

## ACADEMIC PROGRESSION POLICY

<b>Section</b>	Academic
<b>Contact</b>	Office of the Provost
<b>Last Review</b>	November 2021
<b>Next Review</b>	June 2027
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### Purpose:

This policy describes the requirements and principles governing student academic performance, academic excellence, and student progression within Massey University Te Kunenga ki Pūrehuroa.

### Policy:

All students are expected to achieve at least *satisfactory* academic progress in each enrolment period.

Massey is committed to providing a learning environment which facilitates students achieving to their fullest potential. Massey is committed to actively managing student academic performance and providing support where necessary for students who are motivated to achieve in their studies, and fairly managing the availability of places for students.

Massey acknowledges there exists a reciprocity of responsibilities and rights between the University and students in matters of academic performance. Massey acknowledges it has a responsibility to provide a supportive and quality learning environment and targeted personalised support; and in turn, students are expected to exert genuine effort and energy to achieve academically.

### Scope:

This policy is universal and applies to all students in all qualifications and Certificates of Proficiency offered by Massey. For the avoidance of doubt, the policy applies to:

- taught and research qualifications;
- professionally accredited and licenced qualifications;
- Massey University College qualifications;
- qualifications taught in educational partnerships where Massey University Te Kunenga ki Pūrehuroa credits and awards are given, including both those within New Zealand and overseas.

This policy does not apply to learning or training via short courses, whether or not this learning results in micro-credentials or non-credit bearing awards.

While this policy does not directly address matters of student discipline and misconduct, matters of student complaint and grievance, or fitness for study, it is acknowledged that students with complex experiences may have records which cross these policy boundaries and at times the application of this policy will require an holistic approach, with due consideration of the student’s broader context of learning.

This policy should be read in conjunction with the Academic Progress Regulations and Academic Progress Procedures, and the Student Achievement Support Intervention Framework and Services.

The Education and Training Act 2020 section 255 (5)d allows for universities to evaluate if a student has made insufficient progress in their study, and to refuse or cancel the enrolment of a student if the student’s progress has been insufficient.

### **Principles and Philosophy:**

The Academic Progress Process is based on the following principles, informed by the values of *Paerangi*.

1. Student achievement occurs through a reciprocal relationship of learning between the University staff and students, supported by effort on both sides (Pae Ako). Students and staff form a community, working together for mutual benefits with mutual responsibilities (Pae Whānau).
2. Massey has a guardianship role in terms of the meaning and value of qualifications and awards, as well as in caring for our students, enabling positive student experiences, development, and success (Pae Tiaki).
3. Through the Academic Progress processes, Massey aims to encourage excellence, acknowledge progress, and celebrate success (Pae Rawe, Pae Mātau).
4. The Academic Progress processes are designed to monitor student progress, identify successes or problems, and implement actions that provide opportunities for students to maximise their achievement (Pae Whakahaere).
5. The Academic Progress processes are honest, fair, equitable, and respectful (Pae Tika). To achieve this, they are:
  - a. simple and understandable;
  - b. clearly communicated and timely in conveying expectations of both parties;
  - c. respectful and free from judgmental language;
  - d. consistent with common law rights and principles, including the right to be heard, the right to impartial decision making, the right to equity and fairness in treatment, and the right to appeal.
6. The Academic Progress processes reflect Massey’s commitment to humility, respect, generosity, responsibility, pastoral care, and support of others (Pae Manaaki). To achieve this, they are designed to:
  - a. enable Massey to identify when its actions or inactions have contributed to cases where the learning partnership is not working well and adjust its actions accordingly;
  - b. enable students to adjust their behaviours and access support where this is necessary, encouraging and facilitating greater achievement where possible;
  - c. offer students opportunities for support to maximise their achievement, which are tailored to the student needs.

### **Academic Progress Committee’s Main Frameworks:**

1. The Academic Progress Committee (APC) will oversee processes for considering student academic performance and success and will conduct the Evaluating Student Academic Progress (ESAP) processes for all current students at regular intervals throughout the academic year, usually once per semester.
2. The Academic Progress Committee will also manage the evaluation of student progress on those qualifications which have specific performance and competence requirements within their Programme Regulations. This process will be operationalised by subcommittees of the Academic Progress Committee which will conduct Performance on Professional and Accredited Qualifications (P-PAQ) evaluation processes.

### 5.1 ESAP Thresholds

#### *Minimum ('Satisfactory') Threshold*

- During 2021 and 2022, students are required to complete periods of enrolment having gained academic credit for at least one course they were enrolled in, in each period of enrolment. Grades and notations of D, E, F, DC and WD will all count as conveying no academic credit.
- In 2023 and beyond it is anticipated that the minimum thresholds will become more stringent as support mechanisms raise the levels of achievement and expectations for performance.

#### *Excelling Thresholds*

- Students will have passed 100% of their credits in the most recent enrolment period, with a Grade Point Average for the period of 7 or above.

