

Monitoring Academic Progression Policy

Purpose

This policy establishes the principles and processes by which Macleay College will monitor academic progression to ensure compliance with the rules of Macleay College, the *TEQSA Higher Education Standards 2015*, the *Education Services for Overseas Students (ESOS) Act 2000* and Standard 8 of the *National Code 2018*.

Scope of Procedure

This policy applies to all domestic and international students at Macleay College and the college staff who monitor academic progression and attendance.

Related Policies

This policy should be read in conjunction with the following college policies:

- Attendance & Participation Policy
- Assessment Policy
- Intervention Strategy Guidelines
- Completion of Course within Expected Duration Policy (International Students)
- Grievances & Appeals Policy

All documents referenced in this policy can be accessed via the [Forms & Policies](#) section at the bottom of the Home Page of the college website and myHandbook section of the Moodle Student Portal via www.mymacleay.edu.au/, and the [PALS Online Staff Portal](#).

Definition of Key Terms

"Alert Letters" notification sent to students advising they are not achieving satisfactory course progression or maintain satisfactory course attendance and the intervention strategies available to them

"Intervention Strategy" individually tailored academic skills and/or personal program to support a student with learning and/or personal difficulties to improve academic performance and/or attendance

"Moodle" is the Learning Management System at Macleay College, an online learning environment that allows students to access learning materials and activities related to their studies from any location with internet access. It can also be referred to as the Student Portal or 'myMacleay'.

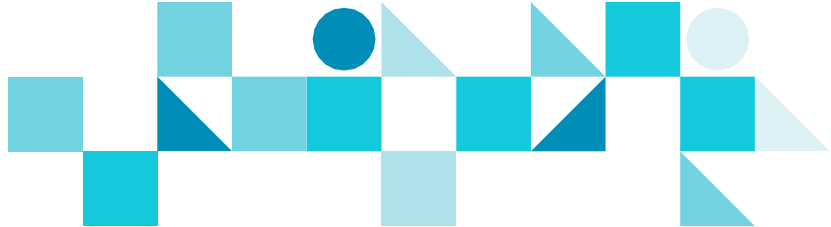
"Satisfactory Academic Progress" successfully completing the requirements of all required units in their course of study to achieve the qualification (award)

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Policy Statement

Macleay College has a proactive and systematic approach to monitoring unit and course progression each trimester so that students at risk of failing may be identified as early as possible and offered a tailored intervention strategy to assist their learning and academic performance through their course of study:

- 1) The program will commence early in the recruitment process with students being identified through the discussion and interview phase of the application process.
- 2) Identification of potential and actual 'Students at Risk (SARS)' is done through a college wide system of pastoral care and counselling once classes commence. Formal identification occurs after summative assessments and attendance records alert us to possible areas of concern.
- 3) Formal SARS identification also occurs when they fail one or more unit assessments. The degree of being at risk is qualitatively measured with a correspondingly appropriate level of support provided.
- 4) Attendance is recorded as a metric of participation and possible indicator of a student at risk of unsatisfactory course progression.
- 5) An academic skills program is at the core of the structure and delivery of all our education programs.

Satisfactory Academic Progression

Unit Level

A student is making satisfactory academic progress at the unit level (prior to Census Date) when they have:

- Logged into Moodle and viewed their enrolled unit pages for that trimester
- Completed their Online Academic Honesty Module
- Been recorded as attending classes

A student is making satisfactory academic progress unit level (post Census Date) when they are:

- Maintaining 75% attendance as per the Attendance & Participation Policy
- Achieving a Pass Grade or above

Course Level

A student is making satisfactory academic progress at the course level when they have:

- Passed 50% or more of their attempted units of study for that trimester
- Passed any core units being attempted for the second time
- Maintained 75% attendance for that trimester as per the Attendance & Participation Policy

A student is considered at risk of failing to make satisfactory academic progress at the course level when they have:

