

Procedure Title

Academic Progress and Intervention Monash English Procedure

Parent Policy

Academic Progress and Intervention MUELC Policy

Preamble

The Academic Progress and Intervention Procedures set out the process for identifying and assisting students who are 'at risk' of making unsatisfactory course progress in their Monash English (ME) course. The procedures specifies the process for contacting identified students and the options available to assist students to achieve satisfactory course progress.

Definitions

Monash English Level	Each Monash English level is made up of two modules and is a full-time, 10-week course or 200 hours of class tuition.
Module	The first five weeks of a Monash English level is called Module 1 and the second five weeks is called Module 2. Formal assessments in Reading, Writing, Listening and Speaking are held at the end of each Module. Additionally, students must complete Folio tasks for each module.
Folio	A series of listening, speaking, reading and writing tasks and activities that students need to complete over the duration of the course either in class or as homework.
Satisfactory progress	In order to achieve satisfactory course progress, students are required to achieve 'Meets Requirements' or higher in all skill areas in End of Course Assessments: Reading, Writing, Listening, Speaking and Folios.
Meets Requirements (MR)	Grading schema used in Monash English to signify successful completion.
Does Not Meet Requirements (DR)	Grading schema used in Monash English to signify failure of an assessment, task or skill.
Underachiever	A student who is not performing at the expected level in classroom tasks and activities.
Attendance Monitoring system. (AMS)	Online database where teachers may record and read notes regarding their current class and students' progress and attendance.
Appeal	A formal expression of dissatisfaction by a student made in writing to the Director, English.

Procedure

Ref	Steps	Responsibility
1.0	<p>Early identification of underachievers</p> <p>Students who have not met requirements in one or more skills of summative tasks including the Folio, in Module 1 of their level are considered underachievers.</p>	Teacher
1.1	<p>By the end of Week 5 of Module 1 an email will be sent to each student with their results telling them to meet their teacher and discuss their results. The teacher will provide counselling to guide the student in how to improve their progress.</p> <p>Counselling/suggestions/support will include:</p> <ol style="list-style-type: none"> i. Attending regular teacher/student consultations (once a week) ii. Undertaking additional homework iii. Attending workshops iv. Attending academic consultations 	Student Admin; Teacher
2.0	<p>Module 2 Failure</p> <p>If students have failed one or more skills, including the Folio, in Module 2 of their level they are considered at risk of unsatisfactory course progress.</p>	
2.1	<p>By the end of Week 5 of Module 2</p> <ul style="list-style-type: none"> • The student will meet their class teacher who will discuss their results and explain the reasons the student did not pass the module • The student will receive an email with their final results. 	Teacher; Student Admin
2.2	<p>Students will be advised to repeat Module 2 if there is <u>sufficient</u> time available for the student to repeat before their destination program begins.</p> <p>The teacher or Program Leader will outline a plan of support that may include but is not limited to the following strategies</p> <ol style="list-style-type: none"> i. Attending regular teacher/student consultations (once a week) ii. Doing extra homework iii. Attending workshops iv. Attending academic consultations 	Teacher

<p>2.3</p>	<p>If there is <u>insufficient</u> time to complete Module 2 before their destination program begins, the student will be advised of their options which <i>may</i> include:</p> <ol style="list-style-type: none"> i. Deferring their destination program and extending their English course or ii. Taking an English Language Proficiency Test or iii. Changing their destination program 	<p>Teacher; Program Leader, Head of Studies</p>
<p>3.0</p>	<p>Repeated Failure By the end of Week 5 of the repeated Module 2</p> <ul style="list-style-type: none"> • The student will meet their class teacher who will discuss their results and explain the reasons the student did not pass the module • The student will receive an email with their final results. 	<p>Teacher; Student Admin</p>
<p>3.1</p>	<p>In addition, any student who has failed to pass a level after 15 weeks will be sent a <i>Final warning letter for not achieving satisfactory progress</i> outlining that:</p> <ol style="list-style-type: none"> a. They are at risk of not making satisfactory course progress and failure to pass the level at the next attempt will result in exclusion from Monash College. b. They can meet the Head of Studies or delegate to discuss the reasons for their failure. 	<p>Learning & Teaching Quality Administrator (LATQ) Head of Studies or delegate</p>
<p>3.2</p>	<p>They will be offered a continued plan of support to help them with strategies such as</p> <ol style="list-style-type: none"> i. Attending regular teacher/student consultations (once a week) ii. Doing extra homework iii. Attending workshops iv. Attending academic consultations 	<p>Teacher</p>
<p>4.0</p>	<p>Final Failure By the end of Week 5 of the repeated Module 2</p> <ul style="list-style-type: none"> • The student will meet their class teacher who will discuss their results and explain the reasons the student did not pass the module • The student will receive an email with their final results. 	<p>Teacher; Student Admin</p>

4.1	<p>In addition, any student who has failed to pass a level after 20 weeks will be emailed a <i>Notice of intention to cancel enrolment for not achieving satisfactory progress</i> outlining</p> <ul style="list-style-type: none"> a) They have been unsuccessful in their level and have failed to pass the level for 20 weeks. Their assessment results have been moderated and confirmed as DR- Does Not Meet Requirements. b) They will be excluded from Monash College for failure to make satisfactory course progress c) They have 20 working days to appeal this decision d) They can continue to study while the appeal is being considered e) They can meet the Head of Studies or delegate to discuss the reasons for their failure. 	LATQ Head of Studies/ Delegate
4.2	<p>Where appropriate, the student will continue to be offered a plan of support to help them with strategies such as</p> <ul style="list-style-type: none"> i. Attending regular teacher/student consultations (once a week) ii. Doing extra homework iii. Attending workshops iv. Attending academic consultations 	Teacher
5.0	<p>Appeal If unsuccessful students are unsatisfied with the decision to cancel enrolment they may send an 'academic appeal' by email to the Director, English via muelc.appeals@monashcollege.edu.au. An appeal must be made on grounds of new evidence not already presented or on procedural irregularity.</p>	Student
5.1.1	<p>Outcome of appeal</p> <ul style="list-style-type: none"> • If the appeal is unsuccessful Monash College will cancel their enrolment and notify the Secretary of the Department of Education, Skills and Employment through PRISMS of the student not achieving satisfactory course progress. 	Director; Student Admin
5.1.2	<ul style="list-style-type: none"> • If the appeal is successful, the student will be allowed to continue with their studies. 	
5.2	<p>Where the student has chosen not to access the complaints and appeals processes 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>	
6.0	<p>Documentation Evidence of support and contact will be documented in the Attendance Monitoring System (AMS).</p>	Teacher/ Program Leader

Legislation and Standards	<i>Education Services for Overseas Students Act 2000.</i> National Code of Practice for Registration Authorities and providers of Education and Training to Overseas Students 2018
Reference Policies and Supporting Documentation	Academic Progress and Intervention MUELC Policy
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	Executive Director Pathways Director, Governace
Date Effective	5/03/2020
Next Review Date	5/03/2023
Owner Job Title	Director 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
1.5	05.03.2020	Director, English	Updated reference to Department of Education, Skills and Employment
1.4	10.12.2019	MUELC Management	Adding definitions section and reference numbers to improve clarity
1.3	04.12.2019	MUELC Management	Minor amendments to wording to improve policy clarity.
1.2	16.05.2019	MUELC Management	Updating of position title changes
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