



ACADEMIC PROGRESS POLICY

Revision Number		Accountability	Dean and Principal
Policy Number		Operational Responsibility	Academic Staff
Date of Approval	Dec 2017	Last Reviewed	
Approval Authority	APC/T&LSPC Academic Board	Next Review	Q1 2020

OBJECTIVES

The Academic Progress Policy identifies students who are experiencing academic difficulties and to ensure they receive adequate assistance throughout the completion of their schooling. This policy also aims to standardise academic support and exclusion practices used by the Academic staff and Coordinators.

By adopting the guidelines outlined in this policy, LCI MELBOURNE is able to monitor each student and to ensure that he or she is on the pathway to success.

SCOPE

The Academic Progress Policy stipulated herein addresses all students enrolled at LCI MELBOURNE. By way of an Intervention Strategy LCI MELBOURNE will monitor student assessment and attendance, intervening at key points to assist students identified as being at risk of unsatisfactory academic progress.

The Intervention Strategy will apply to all students, with a few variables in outcome dependent on the residential status of the student. For overseas students maintaining satisfactory course progress and course attendance as required by LCI MELBOURNE is a visa condition.

Students experiencing serious difficulty can apply for Special Consideration. Applications forms are available from Student Support. As a general rule, Special Consideration may be granted to students who experience misadventure or extenuating circumstances that prevent the student from submitting assessment projects by the due date.

EXCLUSIONS

There are no exclusions to this policy.

PROVISIONS

Responsibilities Pertaining to Academic Progress

1. LCI MELBOURNE

Admissions Representatives and the Student Support Team inform all applicants of student services offered at LCI MELBOURNE. Prior to the beginning of their first term, students are

invited to a half day orientation that includes presentations detailing LCI MELBOURNE and community services available to them during their course of study.

2. *Students*

All students attending LCI MELBOURNE must be dedicated to their learning and are responsible for keeping track of their own academic progress. The Mid-Trimester Risk Assessment identifies students demonstrating difficulties or insufficient progress in their studies. Once identified and provided with supportive feedback from Academic staff, students at risk of academic failure must take the responsibility of adopting the necessary measures to increase their academic performance and acquire the best chances of success. For example, students who are struggling with their coursework may contact their Academic staff or their Coordinator for assistance. If issues of a personal nature are affecting their academic progress, students may be directed to consider contacting community services for support.

3. *Academic staff*

Academic staff working at LCI MELBOURNE must build a supportive academic environment in each of their classrooms in order to promote the success of their students. At the beginning of each trimester, they must also inform students about the course/program attendance requirements. They take attendance every class in order to monitor the number of absences accumulated by each student for the duration of the term.

Academic staff have the task of identifying students who may be at risk at any time during their studies and formally by filling in a Mid-Trimester Risk Assessment report for every student in the courses that they teach.

4. *Coordinators*

Coordinators in collaboration with Academic staff, are responsible for monitoring the academic progress of the students in their program. While supervising this progress, they must take into account the results of Mid-Trimester Risk Assessments as well as the comments made by Academic staff throughout the academic year. Based on this information, Coordinators must supply constructive feedback to students under their supervision on a regular basis, supporting them throughout their entire learning experience.

Calculation of timely progression

Students are expected to maintain a minimum rate of progress which is to pass on average two standard units (10 points each) in each trimester of study. Thus, any student must complete a standard three-year (full- time) degree within the expected duration. Where an intervention strategy is implemented, the duration may be extended. The course can be extended to a maximum of twentyone trimesters.

Where a student elects to undertake a double major, appropriate extra time will be granted based on the additional units required, the applicable rules governing pre-requisites, and the availability of these units within the relevant study periods.

Where a student has re-enrolled in a course, units may only be carried forward (e.g. as credit) from the previous enrolment(s) with the approval of Admissions.

Approved leave of absence shall not be counted as trimesters of enrolment when calculating whether or not the student can complete the course in the maximum time.

