

# Student Academic Progress Policy

## Purpose

The policy outlines the requirements for identifying, monitoring, and supporting students to successfully complete programs within the maximum allowable duration in preparation for transition to Monash University.

## Scope

This policy applies to:

- all Monash College (the College) pathway programs staff and students involved with student academic progress activities.
- Monash University students undertaking a pathway program at Monash College will be handled in accordance with the [Monash College Student Academic Progress Policy] and [Student Academic Progress Procedure]. The University will adopt a decision of Monash College, so long as the University Deputy Vice-Chancellor Education (or nominee) is satisfied that the process followed by Monash College was in compliance with any relevant legislative requirement imposed on the University; and

all International Partners who must comply with Monash College policies as per the Third-Party Arrangement contracts between the College and Partners.

The policy does not apply to Professional Year or Non-accredited training programs.

## Policy Principles

The College and its International Partners support students to fulfill their academic program requirements by:

- ensuring students have access to the student academic progress policy and related processes.
- providing ongoing support for students from orientation through to program completion.
- providing early monitoring and intervention strategies to support students to successfully complete their studies within the *maximum allowable duration*.
- assisting students to develop help seeking and independent learning behaviors to enable them to take responsibility for their performance and progress.
- ensuring students have access to appropriate, timely and meaningful academic and other student support functions.
- identifying, monitoring, and notifying students if they are at risk of not meeting program progress requirements.
- ensuring students are treated fairly, consistently, and equitably through each stage of Student Academic Progress.

## Policy Standards

### 1. Early intervention

- 1.1. A range of indicators, such as student attendance and class engagement, are monitored early in students' enrolment to promote ongoing student engagement and academic success.
- 1.2. Students identified as requiring additional assistance are advised of academic and non-academic support services to support engagement and academic success.
- 1.3. The College provides a range of support services and approaches, including but not limited to, academic support workshops, and consultation sessions with Student Support Teams and/or teachers.
- 1.4. Students identified as requiring additional support are monitored to ensure that suitable support services are provided and accessed.

### 2. Formal intervention

- 2.1. The College will review the academic progress of students at the end of each *study period*. However, this formal intervention process will not apply to Monash Advanced Preparatory Programs, as these programs run for only one study period.
- 2.2. Students who are at risk of unsatisfactory progress, or demonstrating unsatisfactory progress will be allocated one of two academic progress risk levels:
  - *Academic progress risk level 1: At Risk of Unsatisfactory Progress*
  - *Academic progress risk level 2: Unsatisfactory Progress*
- 2.3. Students identified as at academic progress risk level 1 or 2 will be formally notified, advised of required actions where applicable, and advised of the academic and non-academic support services available to assist in any required responses.
- 2.4. The College provides a range of support services and approaches, including but not limited to, academic support workshops, and consultation sessions with Student Support Teams and/or teachers.
- 2.5. The College will record students' academic progress risk levels in the student management system to support the ongoing monitoring of student's academic progress.

### 3. Academic progress risk level 1: At Risk of Unsatisfactory Progress

This is the first stage of formal intervention in response to unsatisfactory progress. This stage identifies those students who have met one of the following criteria as set out in sections 3.1 to 3.2. Students identified as academic progress risk level 1 are referred to Monash College academic and non-academic support services.

#### English Language programs

- 3.1. An English student is identified as level 1 if they meet one or more of the following:
  - Fail a *Monash English Level* twice; or
  - Fail the Monash English Bridging program for the first time.
  - Fail a Monash English (DEEP) Module for the first time.

#### Foundation and Diploma programs

3.2. A student is identified as level 1 if they meet one or more of the following:

- Fail any unit for the first time; or
- Fail 50% or more of enrolled units in a study period for the first time.

#### 4. Academic progress risk level 2: Unsatisfactory Progress

This is the second stage of formal intervention in response to unsatisfactory progress. This stage provides a formal review process in response to students' unsatisfactory progress which may result in *enrolment conditions* and/or *exclusion*. Students engaged in academic progress risk level 2 are referred to Monash College academic and non-academic support services.

##### English language programs

4.1. An English student is identified as level 2 if they meet one or more of the following:

- Fail a Monash English Level three times;
- Fail the Monash English Bridging program twice;
- Fail a Monash English (DEEP) Module twice;
- Fail to meet conditions imposed as part of a previous *Academic Progress Committee* outcome; or
- Fail to complete the program/module within the maximum allowable duration.

