

PROCEDURE

Procedure Title

Academic Progress and Intervention Monash English Bridging Procedure

Parent Policy

Academic Progress and Intervention MUELC Policy

Preamble

The Academic Progress and Intervention Monash English Bridging Procedure sets out the process for identifying, notifying and assisting students who are 'at risk' of making unsatisfactory course progress in their Monash English Bridging (MEB) course and for informing students when they have failed to achieve satisfactory course progress.

Definitions

Attendance Monitoring System (AMS)	Online database where teachers may record and read notes regarding their current class and students' progress and attendance.
Hurdle	A hurdle requirement is a collection of assessment tasks stipulating a minimum level of performance as a condition of successful course completion. MEB has four skill-area hurdles: <ol style="list-style-type: none"> 1. Speaking 2. Listening, 3. Reading and Writing 4. Study Skills
Study Skills Key Tasks	Designated pieces of coursework that contribute to the successful completion of the Study Skills Hurdle. Study Skills Key Tasks are submitted through Moodle
Moodle	An open-source learner management system that houses Monash College curricula and information.
Study Skills Hurdle	One of the four skill-area hurdles students must pass in order to achieve successful completion of the course. Students must complete and submit a minimum of 70% of Study Skills Key Tasks to successfully meet requirements for the Study Skills Hurdle.
Special Consideration	A formal process that gives students whose ability to sit an examination or produce another form of assessment has been adversely affected by illness or other serious cause an opportunity to demonstrate their ability. Students apply for Special Consideration by following the Application procedure for Special Consideration available in the Forms section at https://www.monashcollege.edu.au/about-us/policies-procedures
Summative Listening Assessment Task	A formal test of listening skills taken toward the end of the course. There are two Summative Listening Assessment Tasks in the course.

Procedure

Ref	Steps	Responsibility
1.0	<p>Early intervention</p> <p>A Student who initially requires extra academic support is identified by their teacher/s. This is done through:</p> <ul style="list-style-type: none"> • diagnostic tasks in class • continuous class monitoring • formative tasks <p>The class teacher/s will meet with the individual student to provide counselling to guide the student in how to improve their progress. This may include but is not limited to:</p> <ul style="list-style-type: none"> • creating a learning plan/strategy • attending weekly student-teacher consultations • undertaking additional homework • attending extra-curricular activities, events or workshops that support learning • accessing independent learning activities on Moodle. <p>The class teacher/s will document student academic concerns on the Attendance Monitoring System (AMS).</p>	Class teacher/s
2.0	<p>Notification of non-completion of Study Skills Key Tasks</p> <p>Each time a student does not submit a Study Skills Key Task, they will receive a Notification of non-completion of Study Skills Key Task, which is automatically generated by Moodle.</p> <p>The notification informs students that each failure to submit a Study Skills Key Task puts them at risk of not being able to achieve the 70% Study Skills hurdle completion requirement. It also outlines the support options available to students.</p>	Nominated MUELC staff member

Ref	Steps	Responsibility
2.1	<p>Class teacher/s will actively monitor students' submission of Study Skills Key Tasks and provide counselling to students who have not successfully completed tasks to guide them in how to improve their progress and offer them support. This may include but is not limited to:</p> <ul style="list-style-type: none"> • reviewing the submission requirements of Study Skills Key Tasks to ensure understanding • reviewing the functions of Moodle to ensure understanding • creating a learning plan/strategy • attending weekly student-teacher consultations • undertaking additional homework • attending extra-curricular activities, events or workshops that support learning • accessing independent learning activities on Moodle. <p>Students with non-academic concerns may be referred to the relevant support service.</p> <p>The class teacher/s will document student academic concerns and actions on the AMS</p>	Class teacher/s
3.0	<p>At risk of failing to achieve satisfactory course progress – completion of less than 85% of Study Skills Key Tasks</p> <p>MUELC staff will regularly generate a Key Task Progress report for the purpose of identifying students who have failed to successfully complete 85% of Study Skills Key Tasks.</p>	Learning and Teaching Quality Administrator

Ref	Steps	Responsibility
3.1	<p>A Monash English Bridging student is identified as at risk of failing to achieve satisfactory course progress if they have failed to successfully complete 85% of Study Skills Key Tasks.</p> <p>The student will receive an at-risk warning notification advising them that:</p> <ul style="list-style-type: none"> • they are at risk of failing to achieve satisfactory course progress • they should discuss their situation with their teacher • they should ensure they have documentary evidence if their studies have been affected by illness or other serious cause. <p>The at-risk warning notification will also outline a range of recommended academic activities and support options available to the student. This may include but is not limited to:</p> <ul style="list-style-type: none"> • reviewing the requirements to achieve satisfactory course progress • reviewing the submission requirements of Study Skills Tasks to ensure understanding • reviewing the functions of Moodle to ensure understanding • rewriting their learning plan/strategy • attending weekly student-teacher consultations • undertaking additional homework • attending extra-curricular activities, events or workshops that support learning • accessing independent learning activities on Moodle. <p>The at-risk warning notification includes the counselling options and non-academic support available to the student.</p>	Learning and Teaching Quality Administrator
3.2	The class teacher/s will meet with the student and document actions on the AMS.	Class teacher/s
4.0	<p>Notice of failure to successfully complete Study Skills Hurdle</p> <p>Students who have failed to complete 70% of the Study Skills Key Tasks will be sent a notice of failure to successfully complete the Study Skills Hurdle. They will be given 3 working days to arrange a meeting with a Program Leader or delegate to discuss their situation.</p>	Learning and Teaching Quality Administrator