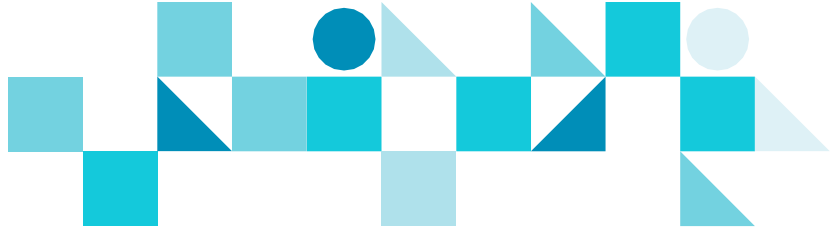
- Failed 50% or more of their attempted units of study for that trimester
- Failed a core unit being attempted for the first time
- Not maintained 75% attendance for that trimester as per the Attendance & Participation Policy
- Exhibits academic or pastoral care concerns affecting their studies and/or personal welfare

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Schedule of Activities for Identifying & Assisting Students at Risk

The following outlines the schedule of activities over an academic period (trimester):

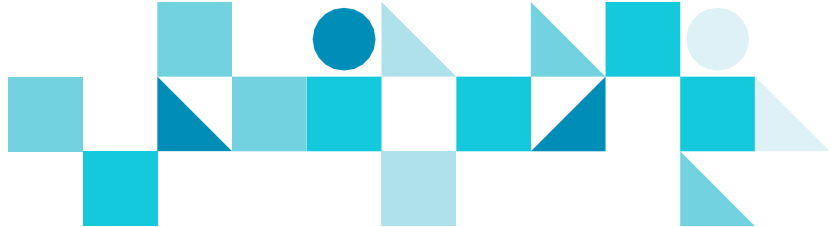
Timeframe	Activity
Identification of previous trimester SARS	Formal identification of students who have failed one or more subjects- Identify what factors may have contributed to the SAR situation and record on student file for ongoing management. Determine an appropriate program of support for each individual student and document.
Lecturer and staff training on SARS identification and support	Training program devised and delivered to teaching and student administration staff on identifying, following up and managing potential and actual students at risk. This is delivered prior to the start of the trimester.
Prior to start of trimester	Admissions team have been trained to identify early warning signs
Orientation	Communication message to include how we provide assistance and monitor student progression through our SARS Program.
Feedback on Assessments	Lecturers will provide clear and consistent information on assessment tasks, and timely feedback on results to assist students achieve learning outcomes and requirements of their course (in accordance with the <i>Assessment Policy</i>)
Week 1	<p>Check rolls by the end of the week to identify students who have not attended. Contact these students by phone and email to determine cause and decide on an outcome (ie. intervention strategy and/or academic penalty in accordance with the college Attendance & Participation Policy).</p> <p>Monitor activity logs on Moodle.</p> <p>Set up interviews with students who were identified SARS from the previous trimester.</p>
Week 3	Identify students who have not turned up to two or more classes and issue an attendance alert letter acknowledging the situation and inviting students to an academic support meeting with their Head of Faculty to discuss.
Week 4	Lecturers to report any students who appear to be struggling or disengaged to the Head of Faculty.

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Timeframe

Activity

Week 5

Review rolls again to identify any students who are failing to attend class and have missed two or more classes. Send a second alert letter to those students who have not attended and enrolled in units that incur academic penalty for absenteeism in accordance with the Attendance & Participation Policy.

Identify all students who may have failed any assessments to date and issue a first formal academic progression alert letter offering academic skills assistance and inviting students to meet with their Head of Faculty to discuss.

Week 6

Set-up academic support interviews with SARS to check on progression and offer additional support.

Week 8

Ask lecturers to report any students struggling or have failed a summative assessment. Issue second formal academic progression alert letter offering academic skills assistance and inviting students to an academic support meeting with their Head of Faculty to discuss.

Moderation & Grade Ratification Committee Meeting

In preparation for Moderation & Grade Ratification Committee, prepare a separate report that identifies students who have failed units in preparation for support in the following trimester

Post Moderation & Grade Ratification Committee Meeting

For domestic students who failed, issue third formal academic progression alert letter inviting students to meet with their Head of Faculty to discuss their academic options going into next trimester. For international students, issue an Intention to Report letter in relation to their breach of visa conditions.

Staff-Student Consultation & Pastoral Care

Academic Support Strategies

It is acknowledged that Macleay College students cover a broad cross section of learning styles, engagement, motivation, family education backgrounds, ethnicity, aptitudes and abilities. Given the broad cross section of factors it is important to apply a range of measures to assist student's individual needs.