Calculation of satisfactory academic progression

A student shall maintain a satisfactory level of academic performance in the course, for the duration of enrolment, which shall be measured at any point in time as a Grade Point Average (see below) of 4.5 or higher.

Any student who does not maintain a Grade Point Average of 4.5 or higher in the first two years of study may be deemed ineligible to proceed to the final year of the Bachelor degree, at the discretion of the Academic Board, under advice from the Student Progress Committee. If the student has attained 200 credit points, he or she will be granted the award of Associate Degree. (A student may also apply to exit with the award of Associate Degree, by completing a Variation of Enrolment form, if the student satisfies the requirements for the granting of an Associate Degree, the Student Progress Committee shall approve the application.)

Students wishing to undertake a double major must have obtained a GPA of at least 5.5 in any previous studies at LCI MELBOURNE, and must maintain a GPA of at least 5.5 during their enrolment.

Any specific satisfactory progress requirements applicable to a course shall be conveyed to students in course-specific information supplied at the time of their first enrolment in the course.

Grade Point Average

LCI MELBOURNE uses a 7-point scale to calculate Grade Point Averages for the purpose of awarding prizes and measuring satisfactory academic progress.

The GPA is calculated as follows:

The sum of (numerical value of grade x credit point value of unit) / total number of credit points attempted.

The GPA is calculated correct to two decimal points. The maximum GPA is 7.00; the minimum GPA is 0.00.

<i>Grades/Units included in GPA</i>	<i>Numerical Value</i>
HD High Distinction	7
DI Distinction	6
CR Credit	5
PS Pass	4
PC Pass Conceded	2
IR Incomplete Repeat	1
F1 Fail Level 1	1
F2 Fail Level 2 and	0
FW Fail Withdrawn	0

This includes failed units that may have been passed at a later attempt.

Units not included in the calculation of the GPA include units for which ungraded credit has been granted; units which are additional to course requirements; and units which are ungraded.

PR	Pass Recognised
UP	Ungraded Pass
AW	Approved Withdrawal
TA	To be Assessed
CS	Continuing Studies

Monitoring and Reviewing Timely Progression and Satisfactory Academic Performance

In accordance with LCI MELBOURNE's Intervention Strategy and Unit Assessment Policy, students will be monitored regularly throughout each study period by the Student Progress Committee, using LCI MELBOURNE's Academic Management System. This will be undertaken as part of the Pre-emptive stage of the Intervention Strategy in order to avoid, where possible, incidents of unsatisfactory progress.

A full review of students' academic progress shall be conducted by the Academic Progress Committee after the conclusion of each semester/ study period.

Where any student does not satisfactorily complete at least 50% of their study load for a given study period, this shall activate Stage 1 of LCI MELBOURNE's Intervention Strategy, to assist the student to complete in a timely manner.

A student who fails to maintain the minimum rate of timely progression and/or who fails to maintain the minimum standard of academic performance as specified above shall be referred to the Student Progress Committee, which may result in the student's being placed on probation or asked to show cause why he or she should not be excluded.

Furthermore, any student who repeats a failed unit and receives a second Fail or IR grade will have their enrolment reviewed by the Student Progress Committee. Based on the student's overall academic performance, the SPC may recommend to the Academic Board that the student be placed on academic probation, that the Intervention Strategy be implemented, or that the student's enrolment be suspended or terminated.

Additional requirements for International Students

The Education Services for Overseas Students (ESOS) Act 2000 and associated legislation outlines the legal responsibilities of education providers towards overseas students. These include responsibilities relating to course progression.

Course Load and Maximum Time

International students on student visas must have an enrolment load that will allow them to complete their course within the duration specified on the Confirmation of Enrolment (CoE) issued with their visa.

The expected duration will ordinarily be the duration listed for the course on CRICOS (for a student undertaking the full course), or the duration required for a full-time domestic student to complete the same load. Where the granting of course credit results in a shortening of the course duration, this shall be reported to the Department of Education and Training via PRISMS, as per the Policy and Procedure: RPL and Credit Transfer.

