



QUANTUM INSTITUTE OF HIGHER EDUCATION

Academic Progression and Graduation Policy

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Academic Progression and Graduation Policy

Purpose

The Academic Progression and Graduation Policy ('the Policy') sets out the provisions and requirements for students' progression and successful completion of their studies at Quantum Institute of Higher Education ('QIHE' or 'the Institute'). This Policy aims to promote fairness, transparency, and accountability in academic progression while providing necessary support and interventions for students to successfully complete their studies.

Scope

This Policy applies to all enrolled students of QIHE and is to be implemented by all staff.

I. Policy Principles

In regard to academic progression and graduation, QIHE upholds these principles as follows:

- i. **Fair and Respectful Practice.** Committing to holding fair, equitable and respectful practices in monitoring and determining academic progression and graduation to ensure the academic integrity of QIHE and the overall Australian higher education sector;
- ii. **Transparency and Consistency.** All practices and decisions on progression are to be transparent and consistent;
- iii. **Merit-based Practice.** Academic progression and graduation are to be determined on the basis of merit and in accordance with established criteria;
- iv. **Proper Monitoring and Support.** Students are to be properly monitored, and at-risk students are to be required to be given further support as needed. Unsatisfactory progress that doesn't meet the required standards will be prevented from continuing their studies;
- v. **Continuous Improvement.** QIHE is dedicated to continuous improvement and regular evaluation of student support services, fostering a culture of continuous improvement to better meet the evolving needs of each student cohort.

2. Academic Progression

2.1 Requirement for Progression

- i. QIHE will continuously monitor all students' academic progress and ensure that results and feedback are promptly communicated to each student, fostering a culture of continuous improvement for all.
- ii. Academic progression of students will be measured based on their academic performance in assessments and examinations, serving as key indicators of their progress.

- iii. QIHE will monitor students' academic progression throughout their duration of study in order to identify and provide appropriate support where required.
- iv. Following the monitoring, students' academic progression will be assessed at the end of each semester.
- v. Should there be any unforeseen circumstances, students may apply for a deferred assessment.
- vi. QIHE sets the maximum time for completion as the specified expected full-time duration plus 50% of the full-time duration (for example, for a 3-years full-time program, the maximum time for completion will be 4.5 years).
- vii. The maximum time for completion of study will be calculated from the first day of the teaching period of the program in which the students are enrolled.
- viii. A student may be considered to have achieved satisfactory academic progress if they:
 - a. Successfully pass all core courses;
 - b. Pass more than 50% of the required credit points;
 - c. Attended the face-to-face lectures or classes at least 80%;
 - d. Completed their program within the indicated period of maximum time of completion;
 - e. Maintain good behaviour, complying with relevant policies, procedures, course outlines, and requirements for the award.
- ix. Further details regarding Academic Progress Status are detailed in the following section.

2.2 Monitoring Progress

- i. QIHE will maintain a documented workflow to monitor and record student engagement, performance and risk status throughout the study period. This includes, but is not limited to:
 - a. Tracking student submissions of assessments and other activities through the LMS;
 - b. Receiving early intervention reports following the first assessment from lecturers;
 - c. Academic staff referrals to Student Services;
 - d. Regular case review meetings involving Course Directors, other academic staff as well as the Student Services Team.

This workflow enables early identification of at-risk students, timely support interventions, and clear monitoring records aligned with the Higher Education Standards Framework (HESF). Records will be maintained securely for compliance and continuous quality improvement purposes.

2.3 Academic Progress Status

QIHE segregates academic progress status as follows:

Academic Progress Status	Information
Good Standing	<ul style="list-style-type: none"> i. Students are able to maintain a satisfactory academic performance; ii. Passing more than 50% of completed credit points; iii. Meeting 80% of attendance for face-to-face lectures or classes; iv. Showing good academic progression and improvements.
Academic Monitoring	<ul style="list-style-type: none"> i. Failing to pass more than 50% of their courses in their program; ii. Failed in a course for a second time; iii. Continuously presenting unsatisfactory academic progress that requires student to be put into monitoring; iv. Requires monitoring due to re-enrolment.
Academic Suspension	<ul style="list-style-type: none"> i. Failure to meet the conditions that are set during their academic monitoring status; ii. Continuously presenting unsatisfactory academic progress and failing more than 50% of their courses in enrolled program; iii. Requiring a break from their studies.
Exclusion	<ul style="list-style-type: none"> i. Failure to improve their standing and inability to present a valid reason or exceptional circumstances that impedes academic progression.

2.4 International Students Progression

- i. QIHE will monitor the progress of international students who are studying in Australia under the Student Visa in accordance with the Education Services for Overseas Students (ESOS) Act 2000 and the National Code (2018).
- ii. The purpose of monitoring is to ensure compliance with applicable immigration laws and regulations.
- iii. In the event that an international student is excluded from QIHE, the Institute will report the exclusion via Provider Registration and International Student Management System (PRISMS), as required by regulatory protocols, following completion of all internal processes and contingent upon the outcome of any appeal process.

