, or more, courses resulting in a formal pathway agreement where in addition to credit levels, admission requirements and maximum numbers are guaranteed. These processes are underpinned by the *Courses and Pathways Policy* and Procedure D: Pathways. It is noted that this procedure recognises levels of risk associated with categories of providers and non AQF qualifications which will impact particularly on the pathways development process and determining equivalence.
2. **Advanced standing** via RPL and credit transfer assessment which is applicable to individual students or groups of students, who are to be individually assessed via application. This is most usually applied where there is no pathway agreement in place, however may extend the levels of credit available to a student who is also accessing a pathway. Skills Recognition is the umbrella term that accommodates both formal (credit transfer) and informal learning (RPL) including work/life experience. Credit transfer is the assessment of equivalence of educational components of a qualification to another. RPL and Credit Transfer are underpinned by the *Student Assessment and Progress Policy*.

#### Equivalence of learning

Equivalence is assessed in terms of level and the function of the unit. Functions include achieving particular competencies/learning outcomes, provision of skills and knowledge that are pre-requisites for later units, contributions to Graduate Capabilities (GC) or the requirements of a professional body. For example, if one of a unit's functions is as a prerequisite for subsequent units, a test for functional equivalence may be:

- If credit is awarded does the student have a reasonable chance of satisfactory performance in the subsequent units of study?
- Similarly, experiential or similar learning that is outside of the AQF framework may be equivalent to course work if it serves the same function as the course work.
- Groups of units may be assessed in toto where equivalence for a discrete block of the course is sought.



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## APPEALS

Students should be advised that if they have any concerns about the RPL assessment they should contact the relevant Program Coordinator in the first instance. If a suitable resolution is not achieved they may seek advice about appeal lodgement via a written Stage 2 student complaint that outlines the reasons an appeal is sought and any evidence substantiating the claims.

Students exhausting the stages in this procedure who wish to appeal the decision may seek advice from a Student Advisor. Information about student complaint lodgement is available at <http://www.vu.edu.au/student-life/getting-help/student-complaints-resolution>.

## DOCUMENTATION

The individual student is responsible for instigating an application for RPL, Credit Transfer or an Approved Pathway (refer to Courses and Pathways Policy) and for RPL, Credit Transfer they need to complete the form: VE/FE Application for Recognition of Prior Learning, Current Competency or Credit Transfer A80 accessed on: <http://www.vu.edu.au/current-students/student-essentials/commonly-used-forms>, and provide the required documentary evidence. VU is responsible for providing up-to-date information and assistance to enable students to complete the relevant forms and documentation.

Recommendations regarding RPL and the equivalence and consequent granting of credit, must be made by a person who has the necessary training and assessment competencies outlined in the National Quality Council determination 17 June 2010, in the AQTF Users' Guide to the Essential Conditions and Standards for Continuing Registration accessed on <http://www.training.com.au>. These recommendations for RPL or credit must be formally documented by them.

## ELIGIBILITY

All students and prospective students are eligible to apply for access to a RPL, Credit Transfer or an Approved Pathway (refer to Courses and Pathways Policy).

## AUDIT AND REVIEW

At a minimum this audit will take the form of a report to the relevant College Committee responsible for overseeing Teaching and Learning and/or the Director of Teaching and Learning, or relevant Director, to be advised by the Dean of the College; additionally a report should be submitted to the Responsible Officer on the number of RPL/Credit applications received the outcomes of those applications.

## FLOW CHART

A summary flow chart of VE/FE Recognition of Prior Learning (Credit) is located at <http://its.vu.edu.au/portal/site/policies/studentassessment.aspx>

### 1. RECOGNITION OF PRIOR LEARNING PROCEDURES - VE/FE

General Information for Teachers	<p>RPL for relevant and current <i>formal, informal</i> or <i>non-formal learning</i> will be available for students and may be used as credit towards an AQF qualification.</p> <p>The Higher Education and Skills Group (HESG) may provide VU with funding associated with the unit when RPL is undertaken based on the RPL adjustment provided in the funded courses report (<a href="http://intranet.vu.edu.au/PVCVE/Enrolments%202013.asp">http://intranet.vu.edu.au/PVCVE/Enrolments%202013.asp</a>) and there should always be a file of documentation associated with the RPL process for the students.</p>
VET FEE-HELP	<p>VET FEE-HELP is a loan scheme for the Vocational Education and Training Sector. It allows eligible students to study now and pay later.</p> <p>Schools should provide information and advice to students about VET-FEE HELP. For general information on VET FEE-HELP, including how to apply go to <a href="http://www.deewr.gov.au/vetfeehelp">www.deewr.gov.au/vetfeehelp</a> and download the VET FEE-HELP Information booklet.</p>
General Information for Students	<p>General information about RPL is to be made available to students prior to enrolment through:</p> <ul style="list-style-type: none"><li>• The University Handbook</li><li>• University course brochures</li></ul>

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- The University website.

