Monitoring Academic Progress, Academic Counselling and Intervention Policy and Procedure

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Contents

1. Purpose and Scope

As per the requirements of the *National Code 2018 Standard 8 Overseas student visa requirements*, this policy and procedure provides guidelines for:

1. Monitoring and tracking student academic progress through Hawthorn-Melbourne courses;

2. Identifying, notifying and assisting students at risk of not meeting course progress requirements in sufficient time for those students to achieve satisfactory course progress;

3. Providing academic counselling;

4. Informing students identified as not meeting course progress requirements of Hawthorn-Melbourne's intention to report them.

Hawthorn-Melbourne is committed to abide by and implement a course progress policy in accordance with the National Code 2018. As such, this policy should be read in conjunction with the National Code.

The Department of Home Affairs has the view that if an international student is on a student visa, they should be attending class, studying and passing subjects within the period stated on their Confirmation of Enrolment (CoE).

Monitoring student progress allows for identification of those students who might be at risk of not completing their course within the timeframe of their CoE and allows for early intervention strategies to be implemented.

In accordance with the *National Code 2018, Standard 8 – Overseas student visa requirements*, as an education provides, Hawthorn-Melbourne will not enrol a student in a course whereby their duration of study as per their CoE exceeds the CRICOS registered duration.

Any student who fails an assessment in their course may be at risk of not completing their course within its expected duration. At-risk students will be subject to an intervention strategy outlined in this policy.

2. Principles and Objectives

Hawthorn-Melbourne is committed to promoting and ensuring the highest standards of integrity through teaching, learning, monitoring, assessment and academic feedback. Hawthorn-Melbourne recognises the importance of monitoring student progress and being proactive in supporting students to achieve their learning goals.

The core principles of monitoring academic progress are:

- respect

- transparency

- consistency

- collaboration

3. Definitions

At-risk students: At-risk students are identified as being at risk of not successfully completing the course within the allocated number of weeks – normally 10 weeks for any course. At-risk students fall into two categories:

I. **Borderline students:** Borderline students are displaying a fairly limited mastery of course learning outcomes and need support to reach the required level of proficiency for progression. Borderline students' scores are on, or up to 5% above, their required pass mark (e.g. 50-55% on a course with a 50% pass mark). Such students should be monitored by their teacher and implementation of a Study Plan should be considered.

II. **Failing students:** Failing students are not achieving satisfactory grades on formative assessment tasks and/or have failed the mid-course summative assessment. Failing students' scores are below the required pass mark (e.g. 45% on a course with a 50% pass mark). Such students must be placed on a Study Plan at the earliest opportunity.

Formative Assessment: Formative assessment is informal assessment tasks given to students during the course in order to:

I. inform the teacher about student uptake of key learning outcomes and allow them to adjust the teaching and learning program accordingly;

II. give students practice at assessment tasks and provide opportunity for them to check their understanding of key learning outcomes.

Formative assessment results are the latest trigger for teachers to identify any at-risk student.

Summative Assessment: Summative assessment is formal assessment tasks such as assignments, presentations or in-class exams that measure the level of students' uptake of key learning outcomes. Summative assessment tasks are high-stakes and course reflective.

Satisfactory Academic Progress: When students are on track to successfully complete their course within the allocated number of weeks – normally 10 weeks for any course.

Monitoring Academic Progress: The progress of each student is monitored, recorded and assessed for each course in which they are enrolled.

4. Procedure

Monitoring activities include:

1. diagnostic testing of students during the first week of the course;

2. ongoing teacher observation of students as they undertake learning activities in class;

3. scheduled formative assessment of student progress towards course objectives;

4. scheduled summative assessment.

Appendix 1 contains the assessment calendars for all registered courses.

Academic Counselling and Intervention

For 'Failing' students, and 'Borderline' students whom the teacher deems at significant risk of not achieving desired course outcomes, an intervention strategy is implemented by the teacher via the following steps.