2.5 Progress of Equity Seeking Groups

- i. As QIHE is dedicated to equity and inclusion, the Institute is committed to supporting the academic progress of equity-seeking groups which may include:
 - a. Aboriginal and Torres Strait Islander people;
 - b. People with special need and disabilities;
 - c. People from lower socio-economic backgrounds;
 - d. People from remote, rural and isolated areas;
 - e. People from the LGBTQ+ community;
 - f. People from non-English language-speaking countries.
- ii. Students who identify themselves as coming from equity-seeking groups and require further support to maintain satisfactory academic progress should contact QIHE at the earliest.
- iii. QIHE is committed to providing support services to ensure the positive academic progression of all students, further details of the support that will be provided are outlined in the *Student Support and Consultation Policy*.
- iv. QIHE aims to provide necessary training, language support, outreach and mentorship or development programs.
- v. QIHE will actively monitor, collect feedback or information and analyse student data to ensure that its operations and policies effectively support positive academic progression for all students.

3. At-Risk Students

3.1 Identifying At-Risk Students

- i. QIHE students may be considered as at-risk and receive the status of Academic Warning if they fall under the ‘academic warning’, ‘academic monitoring’, ‘academic suspension’ progress status or present several concerns including the following:
 - a. Fail to submit assessments on multiple occasions;
 - b. Do not meet the minimum participation requirements of at least 80% attendance;
 - c. Failing more than 50% of their courses in their program;

- d. Frequently requesting special considerations.
- ii. QIHE recognises that students may face misadventures and/or extenuating circumstances that may hinder their academic progression that may include, but are not limited to:
 - a. Medical illness, injury, or condition affecting the student or immediate family member, necessitating hospitalisation or impairing the student's ability to engage with studies;
 - b. Bereavement of an immediate family member or close friend;
 - c. Adverse experiences impacting physical or mental wellbeing, such as serious accidents, critical incidents, victimisation, or domestic violence;
 - d. Unexpected instances where the student is required to care for a close family member;
 - e. Major political upheaval or natural disasters in the student's home country, necessitating immediate emergency travel;
 - f. Delay in obtaining an international student visa, preventing the student from starting studies on the agreed start date;
 - g. Changes in family circumstances impacting tuition fee payments or personal living expenses.
- iii. In response to students facing misadventures and/or extenuating circumstances, QIHE is dedicated to providing the necessary support in a sympathetic manner, taking into account the students' personal culture, traditions and practices if relevant.
- iv. Students are encouraged to communicate their situation to the Student Counsellor for further assistance.

3.2 Supporting At-Risk Students

- i. Students who are identified as at-risk will be contacted by QIHE via the Learning Support and Academic Integrity Manager for support and assistance or interventions.
- ii. The Learning Support and Academic Integrity Manager alongside the student will meet to discuss and determine the best course of action or intervention to support the student's academic progression. The Learning Support and Academic Integrity Manager then counsels identified students to attend;
 - a. Learning support sessions: providing additional support through specialised learning sessions designed to address specific academic challenges;
 - b. Extra tutorial groups: offering opportunities for additional guidance and instruction through supplementary tutorial sessions;
 - c. Academic counselling: engaging in one-on-one counselling sessions to address academic concerns, set goals, and develop strategies for success;

- d. Counselling support: for students who are facing difficulties due to personal issues, students will be referred to a dedicated counselling support in accordance with the Student Support and Consultation Policy;
- e. Combination of the above: Implementing a combination of interventions tailored to meet the individual needs of the student.
- iii. The agreed-upon actions or interventions will be recorded to be reflected in the student's record for monitoring.
- iv. The student will be monitored and their progression report will be kept in their student records and updated throughout the duration of the intervention.

3.3 Unsatisfactory Academic Progress

- i. Students who are not able to complete their program within the maximum time that has been set by the Institute will be notified and withdrawn from the program.
- ii. Students who are given support yet continue to present unsatisfactory academic progress will have to be excluded from QIHE's program.
- iii. Students may appeal against their exclusion by submitting a personal statement to their Course Director to indicate their circumstances that have been impacting their performance, actions that they are taking to address the problem, and future commitments to improve their academic performance.
- iv. The personal statement must be submitted within 20 working days after the date of the notification regarding their exclusion.
- v. The request for appeal and personal statement will be reviewed by the Course Director and the final decision will be made by the Dean. If successful, the student will be allowed to proceed with their studies under the 'academic monitoring' status.
- vi. If the appeal is unsuccessful, the student will be withdrawn from their program and reported on PRISMS.

4. Completion and Graduation

4.1 Completion and Graduation Procedure

- i. Students who are deemed to make satisfactory academic progress and meet the requirements for completion of the program are eligible for graduation;
- ii. The Academic Board will approve the list of students who are eligible to be awarded their chosen qualifications and proceed with graduation;
- iii. The graduating students will then be awarded the qualification from the Governing Council;

- iv. Students who are eligible to graduate may choose to defer their graduation by notifying the Institute, the maximum period to defer their graduation is until the next round of graduation ceremonies;
- v. Students who are eligible to graduate may choose to graduate in absentia, and they will not be permitted to participate in any further ceremony for the award;
- vi. To be eligible for graduation, students must settle all outstanding fees, fines, or other debts within the indicated cut-off date. QIHE will not award any qualifications to students with unsettled accounts.