Schools should provide general information to students about the evidence that is required for assessing RPL in each unit.

To apply for RPL for a VE / FE course or units, students are advised to discuss their application with the relevant Teacher or Program Coordinator or (or nominee) and submit an Application for Recognition of Prior Learning, Current Competency or Credit Transfer – A80 form accessed on: <http://www.vu.edu.au/current-students/student-essentials/commonly-used-forms>. This form must be submitted to a Student Service Centre clearly addressed to the Program Coordinator. It is the responsibility of students to retain a copy for their records and reference.

RPL assessment is a formal assessment process which requires the assessment of an applicant's submitted documentation and portfolio of evidence. Students need to submit details of prior formal learning including original or certified academic transcripts, detailed course curriculum, content, unit description and duration, assessments completed and mapping of evidence against the relevant units. Other evidence included in the portfolio could include a resume, Position Description, details of current and prior positions held and references and statements from supervisors identifying the applicant's skills, knowledge, attributes and capabilities. An interview where the applicant explains their evidence may also be required. Further RPL information can be accessed on: <http://www.deewr.gov.au/Employment/programs/ExpPlus/Employers/Documents/RecogOfPrrLearn.pdf>

Information Provided by Teaching Schools

In addition to the general information provided to students, Colleges are encouraged to develop guidelines to support the RPL process.

Colleges should prepare AQTF compliant information for students to minimise the time and cost and guide them in collecting evidence. This should include evidence guides detailing the types of evidence required, information sessions or individual counselling to inform and guide students about the content of the units, the RPL process, and details of training and assessment options available to students.

Profile funding is in part dependant on valid enrolments. Colleges should be aware that the student must be correctly enrolled in the unit for which RPL is being claimed and that the College needs to have evidence of participation for that student to be eligible for profile funding. A record of the RPL assessment could be used as evidence of participation.

There are no restrictions regarding the number of units a student can apply for RPL. Therefore a student may apply for RPL for individual units or an entire course / qualification.

Student Enrolment

Applications for RPL should be made as early as possible in the unit / course. RPL cannot be processed post census date for students enrolled in Diploma, Advanced Diploma, Graduate Certificate and Graduate Diploma level courses. Students must be advised prior to RPL assessment about their training options if their application for RPL is unsuccessful. It may be necessary to advise the student to commence the unit while the RPL assessment is being processed.

Student RPL Application

RPL is commenced at the request of the student. The student must make application for RPL before the RPL assessment can commence.

Completed Application form with evidence attached must be lodged with a Student Service Centre clearly addressed to the relevant Program Coordinator. The acknowledgement at the bottom of the Application Form is to be signed, dated and given to the student.

Payment of fees where the RPL is assessed and processed within Victoria University only

RPL for government subsidized enrolments is charged at the same tuition rate as a standard enrolment.

Where payment of the tuition fee causes financial difficulties for the student they may apply for an extension of time as outlined in the Tuition and General Service Fee Administration Policy. Students may defer tuition fees associated with RPL to VET FEE-HELP if they meet the VET FEE-HELP eligibility requirements.

Processing the RPL Assessment

The relevant Program Coordinator will:

- When student submits the Application form, complete and return the

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acknowledgement at the bottom, as previously outlined.

- Where an extension of time has been granted for payment of fees the student should produce a copy of their approved and signed Application for Fee Extension form.
- Advise the student of the date, time and venue of the assessment and RPL interview if required.
- Advise the student of charges where applicable.
- Conduct the RPL interview / assessment.
- The evidence submitted by the student must be recorded and mapped against the units.
- Where the assessor considers that insufficient evidence has been provided they will request that further evidence be provided.
- Notify the student in writing or electronically of the outcome of the assessment. Where the application is unsuccessful the notification will provide reasons and training options available to the student.
- All RPL documentation must be placed on the student's file.

Where the application is successful, the following administrative processes will apply:

- If the RPL is successful, Enrolments will record the Advanced Standing arrangements.
- The College will inform the student of the result in writing or electronically via an amended academic transcript.
- All documentation must be placed on the student's file.