To identify and assess students requiring learning support services to meet course and attendance requirements, Macleay College has implemented the following academic-support intervention strategies:

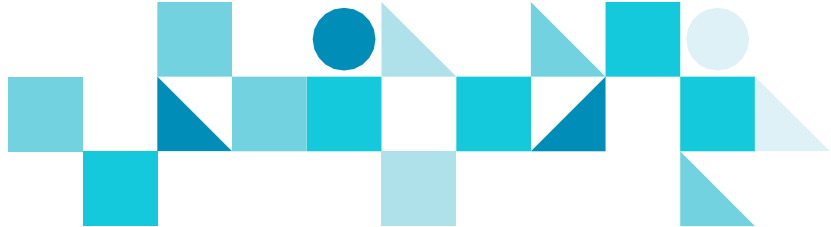
- 1) Attendance records are maintained for all classes and a decline in attendance conditions triggers action by Macleay College to inquire as to the reason for lack of attendance and how we may assist with learning support. Experience has shown that non attendance can be an indicator of student difficulties and once identified, students are invited to attend a meeting with the Head of Faculty to discuss the issues contributing to poor attendance and any academic or personal matters which may be impacting course progression. As course progression for international students is not just a matter of pastoral care but also a requirement of their student visa, a formal Attendance Alert Letter are issued to the student advising their attendance level and the impact poor attendance may have on course progression and subsequently on their visa conditions should the pattern continue.

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- 2) Macleay College has an Academic Skills Program for all students to support their learning, writing and research skills. In Week 1 of the trimester, two lectures on academic writing, essay planning, research methodologies and citation methods. The lectures are repeated so that all students are able to attend. In the ensuing weeks, Academic Skills Tutors work with students one-on-one or with small groups of students on their essay drafts. An Academic Skills Tutor is a broad term for the academic support provided by teaching staff of a respective unit of study. It is not a finite position filled by a single person but rather the responsibility of all academic staff. The Academic Skills Tutor responsible will be the person best suited to the particular learning or skill requiring additional support activities. Session times vary so that all students have the opportunity to benefit from the program.
- 3) Macleay College has an Information Literacy Program consisting of face-to-face instruction workshops and reference services with the Campus Librarians. The Librarians deliver academic and information literacy workshops to support the teaching and learning at the both the Sydney and Melbourne campuses, covering the following topics:
 - Library Orientation
 - Study Skills & Techniques
 - Harvard Referencing Made Easy
 - Report & Essay Writing
 - Finding & Using Information Effectively
 - Advanced Search & Research Strategies
 - Studying, Revising & Doing Exams

Class drop-in sessions are also scheduled during trimester.

- 4) Students can request an individual academic support session with the Campus Librarian to build research and writing skills that are the basis for ongoing professional development and achievement, as well as independent lifelong learning. Students are welcome to bring in assessments they are working on for advice on essay structure, grammar, researching, answering the question, logic (of argument or hypothesis), coherence, etc. The Campus Librarian can also assist with time management and study skills and habits, as well as any questions regarding referencing (theory or conventions).
- 5) There are also specific learning support services provided for individual students by Academic Staff in scholarship and writing techniques; computer applications; learning difficulties; study techniques. Students can request an individual meeting directly with their Head of Faculty, Faculty Coordinator or a member of the teaching staff via email (all students, faculty and student services staff are issued with a college email address that follows a standard convention of the First Name Initial and Surname eg. initialsurname@macleaycollege.edu.au).
- 6) Course progression is also monitored based on assessment results during the trimester. The results for assessments completed during a trimester are recorded in the Student Management System, and the Registrar advises the Heads of Faculty of any students who have received a grade of 'Fail' or have no result recorded against an assessment. Once identified, the student is contacted to meet with the Head of Faculty (or their nominee, such as the Faculty Coordinator). The outcome of the counselling process may be either:
 - referral to the appropriate academic support program such as those described in 2-5 above
 - referral to the College Counsellor
 - a verbal warning
 - a suite of alert letters
 - a note in the student's file