##### Foundation and Diploma programs

4.2. A student is identified as level 2 if they meet one or more of the following:

- Fail the same unit twice;
- Fail 50% or more of enrolled units in a study period for a second time;
- Fail four or more units over two or more study periods;
- Fail to meet conditions imposed as part of a previous *Academic Progress Committee* outcome; or
- Fail to complete the program within the maximum allowable duration.

##### Academic Progress Committee (APC)

4.3. The APC is responsible for reviewing students' academic progress and makes determinations in relation to students with unsatisfactory progress.

4.4. Students are provided with the opportunity to submit information to the Committee in writing and/or in person to demonstrate that they can successfully complete their program within the maximum allowable duration. This can include demonstrating:

- an understanding that their academic performance to date is unsatisfactory;
- an understanding of the factors that have negatively affected their academic progress;
- the actions they have taken to improve their performance; and
- the feasibility of their plan to address the factors negatively affecting their academic progress.

4.5. Following consideration of the information including submission of their *Student Response Form* provided by the student, the APC meeting may make one or more of the following decisions:

- allow the student to remain enrolled with conditions; or
- refer the student to an *APC hearing*.

4.6. The APC hearing will review the student's academic progress, the information the student has provided in writing and/or in person and may make one or more of the following decisions:

- allow the student to remain enrolled with conditions; or
- exclude the student from the program.

## 5. Appeals

- 5.1. Any student who is dissatisfied with the outcome of the APC may lodge an appeal under any of the following circumstances:
- new or additional relevant information or evidence not previously available or considered at the time the APC made the original decision;
  - procedural irregularity; and/or
  - evidence that the condition is unreasonable.
- 5.2. The student must submit an appeal within 20 working days from the date on the outcome letter from the APC.
- 5.3. A student who is dissatisfied with the outcome of an internal appeal may lodge an external appeal with the Commonwealth Ombudsman (applicable to international students) or University Student Ombudsman (applicable to domestic students).

## Roles and Responsibilities

| Role/Decision/Action  | Responsibility  |
|---|---|
| Take responsibility for their learning and to engage with academic support and student support services   | Student   |
| Monitor a student's progress during the study period  | Teacher   |
| Refer students to the relevant Student Support Team where applicable                                      |   |
| Provide appropriate support to students captured through early identification                             | Teacher, Student Support Teams including Student Services and Learning Skills Adviser Teams |
| Provide appropriate support to students identified as at risk of unsatisfactory progress                  |   |
| Identify students at risk of, or demonstrating, unsatisfactory progress                                   | Student Administration or Academic Process and Policy (to be confirmed)                     |
| Issue at risk of, or demonstrating unsatisfactory progress notifications to students                      |   |
| Review students' academic progress and determine whether they may continue their enrolment at the College | Academic Progress Committee (APC)   |

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| Consider Appeals arising from APC decisions and determine an outcome  | Appeals Committee                       |
| Monitor academic progress of cohorts  | Relevant Education Director             |
| Ensuring all contracts with international partners adhere to this policy and associated procedures.             | Associate Director, Academic Governance |
| Ensure this policy and associated procedures are applied consistently across teaching and administrative areas. | Executive Director, Education           |