Ordinarily, student visa holders will therefore be expected to enrol in a full-time study load of 50 credit points per semester. However, enrolment in less than this load may be approved by the Academic Manager in any of the following circumstances:

- There are compassionate or compelling reasons for reducing the load (see below);
- The reduced load is part of LCI MELBOURNE's intervention strategy;



- The student has studies, or plans to study, extra units in another teaching period because of unit availability;
- The student has only a few units left to complete and these do not constitute a full-time load;
- Pre-requisite units are not available in that teaching period.

In all cases the student shall be advised if the proposed change may effect his or her student visa.

Compassionate and compelling circumstances

As noted in the National Code Explanatory Guide for Standard 13, students may apply to the provider for leave of absence or suspension of their studies if they have good reason for doing so (compassionate or compelling circumstances), by submitting an Enrolment Variation form. The Student Progress Committee shall determine whether to grant or decline any student's request in accordance with the guidelines provided in the National Code.

Compassionate or compelling circumstances are generally those beyond the control of the student and which have an impact upon the student's course progress or wellbeing. These could include, but are not limited to:

- Serious illness or injury, where a medical certificate states that the student was unable to attend classes;
- Bereavement of close family members such as parents or grandparents (Where possible a death certificate should be provided);
- Major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on the student's studies; or
- A traumatic experience, which could include:
 - Involvement in, or witnessing of a serious accident; or
 - Witnessing or being the victim of a serious crime, and this has impacted on the student (these cases should be supported by police or psychologists' reports)
- Where the registered provider was unable to offer a pre-requisite unit; or
- Inability to begin studying on the course commencement date due to delay in receiving a student visa.

The above are only some examples of what may be considered compassionate or compelling circumstances. Each case shall be assessed on its individual merits. When determining whether compassionate or compelling circumstances exist, the Student Progress Committee shall consider documentary evidence provided to support the claim, and keep copies of these documents in the student's file.

Suspension or cancellation of enrolment

LCI MELBOURNE may choose to temporarily suspend or cancel a student's enrolment if it deems the student's behaviour to be unacceptable for an educational setting – that is, if the student is found to be in breach of LCI MELBOURNE's Student Conduct Policy, or is found to be guilty of misconduct as per the Leave of Absence, Withdrawal, Cancellation and Exclusion policy.

Student appeals against change of enrolment

Where LCI MELBOURNE decides to change a student's enrolment by suspension or cancellation (expulsion) – either due to unsatisfactory course progress or for reasons outlined above – LCI MELBOURNE shall first notify the student of its intention and allow the student 20 working days to



appeal the decision via the relevant LCI MELBOURNE Complaints Policy and Procedure (Academic or Non-academic).

Mid-Trimester Risk Assessment

During the 6th week of the trimester, Academic staff are required to fill in a Mid-Trimester Risk Assessment report for every student in the courses that they teach. The assessment helps to identify students that demonstrate difficulties, unacceptable behaviour or that are deemed to be at risk of failure. This Mid-Trimester Risk Assessment is especially important during the first trimester of a student's program of study, since it provides Academic staff with a method for detecting problems and for offering help before students in need have moved too far along the course of their studies to rectify problematic issues. In essence, the Mid-Trimester Risk Assessment allows Academic staff to identify students who need assistance and to direct them towards the suitable student services available at LCI MELBOURNE or within the community.

The results of the Mid-Trimester Risk Assessment are transferred to the Coordinator who will analyse the file of any student that needs a more focused intervention. Student identified to be at risk will be contacted and directed to the appropriate student service.

Technical Refusal (TR)

A student who has failed half or more of his or her courses during one trimester receives a technical refusal mention (TR). This mention is added to his or her academic file. Once the TR code appears in the digital records system, the student's file is blocked on the student/employee Intranet platform. As a result, the student is prevented from registering for the following trimester without meeting with the Coordinator.

The Coordinator must meet with the student who received a TR mention. Together they determine and agree on an action plan organising the different measures to be implemented to support the academic success of the student. Additionally, the student is required to sign a contract before continuing his or her studies (see Appendix I, this policy). This contract obliges him or her to implement the different measures suggested by the Coordinator throughout the following trimester. It serves as a way to ensure that the student gets back on the path to success.