    I.   Provide academic counselling to the student and involve them in the intervention strategy by using the Study Plan template;

    II.   Notify the guardian of an underage student about the intervention strategy;

    III.   Store the completed Study Plan in an agreed central location accessible to Academic Management;

    IV.   Notify Academic Management of a student's lack of engagement or uptake of the plan;

    V.   Notify Academic Management if a student fails a key assessment.

Academic Management monitors student progression through the assessment record sheet and through consultation with the teacher.

In the event that a student is failing to progress or modify their learning approach as advised, Academic Management holds a meeting with the student. The purpose of the meeting is to:

    I.   review the previous Study Plan and the student's response to it;

    II.   further customise the Study Plan to meet the student's needs;

    III.   discuss alternative options if the student ultimately does not pass their course;

    IV.   inform the student and the guardian of an underage student of Hawthorn-Melbourne's duty to report their at-risk status to direct entry partners (as appropriate).

    V.   inform the student and the guardian of an underage student of Hawthorn-Melbourne's duty to report the student to the Department of Home Affairs (DHA) for lack of academic progress (as appropriate).

Reporting a Student for Lack of Academic Progress

In more extreme cases, where there may be unresolved concerns around a student's ability to make sufficient academic progress, or concerns as to whether a student is making a genuine effort to progress, Hawthorn-Melbourne is obligated to initiate a reporting process as per Standard 8 of the National Code 2018.

If, after repeated attempts to assist a student in line with Section 2 above, Hawthorn-Melbourne is satisfied that they are unlikely to make satisfactory academic progress over the remainder of their enrolment, the school will commence a formal reporting process for lack of academic progress.

Note that:

    I.   refusal to participate in class and/or complete assessment tasks, as well as failure to

demonstrate effort, may also be interpreted as lack of academic progress.

II.   any student failing the same course twice should automatically have a formal reporting process initiated against them, provided they have been supported in line with this policy.

Students, and guardians of underage students, are informed in writing as to the school's intention to report them to the DHA for lack of academic progress. The student retains the right to appeal as per [Hawthorn Melbourne's Complaints and Appeals Procedure](#) and will have 20 working days to appeal in writing, explaining why they have failed to make sufficient academic progress. The student must continue to attend classes during this period.

If the student chooses not to access the internal appeal by the 20th working day or if their appeal is unsuccessful, or the student chooses not to access external appeal, they will be reported to the DHA through PRISMS.

The student, and the guardian of the student if underage, will be notified in writing of the outcome of the appeal within 10 working days.

Further Studies Counselling

Hawthorn-Melbourne helps ELICOS students to determine and progress along appropriatepathways for further education and training and to be proactive in notifying and supporting students who are at risk of failing to meet course progress requirements.

Academic Management is responsible for ensuring:

1.   qualified staff provide regular and appropriate academic counselling

2.   appropriate procedures are followed to assist students in planning pathways for further education and training

3.   academic counselling records are maintained and updated.

Allowable Extensions of Course Duration

Hawthorn-Melbourne will not extend the duration of the student's enrolment if the student is unable to complete the course within the expected duration, unless:

a)   The student is at risk of not achieving course progress as outlined above and is to be guided by an intervention strategy

b)   As noted in the definition of Satisfactory Academic Progress, the student may only extend the same course by 10 weeks in order to achieve satisfactory progress. For example, an English for Academic Purposes 2 (EAP 2) student may extend up to an additional 10 weeks to repeat EAP 2 to attain the minimum pass rates required. If this is not achieved, the student cannot extend to repeat the course a third time unless either 4.5b) or 4.5c) below apply.

The student demonstrates compassionate and compelling circumstances, which is evidence-based and warrants a course extension. For example, if the student is unable to complete their current course due to physical or mental health issues.

c) The student has been approved a deferral, meaning they are unable to complete their current course within the expected duration.

Hawthorn-Melbourne strongly advises students who are extending their course to contact the Department of Home Affairs (DHA) to seek advice on any potential impacts to their visa, including the potential need for a new visa.

5. Responsibilities

Administrators, teachers and students all play an important role in monitoring academic progress within a course.

