



Monitoring Academic Progress and Intervention

Westminster College is committed to the delivery of high quality academic outcomes for students through the regular monitoring and assessment of student progress and through the provision of high quality support. Standard 10 of the *National Code of Practice for Registration Authorities and Providers of Education Training to Overseas Students 2007* requires providers to “systematically monitor students’ course progress” and be “proactive in notifying and counselling students who are at risk of failing to meet course progress requirements”. This policy sets out the means by which Westminster College meets that commitment, and ensures that the legislative requirements of the National Code are met.

Westminster College will systematically monitor students’ for all courses progress by proactively monitoring, notifying and counselling students who are at risk of failing to meet course progress requirements. Registered providers report students, under section 19 of the ESOS Act, who have breached the course progress requirements.

Westminster College is to in conjunction with subject matter experts:

1. Determine and advise minimum requirements for achieving satisfactory course progress;
2. Monitor manual and electronic process for assessing satisfactory course progress;
3. Manage procedure for intervention for students at risk of failing to achieve satisfactory course progress;
4. Process for determining the point at which the student has failed to meet satisfactory course progress;
5. Procedure for notifying students that they have failed to meet satisfactory course progress requirements;
6. Assess the course progress of the student in procedures at the end point of every study period; and
7. Develop strategies to assist identified students to achieve satisfactory course progress

Procedure

Monitoring of Student Progress

Westminster College will assess, record and monitor the progress of each student during and at the end of each semester. Westminster College records the academic achievement of each student in its electronic student record system.

At the end of each semester a report will generate a list of students who are at risk of not making satisfactory academic progress.

An “at risk” student is defined as a student who DoEs not satisfactorily pass at least 50% of their enrolment in a given study period.

Westminster College has in place an intervention strategy for students who are “at risk”. Where an intervention strategy is implemented, Westminster College may extend the student’s course duration, in accordance with Westminster College policy.

“At Risk” Procedures and Intervention Strategy

Details of Westminster College’s intervention strategy will be made available to staff and students through induction and publishing on the Westminster College website.



Students identified for the first time as “at risk” will be sent a warning letter outlining the consequences of poor academic achievement and be coded in the student data base as “intervention level 1”.

An “intervention level 1” student who in any subsequent semester fails to achieve a pass in at least 50% of their enrolment will be recorded in the database as “intervention level 2”. These students will be required to attend an interview with the Registrar when an appropriate intervention strategy will be negotiated. This may include:

- Identification and implementation of support strategies to enhance the student’s progress;
- A recommendation that the student seek appropriate personal and/or academic support from within or outside of Westminster College;
- Regular feedback from academic staff that may include discussion, continuous (perhaps informal) assessment to track progress,
- Model answers, lists of common mistakes, peer and self evaluation;
- Counselling to consider alternative programs; and
- Other such support as deemed appropriate by the Registrar in light of the academic and/or personal difficulties facing the student.

A record of all counselling sessions and the specific support decisions will be held on the students’ file.

Support Strategies

In addition to specific support negotiated in an intervention policy, Westminster College conducts:

- Subject specific help and workshops outside of normal class contact hours;
- Academic English support help throughout the semester; and
- Numeracy workshops throughout the semester.

Unsatisfactory Academic Progress

An international student who is identified as “intervention level 2” and who fails to achieve a pass in at least 50% of their enrolment in a subsequent semester will be deemed as making unsatisfactory academic progress.

The student will be provided with a written notice of intention to report to DIAC, informing them that they are able to access Westminster College’s complaints and appeals processes, and that they have 20 working days in which to do so.

Whilst this process is being conducted the student will be permitted to enrol and attend classes and will be placed on an “intervention level 2” condition for the semester.

On expiry of this period, or on completion of the appeals process confirming unsatisfactory academic progress, the student’s enrolment will be terminated, and reported through PRISMS for unsatisfactory academic progress.

Grievance

Where a student objects to a recommendation for reduced study load or the implementation of Westminster College’s Intervention Policy they may initiate an academic grievance under the Complaints Policy.

Re-application



A student whose enrolment has been terminated under this policy may reapply for admission to Westminster College after one year.