The Coordinator manages students who receive more than one TR mention on a case-by-case basis.

SUPPORTING PROCEDURES

Procedure for Mid-trimester Risk Assessment

The Mid-trimester Risk Assessment is carried out by Academic staff for all courses and student groups and is centrally managed by Coordinators. The Mid-trimester Risk Assessment is done during week six (6) of every term. Alternatively, Academic staff may submit a risk management assessment at any time that they identify a student at risk during their studies.

The procedure for the mid-trimester Risk Assessment is as follows:

1. On week six (6) of each term, Academic staff have one week to complete the mid-trimester Risk Assessment, which consists of responding to a questionnaire on student performance found in the student/employee Intranet portal.
2. The day after the completion of this task by the Academic staff, Coordinators receive an email advising them that they can analyse the results.



3. During the following week, Coordinators generate lists of students who have been identified through the Success Tracking/Student Remarks Module of the student/employee Intranet portal. This system detects 3 types of situations: students with high absenteeism, students with unsatisfactory performance on formative and summative assessments and students exhibiting unacceptable behaviour or specific difficulties. Depending on their goals, Coordinators can produce a single general report or separate reports for each of the situation types.
4. Coordinators analyse these reports to identify the students who require focused interventions. They determine the preferred intervention according to established criteria and the preferred type of communication used to contact the students. In general, there are two (2) different types of letters that are sent out to targeted students: one type for absences and unsatisfactory performance and another type for discipline problems and unacceptable classroom behaviour (see sample in Appendix II, this policy).
5. Coordinators then supply Student Support with the list of students to contact.
6. Student Support prepares personalised letters for these students and adds memos to their Clara files. Special attention will be paid to students who have received a “technical refusal” (TR) status during the trimester in progress. Student Support identifies such students and submits a list of their names to Coordinators.
7. Student Support sends the letters by mail and an internal message through the student messaging portal during the week following the termination of Mid-Trimester Risk Assessments and places a copy of the letters sent within both the digital and physical files belonging to the identified students.
8. Coordinators arrange to meet with each student during the week following the sending of the letters. During these meetings, Coordinators recommend the appropriate support measures and create an improvement action plan, in which detailed requirements and timeframes are indicated in order to assure the students’ satisfactory academic progress. These recommendations are also made accessible to the concerned students via the student messaging portal. Coordinators will schedule a second meeting with each student at a later date during the trimester in order to monitor the progress of the agreed-upon action plan and assess its impact on the student’s academic work.
9. The Academic Manager compiles the statistics on student performance and presents the highlights to all Coordinators and to the Dean and Principal.
10. The Academic Manager produces an abridged statistical report that is sent to the Academic staff. The Academic Manager will also present a report to the Student Success Committee.
11. Coordinators may follow-up with the Student Support to ensure that the students he or she has met with are following the recommended support measures.
12. To complete the entire Mid-Trimester Risk Assessment procedure, Coordinators communicate the numbers and nature of interventions carried out to the Student Success Committee.

Students Studying Abroad

LCI MELBOURNE aspires to offer its students the best academic experience possible. In order to provide this exceptional education, LCI MELBOURNE encourages students to study abroad on student exchange at one of the international campuses affiliated with the LCI Education Network.



However, if a student demonstrates unsatisfactory academic performance while studying abroad, the Program Coordinator at the international school will inform and communicate by email with the Coordinator of the student's home institution in order to assess the situation.

INTERVENTION STRATEGY

To maximise students' chances of successfully completing the course, LCI MELBOURNE has defined an Intervention Strategy designed to identify students who may be at risk of unsatisfactory progress. While the Key Points provide a useful summary, you should familiarise yourself with the complete policy (available below) and regularly check for updates, as policies are subject to review.

Key Points:

- LCI MELBOURNE monitors your assessment results for all units; if you appear to be having difficulties, LCI MELBOURNE will contact you.
- If you are concerned about your own progress, even if you have not been contacted by LCI MELBOURNE, please contact the Student Support Manager.