Time taken for RPL Process

The RPL process should be completed within a reasonable period of time, usually within 20 University working days, after the student submits the Application and evidence to the relevant Program Coordinator or

Should a period longer than 20 University working days be required due to the number and/or complexity of RPL applications, the applicants must be notified and a longer timeframe agreed, however census date requirements must be met for students studying courses at Diploma and above.

Where a student has applied for an extension of time to pay fees while the RPL assessment is being conducted, every effort should be made to complete the RPL assessment within the period granted for the fee extension.

## 2. RECOGNITION OR PRIOR LEARNING PROCEDURE – VE/FE Fee Paying Students Only

VE Full Fee Paying Award (TFFA) Courses

Full-fee paying students are charged 50% of the standard student tuition fee for the unit attached to the course in which they are enrolled and applying for RPL.

## 3. VE CREDIT TRANSFER PROCEDURE

General Information for Teachers

Victoria University is not funded for credit transfer.

Recognition of prior *formal* learning is a credit transfer process in vocational education and training (VET).

Recognition of prior *formal* learning is therefore *not* applicable in VET as this does not constitute RPL under the VET Fee-Help Scheme.

Whenever possible, credit should result in a shortening of the course's overall duration for the student and a clear statement of the resulting duration must be provided to the student.

Eligibility for credit does not guarantee an applicant admission to a course of study at VU.

Credit will not normally be granted for courses completed more than ten years prior to application.

Credit can only be awarded for entire VU units.

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Information for Students	<p>General information about Credit Transfer is to be made available to prospective and enrolling students through:</p> <ul style="list-style-type: none"><li>• The TAFE Handbook</li><li>• University course brochures</li><li>• The University website.</li></ul>
Credit Transfer Availability	<p>To obtain credit transfer the unit that has previously been successfully completed must be identical, or have been deemed equivalent, to the one for which credit transfer is claimed.</p> <p>Information on units that have been deemed equivalent is in the Purchasing Guides for Training Packages and the Transition Table for accredited courses.</p> <p>A Statement of Attainment or Qualification issued by a Registered Training Organisation (RTO) stating that competency has been demonstrated in the unit claimed is required.</p> <p>There are two distinct University processes which result in the granting of credit. Refer to: 'There are two distinct University processes which result in the granting of credit', section of this policy in Appendix 4.</p> <p>Where a student requests recognition for study previously undertaken and credit transfer is not available under the University's distinct processes, recognition will only be possible as part of the RPL process.</p>
Enrolment / Application	<p>Credit transfer will only be available to students who are enrolling in at least one unit in the course in addition to any units for which Credit Transfer is sought.</p> <p>A VE Application for Credit Transfer is made on the VE/FE Application for Recognition of Prior Learning, Current Competency or Credit Transfer - A80 form accessed on: <a href="http://www.vu.edu.au/current-students/student-essentials/commonly-used-forms">http://www.vu.edu.au/current-students/student-essentials/commonly-used-forms</a> together with a certified copy of the original Statement of Attainment or Qualification attached to it. The individual modules/units successfully completed must be identified in the documentation provided.</p> <p>Where a qualification is provided, an official statement of results or Statement of Attainment listing all of the modules/units that the student has successfully completed is also required.</p> <p>The Student Service Centre must photocopy the original document/s and mark on the photocopy that the original has been sighted, and sign and date the copies. The original is to be returned immediately to the student.</p> <p>Where the application for credit transfer is successful, the Program Coordinator will inform the student in writing or electronically via an amended academic transcript. The results must be entered based on the credit transfer form. The result code for credit transfer is SE. The Program Coordinator must request that the Student Service Centre process the results and provide the academic transcript to the staff member in order that they may then notify the student.</p> <p>Where the application for credit transfer is unsuccessful the Program Coordinator will inform the student in writing or electronically and advise the student of the right to appeal as described above.</p> <p>All student credit transfer documentation must be placed on the student's file.</p>

## FLOW CHART

A summary flow chart of VE/FE Recognition of Prior Learning (Credit) is located at <http://tls.vu.edu.au/portal/site/policies/studentassessment.aspx>

## REFERENCES

Previous Learning Pathways and Qualification Linkages policy now replaced by the Courses and Pathways policy

AQTF, Building Training Excellence, Users' Guide to the Essential Conditions and Standards for Continuing Registration, Section 7 terminology AQTF website <http://training.com.au/pages/menuitem5cbe14d51b49dd34b225261017a62dbc.aspx>

Australian Qualifications Framework 2011, AQF Glossary of Terminology accessed on <http://www.aqf.edu.au/>

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VET FEE-HELP, Information for Students, Australian Government, website [www.deewr.gov.au/vetfeehelp](http://www.deewr.gov.au/vetfeehelp)