

DOCUMENT TYPE	D	 LA TROBE UNIVERSITY
ACADEMIC	1	
TEACHING AND LEARNING	1	
ASSESSMENT	2	
NUMBER	012	
		Policy Database Document Reference Number 112012D

ACADEMIC PROGRESS MONITORING AND INTERVENTION PROCEDURES

Parent Policy Title	Academic Progress Monitoring and Intervention Policy															
Associated Documents	Academic Progress Monitoring and Intervention Guidelines															
Preamble	Every student, regardless of enrolment or citizenship status, is entitled to monitoring of their academic progress and supportive intervention where the student is at risk of unsatisfactory progress. The University recognises that early identification and support of students at risk gives them their best chance of academic success.															
General	<p>A student will trigger an intervention when, in any given Progression Period, the student:</p> <ul style="list-style-type: none"> (a) fails 50% or more of the sum of the credit points for which the student is enrolled in a given course; or (b) fails a subject in a course for a second or subsequent time; or (c) fails to meet any conditions previously imposed on the student's enrolment by the Faculty Board of the Faculty administering the course or its authorised committee or officer; or (d) exceeds the maximum allowed period for attempting a course of study <p>All interventions must be conducted in a timely manner, as soon as practicable after the completion of academic progress monitoring for the Progression Period.</p>															
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1. Calculation and impact of time limits	<p>Except where a Faculty determines otherwise for a particular course, the maximum time for a domestic student to complete a course will be calculated by doubling the years required to complete the course on a normal full-time basis and adding one year. The maximum time for an international student to complete a course is the time shown on the Confirmation of Enrolment.</p>															

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	Exceeding the maximum period for a course will not trigger an automatic exclusion but will act as a flag for a Faculty to require the student to justify his or her continuing in the course of study and to negotiate with the student an agreed target date for completion.								
2. Interventions	<p>The interventions that Faculties may choose at each stage are tabled below. In choosing between options, Faculties will be guided by their evaluation of the seriousness of the risk of a student failing to achieve satisfactory performance in future Progression Periods.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Intervention stage</th> <th style="text-align: left;">Intervention options</th> </tr> </thead> <tbody> <tr> <td>First time unsatisfactory progress</td> <td>Academic counselling letter <i>or</i> Warning letter and course review</td> </tr> <tr> <td>Second time unsatisfactory progress</td> <td>Warning letter and course review <i>or</i> Activate Regulation 19.1.</td> </tr> <tr> <td>Third or subsequent time unsatisfactory progress</td> <td>Activate Regulation 19.1.</td> </tr> </tbody> </table>	Intervention stage	Intervention options	First time unsatisfactory progress	Academic counselling letter <i>or</i> Warning letter and course review	Second time unsatisfactory progress	Warning letter and course review <i>or</i> Activate Regulation 19.1 .	Third or subsequent time unsatisfactory progress	Activate Regulation 19.1 .
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Third or subsequent time unsatisfactory progress	Activate Regulation 19.1 .								
3. Academic counselling letter	<p>If a Faculty chooses to send an academic counselling letter as its first intervention, it must send the student a letter that:</p> <ul style="list-style-type: none"> • encourages the student to seek out additional support, • identifies, and provides contact details for, support available through University services; and • warns the student of the possible consequences of future unsatisfactory progress. <p>A copy of the letter must be kept on the student's file.</p> <p>The Faculty may follow up with the student by telephone and must keep a record of the discussion if they do so.</p>								
4. Warning letter and course review	<p>If a Faculty chooses a warning letter and course review as its first or second intervention, it must send the student a letter that:</p> <ul style="list-style-type: none"> • explains why the student is considered at risk of unsatisfactory progress, • warns the student of the possible consequences of future unsatisfactory progress; and • requires the student to meet by a specified time with the relevant Course Coordinator or with any other person(s) nominated by the relevant Faculty. 								
4.1 Meeting with Course Coordinator or Faculty nominee	<p>The objectives of the meeting with the Course Coordinator or Faculty nominee are to provide a consistent and equitable approach to:</p> <ul style="list-style-type: none"> • identifying problem areas that may be contributing to a student's poor academic performance; 								

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	<ul style="list-style-type: none"> • canvassing strategies for improving the student's chance of academic success; and • developing an agreed course plan. <p>Where a student is required to meet with a Course Coordinator or Faculty nominee, a review of the student's academic performance will be conducted in the meeting and will include, but will not necessarily be limited to, the following:</p> <ol style="list-style-type: none"> (a) advising the student that he or she is considered at risk of not meeting the academic requirements for the next Progression Period; and (b) discussing with the student the possible reasons for the unsatisfactory performance and ways to improve his or her performance; and (c) providing the student with information about sources of academic help and other forms of support; and (d) identifying issues and setting an agreed course plan to address them; and (e) putting the student on notice that continued unsatisfactory performance will result in a requirement to Show Cause at a subsequent review.
4.2 Agreed Course Plan	The outcome of the meeting with the Course Coordinator or Faculty nominee will be a completed 'Agreed Course Plan' in a format determined from time to time by the University and published as part of the procedures. A copy of the 'Agreed Course Plan' will be sent to the student and a copy placed on the student's file. The plan will form the basis for recommended action and for reference if the student requires further support. It will also be available for referral during consideration of any future unsatisfactory academic performance by the student.
4.3 Complaints and grievances	A student who has concerns following his or her interview with the Course Coordinator or Faculty nominee should contact that officer in the first instance. If the student is unable to satisfy any concerns after this contact, the student can request an opportunity to make his or her case to the relevant Head of School. If the student still has concerns about the outcome of the process, he or she may submit a complaint using the University's Complaints Handling Policy, to the University Ombudsman or, in the last instance, to the State Ombudsman.
5. Activation of Regulation 19.1	At the second, third or subsequent intervention, the Faculty may activate processes outlined in Regulation 19.1 – Academic Progress of Students.
Approval Body	Academic Board 19 November 2008 Minute 428.3.5(i)
Initiating Body	Curriculum Teaching and Learning Committee
Definitions	Course Coordinator: the academic member of staff who is formally responsible for coordinating the teaching and administration of a specific course and who, for purposes of this policy, is responsible for intervention action when required. A Faculty may nominate another member of staff to carry out this function in place of the Course Coordinator.

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	<p>Progression Period: the period of study at the end of which a student's academic progress is formally assessed. There will be two Progression Periods within an academic year. Each will be six months in duration, the first running from 1 January to 30 June inclusive and the second from 1 July to 31 December inclusive.</p>
Date Effective	<p>March 2009, contingent on approval of changes to the governing Regulation 19.1. The changes will include a transition clause to cover students whose progress was deemed unsatisfactory in 2008 (under the old policy and procedures), with consequences for 2009.</p>
Next Review Date	<p>March 2013</p>
Keywords	<p>academic progress, course counselling, intervention, monitoring, show cause</p>
Owner/Sponsor	<p>Deputy Vice-Chancellor</p>
Author	<p>Director, Academic Services</p>
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