

# ACADEMIC PROGRESSION (DLI) POLICY

## Section 1 - Preamble

- (1) This Policy is effective from 1 September 2025.
- (2) This Policy includes Schedule A: Actions to Support Academic Progression (DLI).

## Section 2 - Purpose

- (3) The purpose of this Policy is to:
  - a) provide a framework to guide decisions regarding students' academic performance and progression;
  - b) set clear responsibilities and accountabilities for academic progression decisions and processes; and
  - c) ensure that academic progress processes are transparent, consistent and fair.

## Section 3 - Scope

- (4) This Policy applies to all students enrolled in DLI Higher Education Programs.
- (5) This Policy does not apply to DLI students enrolled in Pathway Programs. Refer to the Pathway Programs (DLI) Procedure.
- (6) During the establishment of DLI, all policy, procedures and supporting processes will be regularly reviewed. In the establishment phase, defined as the first two years from when students commence DLI programs, any issues arising from the implementation of current policy, procedure or process will be referred to a jointly-convened Policy and Procedure Review Panel (PPRP). The PPRP will comprise designated academic and professional service representatives from the University Partners and the Office of the Rector. The PPRP will recommend an outcome best aligned with relevant principles and the best interests of any student(s) concerned, and will advise DLI on the future development of policy, procedure and supporting processes. During the establishment phase, the PPRP may make recommendations to vary any given policy only with endorsement from relevant University Partner governance processes. All policy and procedure will be subject to a full review at the end of the two-year establishment phase.

## Section 4 - Policy

### DLI Commitment

- (7) DLI is committed to maintaining academic standards and will have systems in place to monitor student progress and support students who are not meeting academic progression requirements.
- (8) DLI is committed to supporting all students, irrespective of their educational background, entry pathway, mode or place of study to achieve their goals in higher education.

### Principles

- (9) Academic Progress is DLI's process for monitoring the academic progress of students.

- (10) DLI recognises that a student's ability to successfully progress through their studies may vary throughout their program due to a range of factors such as family or health issues or financial pressures. Progress is actively monitored to identify students whose satisfactory progression may be at risk. This allows students to be provided with support, including practical and achievable strategies to assist them to realise their learning potential.
- (11) The following guiding principles will be used to monitor and review student academic progression:
- a) Students' academic performance is reviewed in a consistent, phased and equitable way
  - b) DLI will have clearly defined processes regarding academic performance and progress review
  - c) Students who are experiencing difficulties are identified as early as possible through formal progression monitoring and additional measures such as early assessment and feedback in modules, as outlined in the Higher Education Assessment (DLI) Procedure
  - d) Interventions at each stage of academic progression provide students with multiple avenues for academic and non-academic support and clear information about the consequences of failing to follow conditions placed on their enrolment. Students may seek a review of their academic progress and proposed conditions or exclusion
  - e) Academic progress issues are considered in a timely and efficient manner
  - f) Students are treated impartially and equitably during all stages of a progress review process.
- (12) Academic progression records the academic standing of the student as they progress through their program of study.
- (13) Individual programs may have specific academic requirements detailed and approved through the program approval process (as set out in the Program Approval and Review (DLI) Procedure) and any additional requirements over and above the passing mark (e.g., professional accreditation requirements, hurdle requirements within modules, or specific marks in specific modules/groups of modules) will be clearly and easily accessible to all students from commencement of study.
- (14) Trends in rates of retention, progression and completion of specific student cohorts are monitored to fulfil legislated reporting requirements and to inform DLI's admission practices, program design, and targeted support provision.

### **Academic Progression Requirements**

- (15) All students are expected to maintain a satisfactory standard of academic achievement to progress through and complete their program of study within the required timeframe. This is referred to as satisfactory Academic Progression.
- (16) Academic progression requirements are published in the DLI Handbook, and any changes after publication advised to affected students in writing as soon as possible.
- (17) DLI will monitor students' academic progress and provide services, including support, to help students meet academic progression requirements.
- (18) A student's progress towards meeting the academic progression requirements for their program is reviewed at the end of each trimester and academic year:

- a) **Trimester-Based Progress Reviews** are conducted by the Academic Progress Committee and consider module results at the end of a trimester and focus on immediate performance, to ensure early identification of potential issues and timely support to students;
- b) **Annual Progress Reviews** are conducted by the Examination Board and consider a student's overall performance across Trimesters 1, 2 and 3 of the academic year under review, and focus on overall progress towards degree completion.

### **Satisfactory Academic Progress**

(19) To maintain satisfactory academic progress, a student must:

- a) pass the modules in which they are enrolled in the Trimester under review, including hurdle requirements
- b) complete program requirements within the earlier of:
  - i. the maximum time for program completion, as per the Enrolment (DLI) Policy, or
  - ii. if the student is studying on an international student visa, the duration of their Confirmation of Enrolment
- c) satisfy the requirements of all workplace-based assessment tasks in their program
- d) achieve an overall average score of 50.0% in each academic year.

### **Academic Progression Stages 0-4**

(20) The status of a student who is maintaining satisfactory academic progress will be:

- a) Academic Progression Stage Zero (AP0) – Satisfactory.