Ref	Steps	Responsibility
4.1	<p>If the student's ability to complete the Study Skills Key Tasks has been affected by illness or other serious cause, they may be eligible to apply for Special Consideration. An application for Special Consideration may be made during the meeting with the Program Leader or delegate. It should be supported by documentary evidence.</p> <p>Refer to the English Special Consideration Application in the Forms section at https://www.monashcollege.edu.au/about-us/policies-procedures</p>	Student
4.2	<p>In the meeting, the Program Leader or delegate will inform the student of the possible outcomes which are as follows:</p> <ol style="list-style-type: none"> 1. Special Consideration is approved and the student is granted an exemption from submitting previous uncompleted Study Skills Key Tasks. The student will still need to complete the remaining Study Skills Tasks in order to pass the Study Skills Hurdle. 2. Special Consideration is not approved and the student will fail to meet the course requirements. 	Program Leader or delegate
4.3.1	<p>If Special Consideration is approved, the student will be informed in writing.</p>	Learning and Teaching Quality Administrator
4.3.2	<p>If Special Consideration is not approved, or the student did not make an appointment or attend the meeting, the student will receive a Notice of intention to cancel enrolment for not achieving satisfactory course progress outlining:</p> <ol style="list-style-type: none"> a) they have failed the Study Skills hurdle and therefore failed the MEB course b) they will be excluded from Monash English Bridging for failure to achieve satisfactory course progress c) they have 20 working days to appeal this decision. See section 5 d) they can continue to study while the appeal is being considered. 	

Ref	Steps	Responsibility
5.0	<p>Appeal</p> <p>If the student is dissatisfied with the decision to cancel their enrolment, they may make an appeal within 20 working days to the Director, English or delegate by emailing: muelc.appeals@monashcollege.edu.au</p> <p>The student may seek assistance from support staff in preparing the appeal.</p> <p>For more information, refer to the Monash College Academic and Non-Academic Complaints and Appeals Policy and Procedure at https://www.monashcollege.edu.au/about-us/policies-procedures</p>	Student
5.1	<p>Outcome</p> <p>If the appeal is successful, the student will be allowed to continue with their studies.</p> <p>If the appeal (including any related external appeal) is unsuccessful, Monash College will cancel the student's enrolment and notify the Secretary of the Department of Education, Skills and Employment through PRISMS of the student not achieving satisfactory course progress.</p> <p>If the student chooses not to appeal within 20 working days, or withdraws from the process, Monash College will notify the Secretary of the Department of Education, Skills and Employment through PRISMS of the student not achieving satisfactory course progress.</p>	Student Admin
6.0	<p>At risk of failing to achieve satisfactory course progress - Failure of first summative Listening assessment task</p> <p>A Monash English Bridging student is automatically identified as at risk of failing to achieve satisfactory course progress after failing the first summative Listening assessment task.</p> <p>All students who fail the initial summative Listening task will be sent a notification advising them of their result and inviting them to attend an Academically At-risk Meeting within 7 working days of the date the assessment was held.</p>	Learning and Teaching Quality Administrator

Ref	Steps	Responsibility
6.1	<p>In the meeting, the student will be advised that:</p> <ul style="list-style-type: none"> • they are at risk of failing to achieve satisfactory course progress • they may be eligible to do a resit test upon application (MEB University only) • they may consider taking an external alternative English Language proficiency test such as: IELTS, TOEFL iBT, or PTE. <p>The student will be given the opportunity to ask questions and may be given further advice based on their individual situation.</p> <p>The student will be advised to discuss their academic situation with their teacher.</p> <p>All students invited to the meeting will receive an email summary of the information given in the meeting.</p>	MUELC Learning and Teaching Team
7.0	<p>Failure to meet course requirements – final results</p> <p>MEB results are finalized at the beginning of the final week of the course.</p> <p>Students who have failed to meet course requirements will be notified by email on Tuesday of the final week of the course. They will receive an outline of the options available to them and will be invited to an Unsuccessful Results Meeting with nominated MUELC staff member/s to discuss these options. These may include but are not limited to:</p> <ul style="list-style-type: none"> • taking an international English language proficiency test: (such as IELTS, TOEFL iBT, PTE) • deferring their destination course • enrolling in a Monash English course if eligible • re-enrolling in an MEB program if eligible (refer to the MEB re-enrolment Policy and Procedure for more information) <p>The student will be given the opportunity to ask questions and may be given further advice based on their individual situation.</p>	MUELC Learning and Teaching Team

Legislation and Standards	The Education Services for Overseas Students Act 2000 (The ESOS Act 2000) National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018 (The National Code 2018)
Reference Policies and Supporting Documentation	Academic Progress and Intervention MUELC Policy Monash College Academic and Non-Academic Complaint and Appeals Procedure English Special Consideration Application
Responsibility for Implementation	MUELC Learning and Teaching Management Head of Studies Director, English MUELC Teachers
Status	Revised
Key Stakeholders	MUELC Students MUELC Learning and Teaching staff Head of Studies Director, English
Approval Body	Cross Divisional Learning and Teaching Committee
Date Effective	5/03/2020
Next Review Date	5/03/2023
Owner Job Title	Director, English English Language

Procedure Author	Head of Studies
Contact	Head of Studies
Other Location	

Change History

Version number	Approval date	Approved by	Brief outline of changes
1.3	05.03.2020	Director, English	Updated reference to Department of Education, Skills and Employment
1.2	20.12.2019	Director, English Director, Governance	Inclusion of Study Skills hurdle and updating of procedure to reflect MUELC practice
1.1	18.05.2017	Cross Divisional Learning and Teaching Committee	Updating of procedure to reflect changes in MUELC practice
1.0	July 2012	MUELC Management	New Policy