## Definitions

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|-------------------------------------|---|
| Academic Progress                   | Academic progress is the process by which students are able to advance in their course of study, having fulfilled all academic requirements.  |
| Academic Progress Committee (APC)   | A committee that is responsible for reviewing students' academic progress and makes determinations in relation to students with <u>unsatisfactory progress</u> .  |
| Academic Progress Committee Hearing | A formal meeting with students to determine outcomes in response to <u>unsatisfactory progress</u> .  |
| Academic Progress Committee Meeting | A meeting to discuss and recommend enrolment conditions, support options and/or referral to an APC hearing for those students who have been identified as <u>demonstrating unsatisfactory progress</u> .  |
| Academic Progress Risk Level 1      | A stage where a student is identified as at risk of <u>unsatisfactory progress</u> . Students are advised of academic and non-academic support services to assist in <u>achieving satisfactory progress</u> .   |
| Academic Progress Risk Level 2      | A stage where a student is identified as <u>demonstrating unsatisfactory progress</u> . This stage provides a formal review process in response to students' <u>unsatisfactory progress</u> which may result in enrolment conditions and/or exclusion |
| Appeals Committee                   | A committee that considers appeals from students in response to decisions determined by the APC.  |
| Early intervention                  | Strategies applied early in the study period to identify and assist those students requiring additional support to improve their academic performance.  |
| Enrolment conditions                | Conditions determined by the APC, applied in the subsequent study period, to assist students in <u>achieving satisfactory progress</u> .  |
| Exclusion                           | A decision determined by the APC to cancel a student's enrolment in response to <u>unsatisfactory progress</u> .  |
| Maximum allowable duration          | The maximum time (duration) a student is permitted to complete a program. This includes periods of leave of absence or other absence.   |
| Monash English Level                | Monash English is made up of three proficiency levels: intermediate, upper-intermediate and pre-advanced. Each level is made up of two modules and is a full-time, 10-week course or 200 hours of class tuition.                                      |
| Monash English (DEEP) Module        | Each Monash English (DEEP) Module is a full-time, 10-week course.   |

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| Student Response Form | A documented student submission to provide additional supporting information for the APC to consider as part of its determination in response to unsatisfactory progress. |
| Study period          | A discrete period of study within a program such as a term, semester or trimester.  |

## Related Documents

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| Legislation and Standards                                   | <a href="#">Education Services for Overseas Students Act 2000 (Cth)</a><br><a href="#">ELICOS Standards2018</a><br><a href="#">Foundation Program Standards 2021</a><br><a href="#">Higher Education Standards Framework (Threshold Standards) 2021</a><br><a href="#">National Code of Practice for Providers of Education and Training to Overseas Students 2018</a><br><a href="#">University Student Ombudsman</a><br><a href="#">Commonwealth Ombudsman</a> |
| Reference Policies, Procedures and Supporting Documentation | Student Academic Progress Procedure<br>Student Complaints Policy   |

## Version control and accountability table

|   |                               |   |                      |                       |
|---|-------------------------------|---|----------------------|-----------------------|
| <b>Accountable Area</b>   | Education                     |   |                      |                       |
| <b>Responsible Officer</b>  | Executive Director, Education |   |                      |                       |
| <b>Review Date</b>  | March 2026                    |   |                      |                       |
| <b>Approved by</b>  |                               |   |                      |                       |
| Academic Board<br>DATE 29 MARCH 2023<br>MEETING NUMBER 1/2023 / AGENDA ITEM 2.2                   |                               |   |                      |                       |
| <b>Endorsed by</b>  |                               |   |                      |                       |
| Learning and Teaching Committee<br>DATE 1 MARCH 2023<br>MEETING NUMBER 1/2023 / AGENDA ITEM 2.1.2 |                               |   |                      |                       |
| <b>Version</b>  | <b>Authored by</b>            | <b>Brief Description of the changes</b> | <b>Date Approved</b> | <b>Effective Date</b> |

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|-----|--|---|------------|------------|
| 2.2 | Senior Consultant Education - Policy and Procedures  | Minor amendments to: <ul style="list-style-type: none"> <li>clarify that the scope of this policy includes Monash University students undertaking a pathway program at Monash College.</li> <li>reference the Monash Advanced Preparation Program in clause 2.1.</li> </ul> | 03/10/2025 | 06/10/2025 |
| 2.1 | Senior Consultant Education - Policy and Procedures  | Insertion of word 'module' in 4.1 final point.  | 27/10/2023 | 27/10/2023 |
| 2.0 | Senior Coordinator Education - Policy and Procedures | Consolidation of policies across English language, Foundation and Diploma programs  | 29/03/2023 | 12/06/2023 |
| 1.0 | Director, Diplomas                                   | Academic Progress and Intervention Diplomas Policy  | 27/10/2021 | 27/10/2021 |
| 1.0 | Foundation Year Board of Studies                     | Academic Progress and Intervention Foundation Year Policy   | 27/10/2021 | 27/10/2021 |
| 1.0 | Director, English                                    | Academic Progress and Intervention Monash English Language Centre Policy  | 20/12/2019 | 20/12/2019 |