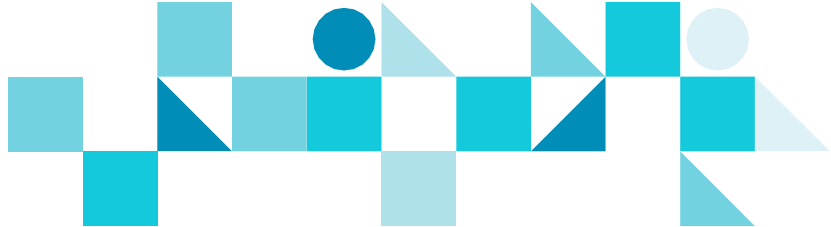
Academic staff are required to advise the Head of Faculty of any student with course progression or participation (attendance) concerns which may also trigger the above actions.

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Personal Counselling

For some the transition into higher and further education can be a stressful time. The pressure of work and the prospect of examinations may become an event where feelings of stress become difficult to manage. Events in one's home life can also cause difficulties, which make the process of studying stressful. Macleay College would be happy to advise or seek assistance for students who feel they would benefit from counselling services.

The Personal Counselling Service is a professional psychological service available to students to assist them with their journey through college life. Appointments are confidential, and the service works within the Code of Ethics and Practice of the Australian Psychological Society.

Students can avail of two counselling sessions and a third session may be provided at the recommendation of the Counsellor.

Further detail about the counselling service can be found in the Student Handbook.

Students who do not make satisfactory academic progression

Domestic Students

Course progress is monitored, recorded and assessed throughout the trimester and as part of the formal moderation of results at the end of each trimester. A series of alert letters will be issued and an intervention strategy implemented if academic progress begins to decline, escalating to the college issuing a notice of intention to place the student on academic probation.

A domestic student who receives written notification from Macleay College advising the intention to place on academic probation, the student then has twenty working days to access the college complaints and appeals process in accordance with the college ***Grievance & Appeals Policy for Academic Matters***.

International Students

Under Standard 8 of the *National Code 2018*, international students are required to achieve satisfactory academic progress during each trimester in order to successfully complete their course of study within the expected duration as specified in their Confirmation of Enrolment (CoE) and the conditions of their student visa issued by the Department of Home Affairs.

Course progress is monitored, recorded and assessed throughout the trimester and as part of the formal moderation of results at the end of each trimester. A series of alert letters will be issued and an intervention strategy implemented if academic progress begins to decline, escalating to the college issuing a notice of intention to report where an international student is failing or not deemed competent in 50% of their units of study within the trimester. International students who do not achieve satisfactory academic progression in two consecutive trimesters will be advised of Macleay College's intention to report the breach to the Department of Education via PRISMS, which may result in the cancellation of their student visa.

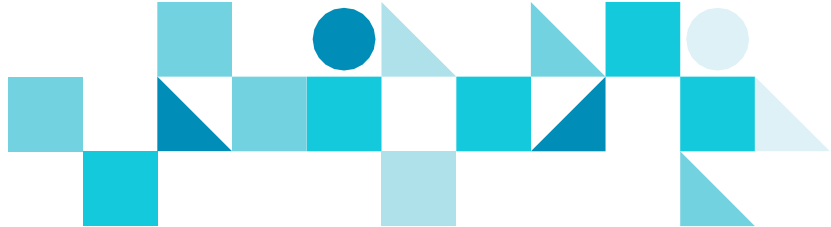
In accordance with Standard 8 of the National Code 2018, an international student who receives written notification from Macleay College advising the intention to report the breach of visa condition to the Department of Home Affairs, the student then has twenty working days to access the college grievance and appeals process in accordance with the college ***Grievance & Appeals Policy*** in the Student Handbook. If the student chooses not to appeal or if their appeal is unsuccessful, Macleay College will report the student to the Department of Education via PRISMS within five working days of the end of the appeal period or appeal process.

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Students who do not maintain satisfactory course attendance

Macleay College records and monitors the attendance and academic progress of all students to assist them towards the successful completion of their course of study. It is expected that attendance at classes, lectures, tutorials and workshops is regular and punctual. Students are advised that holidays, part-time employment and personal appointments should be arranged so that attendance is not affected and appropriate documentation is expected to explain absences from classes.