### 5.2 Defining Restrictions and/or Exclusions

- Restrictions and/or exclusions may be applied in cases where a student is on their third instance of having a *Status of Concern* through ESAP evaluations, or where the P-PAQ process has highlighted an issue of non-compliance with a programme regulation.
- For ESAP and P-PAQ processes, the main restriction will be short term exclusion i.e. a student is not permitted to enrol at Massey for a minimum of 12 months.
- In ESAP and P-PAQ processes where a student has previously experienced short-term exclusion (arising from ESAP, P-PAQ, or Academic Standing processes), a long-term exclusion may be applied i.e. the student would not be permitted to enrol at Massey for a minimum of three years, and must apply for readmission.
- Where P-PAQ processes result in an evaluation that the student will not be able to be endorsed as suitable for registration or professional accreditation, the Academic Progress Committee may permanently exclude the student from that qualification. In such instances the student will be assisted wherever possible to transfer to an alternative qualification (and will be supported in their learning), or, if they prefer, they will be exited from study.

### 5.3 Defining Concomitant Situations

- Students with academic performance evaluated as being below threshold for the period considered will have a *Status of Concern* recorded on their student record but this will not appear on the student Academic Record (transcript). Those *Statuses of Concern* will be deactivated and become background records when a student has successfully completed the associated qualification or when the *Status of Concern* has otherwise expired, as per below.
- If a student transfers between qualifications at the same academic level, any Status of Concern and associated PSOs and Case Management arrangements will remain active until the student has either successfully completed the new qualification, or until the Statuses have otherwise expired.

- The oldest *Status of Concern* on a student's record from a concomitant situation will expire if a student has three successive periods of enrolment achieving *satisfactory* performance.

#### 5.4 Professional and Accredited Qualifications (P-PAQ)

The following list of qualifications have specific performance and competence requirements within their Programme Regulations, referred to in clause 5.0 sub point 2.

- Te Aho Tātaiarangi: Bachelor of Education Teaching Māori Medium/ Diploma in Māori Education/ Te Aho Tātaiarangi: Bachelor of Teaching and Learning Kura Kaupapa Māori / Te Aho Paerewa: Postgraduate Diploma Teaching and Learning in Māori Medium
- Graduate Diploma of Teaching (Early Childhood Education), Graduate Diploma of Teaching (Primary)/ Graduate Diploma of Teaching (Secondary)/Graduate Diploma of Learning and Teaching/ Postgraduate Certificate in Specialist Teaching / Postgraduate Diploma in Specialist Teaching
- Bachelor of Veterinary Science
- Bachelor of Nursing/ Bachelor of Social Work/ Master of Applied Social Work / Master of Clinical Practice (Nursing)
- Bachelor of Aviation – Air Transport Pilot major
- Bachelor of Speech and Language Therapy /Bachelor of Speech and Language Therapy with Honours
- Master of Clinical Psychology
- Degree of Doctor of Business and Administration/ Degree of Doctor of Clinical Psychology / Degree of Doctor of Education / Degree of Doctor of Philosophy / Degree of Doctor of Social Work

#### Appeals:

- Appeals will be heard by the Provost or Nominee (and must always be a person neutral from involvement in previous decisions impacting the student in relation to the determination being appealed). Students may appeal any determinations made by the Academic Progress Committee (arising from ESAP or P-PAQ, and including ESAP *excelling* outcomes). Appeals will only be considered valid if a student can show they have suffered actual disadvantage, and
  - a) The student can demonstrate that the determination was incorrect, and/or
  - b) New evidence that was not known or available at the time of the original Academic Progress Committee determination is now available and could have affected the determination.
- Appeals must be lodged in writing in the format and within the timeframe advised by the Provost or Nominee.
- The Provost or Nominee will have the power to determine a process for pre-sifting appeal submissions and declining, without substantive consideration, any appeal that does not meet the outlined validity criteria.

#### Appeal Remediations

In instances where an appeal is upheld, the Provost or Nominee will utilise the following remediations:

- Direct the Academic Progress Committee and/or P-PAQ sub-committee to reconsider a case utilising any new submission or evidence; and/or
- Remove any *Status of Concern* or restrictions or reverse any exclusion, and draw the change in decision to the attention of support services and other relevant parties; and/or
- Direct the Academic Progress Committee and/or P-PAQ subcommittee to consider the implications of the case as it applies to the future handling of similar cases.

- Record an *Excelling Status* on a student's record and instate any of the benefits or opportunities that ensue.

**Audience:**

This policy's audience is all staff, students and external bodies within the university community.

**Relevant Legislation / Regulation:**

Privacy Act 1983

Education and Training Act 2020

Human Rights Act 1993

New Zealand Bill of Rights Act 1990

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

**Legal Compliance:**

Under Part 4 of the Education and Training Act 2020, the University must provide services and support to students that:

- a) provide them with the skills, knowledge, and capabilities that they need to fully participate in the labour market, society, and their communities; and
- b) support their health, safety, and well-being; and
- c) assure the quality of the education provided and the institutions and educators that provide and support it; and
- d) honour Te Tiriti o Waitangi and support Māori-Crown relationships.

The University must comply with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 by ensuring the learning environment and the University's accommodation is safe, inclusive, supportive and accessible. The Code also requires the University to respond to the distinct wellbeing and safety needs of international tertiary learners.

**Related procedures / documents:**

- Code of Student Conduct
- Student Contract
- Student Disciplinary Regulations
- University Workloads Policy and Procedures
- Academic Integrity Policy and Procedures
- Health and Wellbeing Charter
- Health, Safety and Wellbeing Policy
- [The Education \(Pastoral Care of Tertiary and International learners\) Code of Practice 2021](#)
- Assessment and Examination Regulations



**Document Management Control:**

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