Administrators (i.e. Academic Management) at Hawthorn-Melbourne are responsible for:

- Ensuring that course learning outcomes and assessments are clearly and explicitly outlined for teachers and students before they commence Hawthorn-Melbourne courses in teacher and student-facing course documentation and orientation procedures;

- Ensuring the provision of appropriate formative and summative assessment tasks in each course;

- Reviewing the relevance and effectiveness of formative and summative assessment tasks;

- Creating and maintaining record-keeping platforms to track student progress;

- Monitoring student progress through regular review;

- Ensuring a comprehensive reporting system is in place to help students monitor their own progress;

- Providing academic counselling and support for students identified as being at risk;

- Providing support for teachers who are working with students at risk;

- Determining the point at which students have failed to meet satisfactory course progress, and informing them accordingly;

- Coordinating academic appeals according to Hawthorn-Melbourne's Complaints and Appeals Procedure;

- Negotiating alternative study plans for students who do not achieve satisfactory course progress and may be required to repeat some or all of a course.

Teachers at Hawthorn-Melbourne are responsible for:

- Ensuring students are clear about their course learning goals;

- Ensuring students are suitably informed about assessment events;

- Conducting and responding to diagnostic assessment of students' language needs;

- Gauging the relevance and effectiveness of formative and summative assessment tasks;

- Developing intervention strategies for students at risk;

- Maintaining accurate class teaching and assessment records on the platforms provided;

- Identifying students at risk of failure by the mid-course point at the latest;

- Notifying Academic Management of students at risk;

- Negotiating a Study Plan with students and Academic Management;

- Supporting and monitoring students on a Study Plan;

- Proactively reporting back to Academic Management on student progress against a Study Plan.

Students at Hawthorn-Melbourne are responsible for:

- Reviewing all course documentation;

- Attending and participating in all classes;

- Completing all homework assigned by the teacher;

- Submitting all assignments as per course requirements;

- Undertaking any intervention activities designated by the teacher or Academic Management;

- Pursuing enquiries on any aspect of the course they are unclear or unhappy about;

- Taking every opportunity to engage in the English language.

6. Related documents

- Academic Integrity Policy

- Special Consideration Policy and Procedure

- Complaints and Appeals Policy and Procedure

- Deferring, Suspending or Cancelling the overseas student's enrolment - Policy and Procedure

- Study Plan Template

7. Review

This document is reviewed by the relevant manager at least once per two years to ensure alignment to appropriate strategic direction and its continued relevance to Hawthorn-Melbourne's current and planned operations.

8   Appendix

General English Assessment Calendar

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Orientation Day No Classes	Diagnostic Writing		Formative Speaking	Formative Reading and Listening
2	Progress Test 1 Vocabulary and Grammar	Formative Writing		Formative Speaking	Formative Reading and Listening
3	Progress Test 2 Vocabulary and Grammar	Formative Writing		Formative Speaking	Formative Reading and Listening
4	Progress Test 3 Vocabulary and Grammar	Formative Writing		Summative Speaking	Formative Reading and Listening
5	Mid-Course Summative Writing Test	Mid-Course Summative Reading and Listening Tests		Consider a class excursion	
6	Diagnostic Writing			Formative Speaking	Formative Reading and Listening
7	Progress Test 6 Vocabulary and Grammar	Formative Writing		Formative Speaking	Formative Reading and Listening
8	Progress Test 7 Vocabulary and Grammar	Formative Writing		Formative Speaking	Formative Reading and Listening
9	Progress Test 8 Vocabulary and Grammar	Formative Writing		Summative Speaking	Formative Reading and Listening
10	End-of-Course Summative Writing Test	End-of-Course Summative Reading and Listening Tests		Consider a class excursion	