(21) Where satisfactory progress is not maintained, students will be classified into one of the following academic progression stages:

- a) Academic Progression Stage One (AP1) – Reassessment
- b) Academic Progression Stage Two (AP2) – Support offered
- c) Academic Progression Stage Three (AP3) – Support and sanction
- d) Academic Progression Stage Four (AP4) – Considered for exclusion

(22) A summary of the thresholds at which students are assessed as having triggered a progression stage are outlined in the Academic Progression (DLI) Procedure, with the associated support and interventions. Detailed thresholds and interventions at each stage of academic progression are set out in Schedule A: Actions to Support Academic Progression (DLI).

### **Supporting Student Success: Reassessment, Repeating a Module and Pass Conceded**

(23) During their studies, DLI students may fail modules, either by receiving an overall module mark of less than 50.0%, or by failing hurdle requirement(s). Any failure must be rectified: that is, a passing mark achieved. There are two routes to rectifying an assessment: by undertaking reassessment for a module, or by repeating a module.

(24) Reassessment is a tool for supporting student success. The following rules apply to reassessment:

- a) Reassessment is only available to students who fail a module with a mark between 40.0% and 49.9%;
- b) No more than 50% of a student's enrolled credit points in a Trimester can be reassessed;
- c) Students have one opportunity for reassessment of the learning objectives that were failed at the first attempt, normally the end-of-module assessment or examination;
- d) Where the final result for any module after reassessment is:
  - i. a pass (50.0% or above), it is capped at 50.0%
  - ii. a fail (below 50.0%), the student must repeat the module in the next available Trimester.
- e) The form of reassessment will usually be the same as the first attempt, and will normally be taken in the reassessment period following each Trimester;
- f) Any additional rules for reassessment as specified in the Academic Progression (DLI) Procedure.

(25) The following rules apply where a student repeats a module:

- a) Ordinarily, a student should only have one (1) repeat of a module, unless there are exceptional circumstances;
- b) the student's academic transcript will not include the constituent marks from previous attempts;
- c) ordinarily, repeat modules will occur in the next trimester in which the failed module is offered;
- d) Any additional rules for repeats as specified in the Progression (DLI) Procedure.

(26) For all modules, only final results are recorded in the student's academic transcript.

(27) The academic progress of students who are eligible for reassessment will be reviewed again after their results are finalised.

(28) A pass conceded may be awarded for one unit in any program to enable a student to satisfy the requirements of the program in which they are enrolled, provided that the student has achieved a minimum of 45.0% in the module and satisfied any other requirements, in accordance with the Academic Progression (DLI) Procedure.

(29) Detailed information on failure, reassessment and repeats can be found in Schedule A: Actions to Support Academic Progression.

## Roles and Responsibilities

(30) Roles and Responsibilities:

Role	Responsibility
Students	<ul style="list-style-type: none"> <li>• seek assistance from DLI if they are at risk of or are not making satisfactory academic progress</li> <li>• reflect and act upon any advice or notifications that DLI staff give them to support their academic progress</li> </ul>

	<ul style="list-style-type: none"> <li>respond in writing where an Academic Progress Committee proposes to put conditions on their enrolment or to exclude them for unsatisfactory academic progress</li> </ul>
Yayasan Governing Board	<ul style="list-style-type: none"> <li>Establish a DLI Academic Progress Committee and Examination Board to monitor and conduct reviews of student academic progress</li> </ul>
Module Chair	<ul style="list-style-type: none"> <li>Informal academic progress monitoring and support for students identified as having difficulty in completing aspects of their study.</li> </ul>
Academic Progress Committee	<ul style="list-style-type: none"> <li>manage Trimester-Based Progress Reviews</li> <li>ensure students who are not maintaining satisfactory academic progress are advised of services and options available to them to avoid making unsatisfactory progress</li> <li>decide and implement formal actions to support the student</li> <li>report academic progress outcomes to Examination Boards</li> <li>monitor progression trends and issues and report to the DLI Joint Management Committee and University Partner Group/s as required</li> </ul>
Examination Board	<ul style="list-style-type: none"> <li>manage Annual Progress Reviews and yearly progression</li> <li>decide and implement formal actions to support the student</li> <li>monitor academic progression trends and issues and report to the DLI Joint Management Committee and University Partner Group/s as required</li> </ul>
Students and Academic Services Team	<ul style="list-style-type: none"> <li>Manage Reassessment</li> <li>Monitor academic progression</li> <li>Records</li> <li>Provide assessment data to Examination Boards and Academic Progress Committees as required.</li> </ul>

## Section 5 - Procedures

(31) The following instruments document how to comply with this Policy:

- a) Progression (DLI) Procedure
- b) Grading Schema and Award Classification (DLI)

(32) This Policy should be read in conjunction with the Higher Education Programs and Assessment (DLI) Policy.

