

Progress and Intervention Policy Version 2.0

1. Purpose

This policy explains how Nexus Institute of Higher Education will identify students who are not making satisfactory academic progress and provide timely support to assist them in their studies.

The policy complies with the requirements of the Higher Education Standards Framework 2021, ESOS Act 2009 and the National Code of Practice for Providers of Education and Training for Overseas Students, Standards 8 and 9.

The policy should be read in conjunction with

- Admission Policy
- Complaints and Appeals Policy
- Enrolment Policy
- Student Support Policy

2. Scope

The policy applies to all students and all programs delivered by Nexus Institute.

3. Definitions

Compassionate or compelling circumstances. Compassionate or compelling circumstances are generally those beyond your control and which have an impact upon your course progress or wellbeing. These could include serious illness or injury, bereavement of close family members major political upheaval or natural disaster in your home country, a traumatic experience, or unavailability of relevant subjects.

Exclusion. Exclusion means the student's enrolment is cancelled and they are excluded from any re-enrolment at Nexus Institute during the period of exclusion.

GPA. Grade Point Average (GPA) is the measure used to summarise a student's academic achievement. The GPA is used to inform decisions about enrolment and course progress. The GPA is the weighted average for all subject grades and is calculated across a student's program. Grades are assigned weights: HD=7, D=6, Cr=5, P=4, F=0, FA=0. To calculate the GPA, multiply the grade for each subject by the number of credit points for that subject, add these scores for all subjects and divide by the total number of credit points which attempted.

Learning Management System (LMS). A learning management system is software that helps to create, manage, organise and deliver online learning resources to students. The LMS is accessible to all students enrolled at Nexus Institute. Each student is strongly advised to consistently and regularly access and monitor the LMS for any updates, changes, variations, developments and amendments regarding their subjects.

Satisfactory academic progress. Satisfactory academic progress means that a student engages actively in their subjects by attending classes, using learning resources, completing assessment tasks satisfactorily and on time, passing 50% or more of the subjects attempted in each trimester and not failing any core subject for a second time. This includes full

participation in assessment tasks, group work, presentations, simulations and all other tasks set by the lecturer. Failure to fully engage with and participate in these tasks, could result in lower marks and unsatisfactory academic progress.

Show cause. A show cause notice is a request to give reasons why a student should be allowed to continue in their degree. It is an opportunity for the student to explain in writing why they have not met the required milestones and to defend their ability to successfully complete their degree. It is the responsibility of the student to show why they should be allowed to continue with their studies and demonstrate how they will progress satisfactorily toward completing their degree. The show cause notice may specify additional work towards completion of a subject and your degree. If so, the student must comply with these requirements as set out by Nexus Institute.

Student at academic risk. A student at academic risk is a student who fails to demonstrate satisfactory academic progress during or at the end of a trimester, or a student whose application for admission shows that they are likely to benefit from additional learning support. This may be because of results in previous studies or factors identified by the student or granting of credit for prior learning.

Unsatisfactory academic progress. Unsatisfactory academic progress arises when a student does not follow the terms of their learning contract, or does not complete assessment tasks satisfactorily, or does not pass 50% or more of the subjects attempted at the end of a study period after being identified as at academic risk, or fails a core subject three times, or has been found to have committed serious academic misconduct.

4. Policy statement

Nexus Institute is committed to supporting students to succeed in their studies and complete their programs. The support services and interventions which are provided take account of student needs and student feedback. Students are expected to take responsibility for their progress and make use of the supporting resources and services.

Admissions staff assess applications for admission and recommend a learning contract, a restricted study load, or other learning support for students or cohorts of students who indicate factors which may affect their studies or where there are frequent course changes or gaps and poor results in previous studies or where credit is granted for prior learning which may not assure all subject learning outcomes at the appropriate standard. The student will be advised of any resulting conditions on their enrolment through the letter of offer.

If a student's academic progress is unsatisfactory, the intervention may impose conditions such as a learning contract, a restricted study load, or transfer to an alternative program. If the student's progress does not improve, the student may be excluded from further study.

Any intervention will take account of compassionate or compelling circumstances affecting the student.

Each student's progress will be assessed early in the study period to check attendance and access to the Learning Management System, during the study period to check submission of assessments and performance on assessments, and at the end of the study period to check the final grades obtained and cumulative GPA.

Students are required to complete their program within a reasonable time. An international student must complete their program of study within the timeframe stipulated in their COE.

Generally, the maximum time to complete a program is three times the standard duration of the program for a full-time student.

5. Procedures

Attendance. Students are required to maintain 80% attendance in their scheduled classes to achieve satisfactory progress. Attendance is monitored in weeks 4 and 8 of the study period. Students with less than 80% attendance will be counselled and may be required demonstrate engagement with their studies.

Learning resources. Learning resources are provided in the Library and on the Learning Management System. In most cases, assignments must be submitted via the Learning Management System. Use of the Learning Management System is monitored in week 4. Students who have not accessed the Learning Management System will be counselled and may be required demonstrate engagement with their studies.