English for Business Assessment Calendar

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	**Orientation Day No Classes**	**Diagnostic Writing**			
2	**Progress Test 1** Vocabulary, Grammar, Functional Language				**Formative Speaking**
3	**Progress Test 2** Vocabulary, Grammar, Functional Language			**Formative Task Reading, Listening, Writing**	
4	**Progress Test 3** Vocabulary, Grammar, Functional Language			**Summative Speaking (Presentation)**	
5	**Progress Test 4** Vocabulary, Grammar, Functional Language **Mid-Course Summative Writing Test**	**Mid-Course Summative Listening & Reading Tests**		Consider a class excursion	
6	**Diagnostic Writing**				
7	**Progress Test 6** Vocabulary, Grammar, Functional Language				**Formative Speaking**
8	**Progress Test 7** Vocabulary, Grammar, Functional Language			**Formative Task Reading, Listening, Writing**	
9	**Progress Test 8** Vocabulary, Grammar, Functional Language			**Summative Speaking (Presentation)**	
10	**Progress Test 9** Vocabulary, Grammar, Functional Language **End-of-Course Summative Writing Test**	**End-of-Course Summative Listening & Reading Tests**		Consider a class excursion	

Hawthorn Melbourne

English for Academic Purposes 1 Assessment Calendar

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Orientation Day No Classes			Diagnostic Writing	Listening ePortfolio
2					Reading ePortfolio
3			Formative Listening and Reading	Formative Writing Speaking ePortfolio	
4	Writing ePortfolio				
5		Summative Listening, Reading & Writing	Seminar Presentations	Seminar Presentations	Option for Excursion
6		Diagnostic Writing			Listening ePortfolio
7			Writing ePortfolio	Argument Essay Plan Submission	
8		Formative Listening & Reading	Formative Writing Argument Essay Draft Submission	Formative Collaborative Speaking	Reading ePortfolio
9			Argument Essay Final Submission		Speaking ePortfolio
10		Summative Listening & Reading Exam	Summative Collaborative Speaking		Option for Excursion

English for Academic Purposes 2 Assessment Calendar

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Orientation Day No Classes	Diagnostic Writing			Listening ePortfolio
2					Reading ePortfolio
3			Formative Collaborative Speaking Speaking ePortfolio	Formative Listening, Reading & Writing	
4	Writing ePortfolio				
5			Summative Listening, Reading & Writing	Summative Collaborative Speaking	Option for Excursion
6		Diagnostic Writing		Writing ePortfolio	
7					Speaking ePortfolio
8			Formative Listening & Reading		Research Discussion Draft Submission Listening ePortfolio
9					Research Discussion Final Submission Reading ePortfolio
10		Summative Listening & Reading	Seminar Presentation		Option for Excursion

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English for Academic Purposes 3 Assessment Calendar

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Orientation Day No Classes		Diagnostic Writing		Listening ePortfolio
2					Reading ePortfolio
3			Formative Writing, Listening & Reading	Formative Collaborative Speaking	Writing ePortfolio
4					Speaking ePortfolio
5		Summative Writing, Listening & Reading	Summative Collaborative Speaking		Option for Excursion
6		Diagnostic Writing			Listening ePortfolio
7		Writing ePortfolio			
8		Reading ePortfolio	Formative Listening & Reading		Research Essay Draft Submission
9			Research Essay Final Submission		Speaking ePortfolio
10		Summative Listening & Reading	Seminar Presentations	Seminar Presentations	Option for Excursion

Intensive Academic Preparation Assessment Calendar

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Orientation Day No Classes	Diagnostic Writing			
2	Listening ePortfolio				Reading ePortfolio
3			Formative Integrated Exam: *Listening, Reading & Writing*	Formative Collaborative Speaking Speaking ePortfolio	
4	Writing ePortfolio				
5			Summative Integrated Exam: *Listening, Reading & Writing*	Summative Collaborative Speaking Task	Option for Excursion
6		Diagnostic Writing			Listening ePortfolio
7			Writing ePortfolio		
8			Formative Exam: *Listening, Reading*		Research Draft Submission Reading ePortfolio
9					Research Final Submission Speaking ePortfolio
10		Summative Exam: *Listening, Reading*	Seminar Presentation	Seminar Presentation	Option for Excursion