Overview

A student's course progress is deemed to be unsatisfactory if the student does not successfully complete or demonstrate competency in at least 50% of the coursework requirements – that is, the units undertaken – in any given semester. Units not successfully completed are those for which the final grade is F1 (Fail Level 1), F2 (Fail Level 2) or IR (Incomplete – Repeat). Grades not included in the calculation of satisfactory progress include CS (Continuing Studies) and AW (Approved Withdrawal).

Pre-emptive Strategy

LCI MELBOURNE attempts to encourage satisfactory course progress and avoid situations of unsatisfactory progress by ensuring that students are made aware of course requirements for assessment and attendance during their orientation, and via the online Student Handbook.

Students who do not submit or do not successfully complete initial stages of project assessment are deemed to be at risk of unsuccessfully completing the unit due to assessment. Tutors are requested to report any such cases as soon as possible to the Academic Manager or the Student Support Manager. The Support Manager will attempt to make contact with the student, to remind them of LCI MELBOURNE's Assessment policy and the consequences of not meeting the assessment requirements and assist them in developing strategies to help meet these requirements.

Student Support will also regularly review attendance and, in instances deemed to be high risk (e.g., first-year students or students who have poor attendance across a number of units), will inform the Student Support Manager, who will attempt to make contact with the student to discuss their situation and assist them in developing strategies to help meet the attendance requirements. For further information see LCI MELBOURNE's Assessment policies. Should the above pre-emptive measures fail, and the student not make satisfactory course progress, the following procedures will be implemented to address the situation.

Intervention Strategy

Stage 1

Student Support sends the student a letter informing them of unsatisfactory progress and requesting they meet with the appropriate staff member, usually the Academic Manager or a co-member of the Student Progress Committee.

Stage 2

Counselling by an appropriate staff member. This will usually be the Academic Manager or a co-member of the Student Progress Committee. Discussion will include strategies to assist the student to improve their academic performance to an acceptable level in subsequent study periods. Strategies could include: individual tutoring or mentoring, reduction in course load, personal counselling. A note indicating that counselling has occurred, and the outcomes must be placed on the student's file. Both parties will sign a study plan, outlining the work required by the student to achieve satisfactory progress.

Stage 3

The strategies agreed upon in Stage 2 are implemented. Students who are required to retake units at a later date may require a new study plan to be drawn up, outlining the failed units to be retaken at a later time. Depending on subsequent unit prerequisites, this situation may require the student to attend the institution for an extended period of time. If so, this will have implications for overseas students under the National Code Standard 9: Completion within the expected duration of study. Such variations should be reported through PRISMS as soon as possible by an authorised staff member, as per Standard 9.2.

Additional Requirements for Overseas Students

For overseas students, if the Intervention Strategy is unsuccessful, i.e. progress continues to be unsatisfactory in two successive study periods (semesters), the Student Support will alert the Academic Manager, who will notify the student in writing of LCI MELBOURNE's intention to report them to the Department of Immigration and Border Protection via PRISMS and that this action will trigger the visa cancellation process. The student should also be informed they have 20 working days to appeal LCI MELBOURNE's decision. This appeal should follow LCI MELBOURNE's Grievance Procedures.

While the Grievance Procedure outlines general grounds for appeal, specific grounds for appeal relating to the Intervention Strategy should involve one or more of the following:

- LCI MELBOURNE has not monitored, recorded or assessed the student's progress correctly.
- There are compassionate or compelling reasons that have contributed to the student's unsatisfactory progress (see below).
- LCI MELBOURNE has not implemented its intervention strategy in accordance with the documented policies and procedures.
- LCI MELBOURNE has not implemented other policies that may impact upon the student's results (e.g., Assessment Policy, Attendance Policy).
- LCI MELBOURNE has not made relevant policies available to the student.

Even if there is no appeal, LCI MELBOURNE must wait 20 working days before it reports the student through PRISMS. Should:

- the student not appeal within this timeframe, or
- withdraw from the process, or



- the outcome of the appeal process support LCI MELBOURNE LCI MELBOURNE will report the student through PRISMS.