Assessment. Assessments are monitored during the study period by the lecturer. A student who is having difficulties in submitting assessments tasks on time or is performing poorly will be counselled and referred to learning support.

Subjects failed. Students who have failed more than 50% of the subjects studied or failed a core subject for the second time are identified as at academic risk at the end of the study period. Students who fail a subject will be offered advice on ways to catch up and succeed in their program and ongoing support.

Students at academic risk. Students-at-risk may be identified for early intervention in various ways:

- Admissions staff review applications for admission for factors warranting learning support and seek advice as required from the relevant Course Director
- Student support staff monitor attendance records and Learning Management System logs to identify students not engaging in their studies
- Academic staff report cases where students do not submit assessment tasks on time and do not engage with early assessment tasks.

Student support staff contact students identified as at-risk to arrange interviews, support programs and learning contracts. This includes setting targets for satisfactory progress and a review date. If the student's progress improves and reaches the target for satisfactory progress by the review date, the at-risk status may be reduced or removed. If the student cannot be contacted or does not follow the learning contract or does not demonstrate improvement by the review date, they may be asked to show cause to be allowed to continue their course.

The Academic Risk Monitoring System (ARMS) is a three-step intervention framework designed to systematically identify, monitor and support students at risk of unsatisfactory course progress. It aligns with Nexus Institute's policies on early intervention, trimester-end monitoring and subsequent sanctions such as course exclusion. The process emphasises proactive engagement, timely intervention, and clear escalation pathways to support student success while maintaining academic standards. A detailed description of the System is contained in the **Appendix**.

Summary of ARMS Stages and Escalation Pathway

Stage	Trigger / Criteria	Intervention	Outcome / Next Steps
ARM 1	Early warning signs (e.g., attendance < 80%, genuine assessment attempts < 50%) in first 4 weeks	Monitoring Card, support, early intervention	Continue engagement; if issues persist, escalate to ARM 2
ARM 2	Failing > 50% assessments or no improvement after ARM 1	Formal warning, support, Learning Contract	Monitor next trimester; if no improvement, escalate to ARM 3
ARM 3	Continued poor performance or engagement	Final warning, opportunity to sign Learning Contract	If no improvement, proceed with course cancellation and exclusion

The ARMS Register is used to record students-at-risk, the additional support provided and the student's response to it. The Register has three levels of targeted support to match the student's circumstances.

- Helpful advice for students needing encouragement and advice – monitoring card to track progress, reminders about good study habits, reminders about assignment deadlines, recommended skills workshops, contact details for seeking further advice. This is an early intervention stage to assist students in making the transition to higher education.
- Help services for students making unsatisfactory progress – learning contract with required follow up reporting, formal registration in skills workshops, agreed goals for learning and progress, contact details for seeking further advice. This intervention addresses poor results or continuing lack of engagement.
- Show cause to justify continuing in the course – opportunity for the student to explain why they have not met the required milestones and to demonstrate how they will progress satisfactorily toward completing their degree. This stage addresses continuing unsatisfactory progress after a period of intervention. A student who fails to show cause and demonstrate improvement may be excluded.

The ARMS Register tracks interventions and student progress. The Register is reviewed at the end of each trimester by the Board of Examiners. Generally, students who achieve their learning goals and improve their performance move to a lower level of intervention or leave the System altogether if they demonstrate satisfactory continuing progress. Students whose performance continues to be unsatisfactory may move to a higher intervention level.

Student support. Academic advice for students on their study is available throughout the study period from their teachers. Subject coordinators have a particular responsibility to monitor the engagement of students in their subject, identify where extra support may be required offer support where appropriate and refer students to support services . All lecturers are available for consultation outside scheduled class times for at least one hour a week to assist students with any problems they are encountering. Advice on course progress is also available by appointment from the Course Director and the Executive Dean.

Student support services provide a comprehensive service to students. Support services include learning skills programs, English language development classes, numeracy support, counselling and career advice. The Student Counsellors assist students with support in

addressing a wide range of personal, academic, social and psychological issues that may impact on a student's wellbeing and mental health.

The student support services are introduced to students during orientation and promoted in student guides and handbooks and through the Learning Management System.

Special arrangements will be made for students who identify as Aboriginal and Torres Strait Islander people, students with disability, students who have experienced family and domestic violence, students who have experienced aggravated or sexual assault, and students who have experienced traumatic events.

Show cause. If a student's progress continues to be unsatisfactory after a period of intervention, the student will be asked to show cause as to why they should be allowed to continue in their course. For an international student, this will be notice of intention to cancel their CoE. A student who fails to show cause may be excluded.

Appeals. Students have the right to appeal any decision made under this policy. The Complaints and Appeals Policy sets out the appeals process.

6. Roles and responsibilities

The Executive Dean is responsible for the management of this policy.

The Executive Dean provides a report to the Academic Board on students at academic risk and interventions after the end of each study period so that gaps in services and areas for improvement can be identified and support services can be appropriately resourced.