There is a strong correlation between attendance and performance and the college monitors attendance as a possible indicator of success. Macleay College monitors attendance so that students at risk of satisfactory course progression may be identified as early as possible and offered tailored academic and personal support programs to assist their learning and academic performance throughout their course of study at Macleay College. Student attendance is recorded in an online roll for each class (lecture, tutorial or workshop). This becomes a student's record of attendance. All students are responsible for their own attendance. Holidays, employment and personal appointments should be arranged so that attendance is not affected.

Macleay College requires a minimum 75% attendance for all classes unless otherwise stated in the Unit Outline. In some units 100 % attendance may be required. Penalties will be applied for unexplained and undocumented absences beyond the 75% minimum attendance requirement.

Absence can impede group work and the progress of other students in the group and/or class. Where a student's absence impedes group work then it is permissible to exclude that student. Students in danger of being excluded from group work because of poor attendance will be asked to meet their Faculty Coordinator and/or Head of Faculty. Failure to attend group work after this meeting will result in exclusion from the group assessment and a grade of Fail for the absentee student, in addition to any academic penalties as a result of absence in any units that have a minimum attendance requirement.

Where poor attendance by an international student results in the application of academic penalty and, by extension results in unsatisfactory course progression, Macleay College will report the student to the Department of Education via PRISMS in accordance with Standard 8 of the *National Code 2018*. A student who receives academic penalty in relation to unsatisfactory course attendance has the right to appeal and has twenty working days to access the Macleay College complaints and appeals process in accordance with the college **Grievance & Appeals Policy**.

For more information on academic penalties as a result of poor attendance, please refer to the college **Attendance & Participation Policy**.

Completion within the expected duration of study

NOTE: this section applies to international students only

International students are required to complete their course of study within the expected duration as specified in their Confirmation of Enrolment (CoE) and the conditions of their student visa issued by the Department of Home Affairs. Macleay College may extend the duration of study and permit a less than full-time load under the following circumstances:

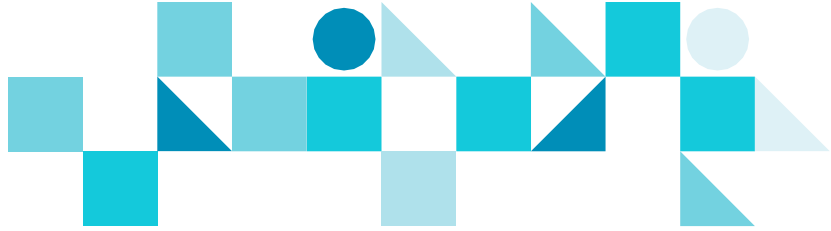
- compassionate or compelling circumstances (e.g. illness where a medical certificate states that the student was unable to attend classes or where Macleay College was unable to offer a pre-requisite unit);
- where Macleay College implemented an intervention strategy for students who were at risk of not meeting satisfactory course progress; or
- deferment or suspension of study has been granted in accordance with Standard 9 of the *National Code 2018*

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When an international student requires further time to complete their course of study, the student must lodge an 'Application for Extension of CoE' form with the Registrar. An 'Application for Extension of CoE' form and associated **Completion of Course within Expected Duration Policy** can be downloaded from the myHandbook section of the Moodle Student Portal via www.mymacleay.edu.au/.

Where an 'Application for Extension of CoE' is successful, Macleay College will issue a new CoE via PRISMS to enable the student to make application for a new student visa with the Department of Home Affairs. Students must provide a copy of the new visa to the Registrar for the student records.

Where an 'Application for Extension of CoE' is denied, Macleay College will not issue the new CoE required to extend the student visa extension and the student may not be able to complete their course of study. The student will be notified in writing of the reasons for the refusal and their rights to appeal the decision. Students wishing to make an appeal should refer to the college **Grievance & Appeals Policy**.

Where an international student completes their course of study early, Macleay College must also report this to the Department of Education via PRISMS and the duration of the student's visa may be reduced.

A copy of all applications, decisions and outcomes in relation to academic progress, including the new student visa where applicable, will be kept on the student file.

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