IELTS Preparation

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	**Orientation Day No Classes**	Diagnostic Listening	Diagnostic Reading Diagnostic Writing T2	Diagnostic Writing T1 (Optional)	Diagnostic Speaking
2		Formative Writing T1	Formative Speaking	Summative Writing T2	Reading practice test Listening practice test
3	Formative Speaking	Summative Writing T1			Formative Writing T2 Reading practice test Listening practice test
4	Formative Writing T1			Formative Speaking Summative Writing T2	Reading practice test Listening practice test
5	Summative Speaking (Full Test)	Summative Speaking (Full Test)	Summative Speaking (Full Test)	Summative Listening Summative Reading Summative Writing T1 Summative Writing T2	
6		Diagnostic Writing T1	Diagnostic Speaking	Diagnostic Writing T2	Diagnostic Listening Diagnostic Reading
7		Formative Writing T1 Formative Speaking		Summative Writing T2	Reading practice test Listening practice test
8		Formative Speaking Summative Writing T1		Formative Writing T2	Reading practice test Listening practice test
9	Summative Writing T2	Summative Speaking (Full Test)	Summative Speaking (Full Test)	Summative Speaking (Full Test)	Formative Writing T1
10		Summative Writing T1 Summative Writing T2 Summative Listening Summative Reading			

English for High School Assessment Calendar

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Orientation Day No Classes	Diagnostic Writing			
2				Formative Listening and Reading	
3		Formative Speaking	Formative Writing		
4			Summative Speaking		
5	Australian Studies Summative Writing	Summative Listening and Reading	Maths	Science	Literature
6		Diagnostic Writing			
7				Formative Listening and Reading	
8		Formative Speaking	Formative Writing		
9			Summative Speaking		
10	Australian Studies Summative Writing	Summative Listening and Reading	Maths	Science	Literature

UMELBP Prep Assessment Calendar

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Diagnostic Testing	Diagnostic Testing	Diagnostic Testing	Diagnostic Testing	Diagnostic Testing
2					
3			Formative Mid-Course Exam Listening, Reading, Writing	Formative Collaborative Speaking Task	
4					
5 **Weeks 1-4 ePortfolio submissions due Sunday 5 pm**			**Summative Mid-Course Exam Listening, Reading, Writing**	**Summative Collaborative Speaking Task**	
6					
7					
8		Research Essay Draft Due	Formative End-of-Course Exam Reading, Listening, Writing		
9				**Research Essay Final Due**	
10 **Weeks 6-9 ePortfolio submissions due Sunday 5 pm**		**Summative End-of-Course Exam Reading, Listening, Writing**	**Seminar Presentations**	**Seminar Presentations**	

UMELBP Assessment Calendar

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Day One Procedures	Diagnostic Speaking Diagnostic Writing	**Task 2** Research Briefing		
2	**Task 2** Topic conferencing		**Task 1** Briefing **Task 2 Proposal Due**		**Task 2** Proposal Feedback
3			**Task 1 Mid-Course Practice Exam**		
4	**Task 2 DRAFT DUE**	**UoM Event – Morning Tea** **Infographic Task 1**	**Task 1** Practice Exam Feedback		
5			**Task 1 MID-COURSE EXAM**	**Task 2** Draft Feedback	**Research Day No classes**
6	*Post Task 1 Academic Counselling*	*Post Task 1 Academic Counselling*		**Task 3** Briefing	**Task 4** Briefing
7	**Task 2 RESEARCH ESSAY DUE**	**UoM – Onboarding Webinar** **Infographic Task 2**			**Task 3 Final Practice Exam**
8					**Task 3** Final Practice Exam Feedback
9	*Post Task 2 Academic Counselling*	*Post Task 2 Academic Counselling*	DELA Briefing*	**Task 3 FINAL EXAM**	**DELA at UoM – on campus*** **Task 4 Preparation Day No classes**
10		**Task 4 PRESENTATIONS**	**Task 4 PRESENTATIONS**	**Task 4 PRESENTATIONS**	**DELA at UoM – on campus***