## Section 6 - Definitions

(33) For the purpose of this Policy:

- a) **Academic Progress Committee:** the Academic Progress Committee (APC) reviews the academic progression of students after each Trimester, in accordance with the Academic Progress Committee (DLI) Terms of Reference.
- b) **academic progression:** a student's progress towards completion of the academic requirements of the program in which they are enrolled.
- c) **maximum period of study:** the maximum time for a student to complete a program, calculated by doubling the years required to complete the program on a normal full-time basis and adding one trimester, as defined in the Enrolment DLI) Policy.
- d) **module:** the basic component of an academic program. A module is identified by a module name (e.g. Chemistry 101), and an 'area and catalogue number' (e.g. CHEM 1007). A module is sometimes referred to as a subject or unit.

- e) **Module Chair:** the person appointed under the Curriculum Design and Delivery Procedure to be responsible for coordinating the curriculum, teaching and assessment in a module.
- f) **pass conceded:** a grade that may be awarded to enable a student to satisfy the requirements of the program.
- g) **phased:** phased academic progress refers to a process where a student's academic performance is reviewed at different stages, typically with increasing support and potential consequences as their progress deteriorates. This system helps identify and address academic difficulties early on, offering a structured approach to student support and ensuring equitable treatment for students.
- h) **reassessment:** an attempt to achieve a passing mark where a module was narrowly failed at the first attempt. Reassessment should be of the same kind or type as the component initially failed, but multiple elements of a module are failed, one component may stand in for the whole. Reassessment cannot be used to improve a passing mark, and must be capped at the pass mark.
- i) **repeat:** to repeat a module means the student must enrol in the module again and meet all the requirements again, including meeting all attendance requirements and completing all assessment tasks.
- j) **supplementary assessment:** additional assessment tasks undertaken by a student in order to determine a result where there is genuine doubt about their academic performance in a specific module.

## Associated documents

These associated documents are available on the DLI Policy page:

- Academic Progress Committee (DLI) Terms of Reference
- Academic Progression (DLI) Procedure
- Curriculum Design and Delivery Procedure
- Enrolment DLI) Policy
- Grading Schema and Award Classification (DLI)
- Higher Education Assessment (DLI) Procedure
- Higher Education Programs and Assessment (DLI) Policy.
- Pathway Programs (DLI) Procedure
- Program Approval and Review (DLI) Procedure
- Schedule A: Actions to Support Academic Progression (DLI)

k)

DOCUMENT DETAIL	
<b>Name</b>	Academic Progression (DLI) Policy
<b>Overarching legislation</b>	<p><b>Australia</b>  <a href="#">Deakin University Academic Board Regulations</a>  <a href="#">Deakin University Act 2009 (Vic)</a>  <a href="#">Deakin University Statute</a>  <a href="#">Higher Education Standards Framework (Threshold Standards) 2021</a>  <a href="#">Higher Education Support Act 2003 (Cth)</a>  <a href="#">Australian Qualifications Framework (AQF)</a></p> <p><b>United Kingdom</b>  National legislation, including advice provided by the <a href="#">Competitions and Markets Authority (CMA)</a>;    The English Higher Education regulator, the <a href="#">Office for Students</a> and its conditions of registration, and other relevant government bodies and agencies;    The <a href="#">Charter, Statutes and Ordinances of the University of Lancaster</a>.</p>
<b>Approved by</b>	Yayasan Governing Board
<b>Approval date</b>	18 June 2025
<b>Date of effect</b>	upon promulgation
<b>Version</b>	Version 2.2
<b>Date of review</b>	Within 12 months (before September 2026)
<b>DLI Approval</b>	Joint Management Committee 13 June 2025
<b>Deakin University Approval</b>	International Branch Campus Working Group under the delegated authority of the Academic Board 2 June 2025
<b>Lancaster University Approval</b>	Policy Approval Sub-Group of Senate 28 <sup>th</sup> May 2025 Meeting number 4/ Agenda Item 3
<b>Responsible Executive</b>	DLI Rector
<b>Implementation Officer</b>	DLI Rector or delegate (when appointed)
<b>Policy/procedure superseded</b>	Interim Joint Progression Policy
<b>Summary</b>	This Policy outlines the principles governing academic progression and the stages of intervention to support students.
<b>Key words for online searching</b>	Progression, academic progress, academic progress committee
<b>Category</b>	Academic
<b>Target audience</b>	Students, staff

Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
---------	-------------	----------------------------------	---------------	----------------

2.2	University Partners	<b>Academic Progression (DLI) Policy</b> Amendments to simplify process and terminology, and align with new Schedule A: Actions to support academic progression.	June 2025	Sept 2025
2.1	University Partners	<a href="#">Progression (DLI) Policy</a> Revisions to align with new Admissions (DLI) Procedure. Endorsed subject to amendment IBCWG 8/4/2024 and LU PAS-GOS 25/4/2025.	April 2024	N/A
2.0	University Partners and Navitas	<a href="#">Progression (DLI) Policy</a> New policy built on interim joint policy. Endorsed Lancaster University SCAR 21/08/2024 and Deakin University AB 3/09/2024.	Sep 2024	N/A
1.0	University Partners and Navitas	<a href="#">Interim Joint DLI Admission Policy</a> New policy. One of 23 new policies approved under the Interim Joint Policy Framework as an interim step during the start-up phase of the Bandung Campus.	March 2024	March 2024