4.2 Awarding of Qualifications

- i. Graduating students will be provided with award documents that indicate their qualification type that are awarded by the Institute, level of study, and field of study in accordance with the Australian Qualifications Framework (AQF).
- ii. Each awarding document will have the following:
 - a. Full title of their qualification that is awarded;
 - b. Full name of the student;
 - c. The date of the issue;
 - d. QIHE's registration number and campus address as the provider that is issuing the qualification;
 - e. A serial number that corresponds to the student's number.
- iii. To ensure QIHE's academic integrity, QIHE's awarding documents and testamurs are formatted to ensure the legitimacy and integrity of the documents.
- iv. Each awarding document and testamurs will feature a unique serial number that corresponds to each students' numbers, alongside the usage of the Institute's watermark and embossed seal.
- v. QIHE will only issue one awarding document and testamur for each students;
- vi. Students whose awarding document and testamur are damaged or lost due to unforeseen circumstances, may submit a special request to the Institute to ask for re-issuance of their awarding documents.
- vii. Students who completed one or more courses of study but are not to be awarded a formal qualification will be provided with an official record of their result with details of the credit they achieved, any failed courses and their progress.

5. Rights to Appeal

Applicants or students may submit a request to appeal the decision made by QIHE, particularly in regard to academic progression, support and graduation matters. Appeals can be made in accordance with the *Complaints and Appeal Policy and Procedure*.

6. Privacy and Records Management

QIHE upholds the importance of everyone's privacy. All records and information regarding students will remain confidential within QIHE's database. All records will be kept in accordance with the *Records Retention Policy*.

QIHE will only disclose information to authorised State or Territory Government agencies should they require the information as disclosed under the Higher Education Support Act (HESA) 2003 and other legislation in place. This may include the Department of Education, Department of Immigration and Border Protection and Commonwealth.

7. Monitoring and Review

QIHE regularly assesses the effectiveness of its policies and procedures to ensure alignment with industry standards and evolving educational needs. QIHE is dedicated to ensuring compliance and continuous improvement, therefore the provisions in this Policy will undergo regular reviews in accordance with the *Policy Review Schedule*.

Glossary

Academic Freedom refers to the right of faculty members and students to engage in intellectual debate and scholarly activities without fear of censorship, institutional repression, or undue interference, consistent with the mission and policies of QIHE.

Academic Integrity refers to the commitment to ethical standards in research, teaching, and learning, including honesty, trust, fairness, respect, and responsibility in all scholarly activities.

At-risk Student refers to a student identified as being at risk of not progressing academically or completing their studies within the expected timeframe, often due to factors such as poor academic performance, low engagement, or personal challenges.

Course refers to QIHE's units of study or subjects.

Cut-off Date refers to the final date by which specific actions, such as applications, registrations, or submissions (e.g., assessments), must be completed or received. This date is typically set by QIHE or relevant authority and is non-negotiable.

Equity-seeking Groups refer to groups who have identified barriers to equal access, opportunities and resources due to disadvantage and discrimination and actively seek social justice and/or reparation.

Intellectual Property (IP) refers to creations of the mind, including inventions, literary and artistic works, designs, symbols, names, and images, which may be legally protected under patent, copyright, trademark, or trade secret laws.

Plagiarism refers to the unauthorized use or close imitation of the language, ideas, or thoughts of another author and representing them as one's original work, which is considered a violation of academic integrity.

PRISMS (Provider Registration and International Student Management System) refers to Australian government database used by educational institutions to manage and report on the enrolment and status of international students, ensuring compliance with visa regulations under the Education Services for Overseas Students (ESOS) framework.

Program refers to the Bachelor of Business and Bachelor of Information Technology degree that QIHE is preparing to establish.

Testamur refers to an official certificate issued by a higher education institution, in this case QIHE, to a student upon successful completion of a degree, diploma, or other accredited qualification, formally recognising the academic achievement.

Version Control

Version	1.1
Last Review	22 August 2025
Policy Category	Academic Board
Related Documents	<i>Admission Policy and Procedure</i> <i>Advanced Standing, Credit Transfer and Articulation Policy</i> <i>Assessment Policy and Procedure</i> <i>Academic Integrity Policy and Procedure</i> <i>Complaints and Appeal Policy and Procedure</i> <i>Records Retention Policy</i> <i>Student Support and Consultation Policy</i>
Legislation References	TEQSA Higher Education Standards Framework (Threshold Standards) 2021 Education Services for Overseas Students (ESOS) Act 2000 National Code 2018
References	Sydney Institute of Higher Education Lincoln Institute of Higher Education University of New South Wales Macquarie University Western Sydney University