

Monitoring Academic Progress, Academic Counselling and Intervention Policy

Policy Version	1.1
Policy Owner	Principal
Contact Persons	Nicholas Kirk
Key Stakeholders	Academic Management, Teachers and Students
Related Policy	Academic Integrity Policy Assessment, Examinations & Special Consideration Policy Hawthorn Melbourne's Complaints and Appeals Procedure
Standards	National Code 2018 Standard 8 ELICOS Standards P4 – Assessment of ELICOS Students

Purpose

As per the requirements of the National Code 2018 Standard 8 *Monitoring overseas student progress, attendance and course duration*, 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 our intention to report them.

Scope

The policy covers monitoring, counselling and intervention on all Hawthorn-Melbourne programs.

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 recognizes 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

Definitions

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

- Borderline student** – is displaying a fairly limited mastery of course learning outcomes and requires 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 considered.
- Failing student** – is not achieving satisfactory grades on formative assessment tasks and/or has 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 first opportunity.

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

- inform the teacher about student uptake of key learning outcomes and allow them to adjust the teaching and learning program accordingly;
- give students practice at assessment tasks and provide opportunity for them to check their understanding of key learning outcomes.

Summative Assessment – 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 – students who are on track to successfully complete their course within the allocated number of weeks e.g. 10 weeks for Academic English courses.

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 plans 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 intervention plans with students and Academic Management;
- Supporting and monitoring students on intervention plans;
- Proactively reporting back to Academic Management on student progress against intervention 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.

1. Monitoring Academic Progress

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

Monitoring activities include:

1. diagnostic testing of students during the first week of the course;
2. on-going teacher observation of students as they undertake learning activities in class;
3. scheduled formative assessment on student progress towards course objectives;
4. scheduled summative assessment.

2. 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 the student and involve them in establishing an intervention plan using the Study Plan template (see Appendix ii);
- ii) Store the completed study plan in an agreed central location accessible to Academic Management;
- iii) Notify Academic Management of a student's lack of engagement or uptake of the plan;
- iv) Notify Academic Management or 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 of Hawthorn-Melbourne's duty to report their at-risk status to direct entry partners (as appropriate).
- v) inform the student of Hawthorn-Melbourne's duty to report the student to the Department of Home Affairs (DHA) for lack of academic progress (as appropriate – see #3 below).

3. 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 even 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 are informed in writing as to the school's intention to report them to the DHA for lack of Academic progress. The student must continue to attend classes and will have 20 working days to appeal in writing, explaining why they have failed to make sufficient academic progress. They retain the right to appeal as per [Hawthorn Melbourne's Complaints and Appeals Procedure](#). In lieu of a successful appeal, they will be reported to the DHA.

4. Further Studies Counselling

Hawthorn-Melbourne aids ELICOS students to help them determine and progress along appropriate educational pathways 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 appropriately qualified staff provide regular and appropriate academic counselling
- ensuring appropriate procedures are followed to assist students in planning pathways for further education and training
- ensuring academic counselling records are maintained and updated

Further Studies Counselling sessions should provide, where appropriate:

- information on courses provided by universities, TAFE colleges, private colleges;
- assistance in locating relevant information on further studies institutions' websites;
- assistance in application procedures for particular institutions;
- assistance with accessing information on further studies courses (e.g. institutions, course dates, semester fees);
- up-to-date information about IELTS tests (e.g. dates, how to apply)

References

The ESOS Act 2000

The National Code 2018 Standard 8

AUQA Good Practice Principles for English language proficiency for international students in Australian universities

EA Guide to Best Practice in Monitoring Student Progress in ELICOS

Appendix

i) Study Plan Template

Study Plan Template

Dear _____ (Student number: _____),

We are concerned about your progress in this course. At Hawthorn-Melbourne we believe that students play an important role in the success of their learning. We now think it would be a good time for you to think about this and take action, so you can succeed. The strategies below have been discussed with you and this is your copy. We have also kept a copy on file.

Teacher(s): (name + signature) _____ Date: ____ / ____ / ____

Independent be responsible for your own progress join out-of-class activities

Learning: talk to your teacher(s) about any part of your course that you are unsure about

ask for and follow advice about any assessments e.g. tests

Participation attend all classes arrive on time do all homework tasks, on time

join in all class activities ask questions when you are unsure about anything

Speaking: speak only English in class join conversation classes in ILC

always ask and answer class questions

Listening listen to practice materials in ILC listen to and take notes from TV / radio / online audio

Reading read at least 20 minutes daily (and vary what you read)

borrow a book from the ILC and read it in your own time read online articles, magazines, news

Writing give your teacher at least one extra piece of writing weekly

check corrections on your homework

Vocabulary record new vocabulary in special notebook/folder/app and revise it weekly

use an English-English dictionary, in and out of class

Grammar practice grammar from a book (e.g. English Grammar In Use by R. Murphy) from the ILC or online

Other

The advice in this study plan will help you succeed when you follow it every week.

It is also a good idea is to check this action with your teacher again to decide on any changes to this self-study plan.