

Academic Progress Policy

Introduction

This Policy sets out the principles, policies and procedures relating to academic progress at the School.

Scope

This Policy applies to all registered students of the School.

Principles

The School seeks to assist all of its students to achieve academic success. In order to be successful, students must engage as active partners in the learning opportunities provided by the School. Failure to do so will undermine their ability to progress and succeed on the programme. The policies and procedures relating to academic progress are therefore intended to be supportive rather than punitive.

Policies

This policy covers all form of non-engagement. For the purposes of this policy, non-engagement includes, but is not limited to:

- Failure to prepare for classes and other learning events;
- Failure to participate in class or other learning events;
- Failure to undertake sufficient private study or the practice of skills;
- Repeated or prolonged failure to attend class.

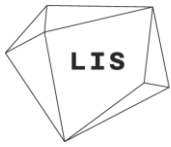
The School's [Attendance Policy](#) covers student attendance requirements and should be read in conjunction with this policy.

The School will seek to assist students in maintaining engagement with their studies through: monitoring of attendance, preparedness and engagement in learning activities; feedback on learning activities and formative and summative assessment; academic and pastoral support through the academic tutor and the student support resources and services offered by the Student Support Department; and guidance on interruption of study, temporary withdrawal or repeating modules.

Procedures

Where a member of staff considers that, and has made record that:

- during a term, there are repeated instances of failures to satisfy requirements (e.g., in terms of attendance, preparation, engagement, study, assessment) of one or more modules on which a student is registered; and/or
- the student is considered unlikely to be able to sustain the academic workload and/or assessment burden necessary to regain satisfactory progress towards the award,



they shall report the matter to the student's academic tutor. This academic tutor shall review the student's progress with the student and develop a Learning Plan. This Learning Plan may include placing the student under review by the academic tutor and may include conditions for progression (such as improved attendance or submission of work) that must be met by specified deadlines. Where the academic tutor determines that such conditions for progression are appropriate, they must notify the student in writing within 5 working days. This notification must set out clearly why the student has been placed under review; the requirements they must meet and the timescales within they must be met; the consequences of not meeting the requirements; and any specific assistance that might be available to them.

The Learning Plan developed by the academic tutor may also involve liaising with the Director of Student Experience, Careers and Partnerships and other academic faculty to determine what additional support can be provided to the student to support their engagement with their studies.

Where the student has notified the academic tutor of a change in personal circumstances that significantly impacts their ability to submit coursework, the academic tutor will advise the student, where appropriate, to apply for an Extension under the School's [Deferral, Extension and Extenuating Circumstances Policy and Procedure](#).

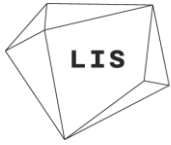
Where a Learning Plan with conditions is set by the academic tutor, and where the conditions are met by the student, the student shall be permitted to progress on the programme. If the conditions of a Learning Plan are not met, they may refer the case to the Director of Teaching and Learning.

In considering such a case, the Director of Teaching and Learning shall take into account:

- Extent to which conditions have been missed (including period of time over which the student has failed to meet the requirements of the course);
- Any underlying cause of failure to meet conditions (e.g., difficulty with content, mitigating circumstances);
- Track record in meeting course requirements;
- Support that has been offered and further support that may be available;
- Evidence that student is making an effort to meet conditions.

The Director of Teaching and Learning shall determine whether to:

- Issue a warning;
- Draw up a new Learning Plan with specified conditions and learning support;
- Advise the student to take a study break for reasons of ill health or other extenuating circumstances, in line with the School's [Registration Policy](#)
- Exclude the student from assessments, in whole or in part, pending specified conditions being met;
- Require the student to withdraw from the School temporarily pending the achievement of specified conditions;



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- Terminate the student's registration.

The student shall be informed of the Director of Teaching and Learning's decision within 5 working days of the decision being made.

Students have a right to appeal the decision of the Director of Teaching and Learning under the [Academic Appeals Procedure](#). Students who appeal may attend such learning and teaching events as are considered necessary for continuing progression, provided they have attained the academic pre-requisites to do so.

Interruption of studies

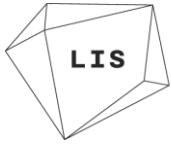
A student may apply, or be required, to take a study break for a maximum period of twelve consecutive months for reasons for ill health or other extenuating circumstances, in line with the School's [Registration Policy](#).

Fees

Where a student is refused access to School services or provision as a result of failure to engage with their programme of study or inadequate academic progress, they shall not be entitled to any reimbursement of fees already paid or due to the School.

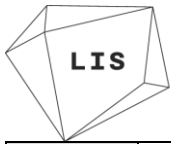
Monitoring and Review

This Policy and its effectiveness shall be reviewed annually by the Director of Teaching and Learning and any appropriate amendments will be authorised by the Academic Council.



Name of policy/procedure:	Academic Progress Policy
Document owner:	Hannah Kohler, Director of Admissions and Student Support
Date Originally Created:	02/2019
Last reviewed:	08/2021
Reviewed by:	Dr Andrew Redford (Head of Quality)
Audited by:	Academic Council
Date of Audit:	12/2019, 03/2020 - approved
Date of next review: (annually unless otherwise agreed)	
Related documents: (eg associated forms, underpinning processes, related policies or overarching policies)	<p>Student Code of Conduct and Disciplinary Procedure</p> <p>Deferral, Extension and Extenuating Circumstances Policy and Procedure</p> <p>Attendance Policy</p> <p>Academic Appeals Procedure</p> <p>Registration Policy</p>

Version Control			
Version	Author	Date	Brief summary of changes
1	Hannah Kohler (Director of Admissions and Student Support)	20/02/2019	Original draft
2	Hannah Kohler (Director of Admissions and Student Support)	07/08/2019	Updates to reflect changes in examinations and assessments regulations
3	Prof. Carl Gombrich (Director of Teaching and Learning)	08/08/2019	Minor wording changes
4	Hannah Kohler (Director of Admissions and Student Support)	09/08/2019	Included reference to registration policy



5	Hannah Kohler (Director of Admissions and Student Support)	10/08/2019	Clarified accountabilities for review of policy and authorisation of changes. Updated links to associated policies. Clarified how Learning Director makes decision in relation to student failing to meet conditions
6	Hannah Kohler (Director of Admissions and Student Support)	03/12/2019	Minor wording changes
7	Academic Council	18/12/2019	Requires update as part of update of all general academic regulations in the light of decision to pursue NDAPs
8	Hannah Kohler (Director of Admissions and Student Support)	06/02/2020	Clarified link to registration policy on interruption
9	Academic Council	16/03/2020	Approved
10	Dr Andrew Redford (Head of Quality)	08/2021	Minor changes of job titles