For the purposes of this strategy, compassionate or compelling circumstances are defined as circumstances beyond the control of the student that are having an impact on the student's progress through a course. These could include:

- serious illness, where a medical certificate states that the student was unable to attend classes
- bereavement of close family members such as parents or grandparents
- major political upheaval or natural disaster in the home country requiring their emergency travel that has impacted on their studies
- a traumatic experience which has impacted on the student (these cases should be where possible supported by police or psychologists' reports)
- where the school was unable to offer a pre-requisite unit
- inability to begin studying on the course commencement date due to delay in receiving a student visa.

For other circumstances to be considered as compassionate or compelling, evidence would need to be provided to show that these were having an impact on the student's progress through a course.

SPECIAL CONSIDERATION

If you are having difficulties that affect your ability to meet LCI MELBOURNE assessment or attendance requirements, you may want to apply for Special Consideration. While the Key Points provide a useful summary, you should familiarise yourself with the complete policy (available below) and regularly check for updates, as policies are subject to review.

Key Points:

- Special Consideration is not automatic. You must have a good reason and, in most cases, provide appropriate evidence.
- You will not be eligible for Special Consideration if you have already been absent for more than one third of the total class hours.
- If you have questions about this policy or your eligibility for Special Consideration, please contact the Student Support Manager (derrick.shaw@lcmelbourne.edu.au).

Eligibility

Only students who are absent for less than 33% of the total unit hours shall be eligible to apply for Special Consideration.

As a general guide misadventure or extenuating circumstances are circumstances that are:

- beyond the student's control (ie they could not have reasonably been anticipated, avoided or guarded against);
- sufficiently grave or of a nature or duration to have caused considerable disruption to the student's capacity to study effectively or to complete subject requirements; and
- have interfered with the otherwise satisfactory fulfilment of the unit requirements.

Circumstances contributing to misadventure can include:

- medical reasons;
- family/personal reasons – including death or severe medical or personal problems;



- employment related reasons – such as a substantial change to routine employment arrangements or status.

The following circumstances would not be considered misadventure:

- routine demands of employment;
- difficulties adjusting to LCI MELBOURNE life, to the self discipline needed to study effectively, and to the demands of academic work;
- stress or anxiety normally associated with examinations, required assessment tasks or any aspect of course work;
- routine need for financial support;
- lack of knowledge of requirements of academic work.

Circumstances which can be deemed to be extenuating include:

- administrative problems – such as the late receipt of teaching materials, enrolment errors or delays;
- sporting or cultural commitments – where a student has been selected to participate in a state, national or international sporting or cultural event;
- military commitments – where a student is a member of the armed forces involved in a compulsory exercise;
- legal commitments – where a student is called for jury duty or is subpoenaed to attend a court, tribunal, etc; or
- other events that pose a major obstacle to the student proceeding satisfactorily with his or her studies.

The following would not be regarded as extenuating circumstances:

- demands of sport, clubs, and social or extra-curricular activity (other than selection for state, national or international sporting or cultural events);
- difficulties with the English language during examinations.

Application

If a project/assessment is worth less than 30% of the overall unit mark, then an extension to the submission deadline of up to 7 days may be granted by the relevant Academic staff member. If the Academic staff member refuses to grant such an extension, the student may apply to the Student Progress Committee (SPC) for a review of the decision.

All other applications for Special Consideration must be submitted in writing, using the applicable form.

When filling out the form, students should read the instructions carefully, include all requested information and attach all relevant documents. Incomplete or incorrectly completed forms may not be processed. Forms should be submitted to Student Support as soon as reasonably possible. If possible, applications for project extensions should be submitted in advance of the submission deadline. Students applying for Special Consideration due to a serious personal reason may be required to attend an interview with the SPC.