Subject coordinators monitor the progress of students in their subjects and advise the Student Support Manager when students are not engaging with their studies.

The Board of Examiners reviews the status of students-at-risk at the end of each trimester and identifies students who will be required to show cause as to why they should be allowed to continue in their course.

7. Related information

- Higher Education Standards Framework (Threshold Standards) 2021, Standard 1.1
- Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023
- National Code of Practice for Providers of Education and Training to Overseas Students 2018, Standards 8 and 9,

8. Document control

Category	Academic
HESF Standard	1.3, 7.3
Policy name	Progress and Intervention Policy
Policy owner	Executive Dean
Approved by	Academic Board
Date of approval	21 May 2025
Date of next review	1 November 2026
Change log	Version 0. Original version created on 28 August 2023.
	Version 1. Feedback from Academic Board incorporated on 29 Nov 23.
	Version 1.1 Mandatory attendance requirement incorporated on 26 July 24.
	Version 1.2 Identification of students-at-risk and consequences of continuing unsatisfactory progress added on 11 Aug 24.
	Version 2 (21 May 2025). Additional strategies for students-at-risk.

Appendix

Academic Risk Monitoring System (ARMS) – Three-Step Intervention Framework

The ARMS framework is designed to systematically identify, monitor and support students at risk of unsatisfactory course progress. It aligns with the institution's policies on early intervention, trimester-end monitoring, and subsequent sanctions such as course exclusion. The process emphasises proactive engagement, timely intervention and clear escalation pathways to support student success while maintaining academic standards.

Stage 1: ARM 1 – Early Identification and Initial Support

When: During enrolment, orientation or the early part of the trimester (first 4 – 6 weeks in the trimester).

Triggering Conditions: Students exhibiting early at-risk warning signs are placed in ARM 1:

- Prior studies show frequent course changes or gaps, poor results, or where there may be some gaps in knowledge resulting from credit transfer
- Attendance at less than 80% of face-to-face classes and failure to meet online engagement requirements by the end of 4 weeks
- Failing 50% or more of formative assessments within the first 8 weeks.
- Qualitative indicators such as poor participation or disengagement observed by staff.

Actions: An ARM 1 Monitoring Card issued to the student outlining clear expectations:

- Attend all classes
- Submit assessments on time
- Engage with learning support services if required
- Conduct proactive communication from lecturers or Student Services to support engagement.
- Provide information about available academic and wellbeing support.

Monitoring and Support:

- Continuous tracking of attendance, LMS activity and assessment completion.
- Early intervention strategies such as academic learning support, academic workshops or meetings with the Counsellors.

Objective: To encourage compliance with academic requirements and prevent escalation.

Stage 2: ARM 2 – End of Trimester Monitoring and Formal Warning

When: At the end of the trimester, if a student:

- Fails more than 50% of assessments
- Fails to meet ARM 1 expectations (e.g., attendance, engagement, submission)
- Shows no significant improvement following ARM 1 interventions

Procedures: The Academic Dean or delegate reviews the student's performance and engagement data. The student is issued an ARM 2 Strategy/plan, which includes:

- Formal warning about unsatisfactory progress

- Specific conditions to be met in the next study period
- Additional academic support or targeted workshops
- The student may be required to sign a Learning Contract stipulating conditions such as minimum attendance, assessment submission or weekly check-ins.

Documentation and Recording:

- All intervention actions, warnings, and student responses are recorded in the Student Management System (SMS).
- The student is informed of their continued risks and the possible consequences if issues persist.

Follow-up:

- The student's progress is closely monitored during subsequent sessions.
- Support measures are intensified if necessary, including referral to Wellbeing Officers or academic support services.

Outcome if Unchanged: If the student fails to meet the conditions outlined in the ARM 2 plan, or continues poor performance, they are escalated to ARM 3.

Stage 3: ARM 3 – Final Warning and Potential Course Exclusion

When: During the next trimester, if the student:

- Continues to fail assessments or meet engagement expectations despite ARM 2 strategies
- Fails assessments or engagement in consecutive study periods
- Fails to improve after targeted interventions
- Fails the same subject twice .

Procedures: The Academic Dean or delegate issues a formal warning, explicitly outlining that failure to improve will result in exclusion from the course. The student is notified in writing, with explicit mention of:

- The risk of course cancellation due to unsatisfactory progress
- Their right to access complaints and appeals processes within 20 working days
- The opportunity to sign a Learning Contract to continue their enrolment under specific conditions.

Exclusion Process: If no improvement occurs within the specified period, the institution may proceed with cancellation of enrolment for unsatisfactory course progress, in accordance with the Course Progress and Intervention Policy. For international students, compliance with ESOS requirements will be observed, including notification procedures and opportunities for appeal.

Documentation and Record-Keeping:

- All warnings, decisions and student responses are documented in the Student Management System.
- The student's record includes details of all intervention steps, warnings, and outcomes.