Supporting Documentary Evidence

Medical Certificates

A medical certificate will normally be submitted by a student who has suffered an acute (ie. brief) illness when seeking special consideration. A medical certificate is a signed statement from a qualified and registered health practitioner which explains the debilitating nature of the condition from which the student is or was suffering and the period during which the condition has or will affect the student, so that LCI MELBOURNE can decide on the basis of that information and any other information provided by the student, whether to grant the special consideration sought. The certificate should also specify the precise nature of the medical condition, unless to do so would result in a breach of patient confidentiality.

Medical Reports

A medical report will normally be submitted by a student when seeking to explain poor academic performance over an extended period of time as in the case of an exclusion appeal. A medical report is a signed statement from a qualified and registered health practitioner which explains the debilitating nature of the chronic (ie ongoing) medical condition from which the student is or was suffering and the likely duration of the condition, so that LCI MELBOURNE can decide on the basis of that information and any other information provided by the student, whether to grant the special consideration sought. The report should also specify the precise nature of the medical condition, unless to do so would result in a breach of patient confidentiality.

Conditions Relating to the Use of Medical Reports and Certificates

- Medical certificates and medical reports will only be accepted when given by qualified and registered health practitioners: ie, a registered medical practitioner or registered dentist.
- Medical certificates and medical reports must be legible, signed by the practitioner and preferably be on letterhead stationery; they must indicate the date/s on which attention was sought.
- A student shall submit a medical certificate or medical report when seeking special consideration in relation to an illness, disability or medical condition.
- When assessing a request for special consideration, LCI MELBOURNE will take into account all matters relevant to the request. A medical certificate or medical report, in itself, does not guarantee that special consideration will be granted.

Family/Personal

For family/personal reasons – a statement from a registered health care practitioner, a recognised mental health professional, or a person who knows the student, who is not related to the student and who is independent of LCI MELBOURNE stating:

- the date the student's personal circumstances began or changed; and
- how these circumstances affected the student's ability to study.

Employment

For employment related reasons – a statement from the student's employer stating:

- the date employment arrangements or status changed; and
- the nature of the changes.

Sporting/Cultural/Military/Legal

For sporting, cultural, military or legal commitments – a statement from the relevant authority advising:

- details of the event; and
- the period during which the student's study will be interrupted.



Outcome

An application for Special Consideration is not an automatic licence for extension of time for projects/work or exemption from an 'At Risk' through unsatisfactory attendance situation. If an application is rejected or further information is required, the SPC will contact the student as soon as possible.

If successful, an application for Special Consideration can only exempt a student from being penalised for absence or provide additional time to complete a project. It cannot result in an assessment grade being raised to a higher assessment.

A student who is granted extra time to complete an outstanding project and who fails to make good the incomplete project at the designated time, shall be subject to the standard penalties for late submission.

Fee

Where an application is determined to be frivolous by the Academic Board a fee of \$20 may be charged. Students submitting applications for Special Consideration to permit late submissions of projects for inadequate reasons shall be charged this fee.

No Appeal

The application will be considered by the SPC and, if the committee deems appropriate, by the full Academic Board. The decision of the Academic Board shall be final; no appeal provisions exist.

Further Information

- Contract for Continuation of Studies (Appendix I, this policy)
- Draft Sample Letter for Discipline Problems and Unacceptable Classroom Behaviour (Appendix II, this policy)
- Student Conduct Policy and Disciplinary Procedures
- Records Management Policy – Academic Complaints and Appeals Policy
- Employee and Student Access and Equity Policy



Accountable Officers

The accountable officers for the implementation and relevant training of this policy are listed below.

Policy Category		Academic		
Responsible Officer		Dean and Principal		
Review Date		Q2 2019		
Approved by				
Academic Board				
Change and Version Control				
Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
1.0	Academic Dean	LCI MELBOURNE Student Assessment.pdf	Dec 2014	Dec 2017
1.1	Academic Dean	Merged data from LCI MELBOURNE Course Progression and LCI Vancouver Policies	Dec 2017	Jan 2018
2.0	Academic Dean	Superficial changes - updated language for consistency eg program leader to discipline leader, course to unit, program to course	Sept 2018	Sept 2018