Academic Progress Policy

Accountability	Academic Dean
Operational Responsibility	Faculty
Date of Approval	Dec 2017
Next Review	Q1 2020
Approval Authority	T&LSPC Academic Board

Objectives

The Academic Progress Policy identifies students who are experiencing academic difficulties and to ensure they receive adequate assistance throughout the completion of their schooling. This policy also aims to standardise academic support and exclusion practices used by faculty and Program Coordinators.

By adopting the guidelines outlined in this policy, LCI Melbourne is able to monitor each student and to ensure that he or she is on the pathway to success.

Scope

The Academic Progress Policy stipulated herein addresses all students enrolled at LCI Melbourne.

Exclusions

There are no exclusions to this policy.

Provisions

Responsibilities Pertaining to Academic Progress

1. LCI Melbourne
    Admissions Representatives and the Student Services Coordinator inform all applicants of student services offered at LCI Melbourne. Prior to the beginning of their first term, students are invited to a half day orientation that includes presentations detailing LCI Melbourne and community services available to them during their course of study.

2. *Students*
    All students attending LCI Melbourne must be dedicated to their learning and are responsible for keeping track of their own academic progress. The Mid-Trimester Risk Assessment identifies students demonstrating difficulties or insufficient progress in their studies. Once identified and provided with supportive feedback from faculty, students at risk of academic failure must take the responsibility of adopting the necessary measures to increase their academic performance and acquire the best chances of success. For example, students who are struggling with their coursework may contact their faculty or their Program Coordinator for assistance. If issues of a personal nature are affecting their academic progress, students may be directed to consider contacting community services for support.

3. *Faculty*
    Faculty working at LCI Melbourne must build a supportive academic environment in each of their classrooms in order to promote the success of their students. At the beginning of each trimester, they must also inform students about the course/program attendance requirements. They take attendance every class in order to monitor the number of absences accumulated by each student for the duration of the term.

    Faculty have the task of identifying students who may be at risk at any time during their studies and formally by filling in a Mid-Trimester Risk Assessment report for every student in the courses that they teach.

4. *Program Coordinators*

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Program Coordinators in collaboration with faculty, are responsible for monitoring the academic progress of the students in their program. While supervising this progress, they must take into account the results of Mid-Trimester Risk Assessments as well as the comments made by program faculty throughout the academic year. Based on this information, Program Coordinators must supply constructive feedback to students under their supervision on a regular basis, supporting them throughout their entire learning experience.

Calculation of timely progression

Students are expected to maintain a minimum rate of progress which is to pass on average two standard units (10 points each) in each trimester of study. Thus, any student must complete a standard three-year (full- time) degree within the expected duration. Where an intervention strategy is implemented, the duration may be extended. The course can be extended to a maximum of twenty-one trimesters.

Where a student elects to undertake a double major, appropriate extra time will be granted based on the additional units required, the applicable rules governing pre-requisites, and the availability of these units within the relevant study periods.

Where a student has re-enrolled in a course, units may only be carried forward (e.g. as credit) from the previous enrolment(s) with the approval of the Academic Dean.

Approved leave of absence shall not be counted as trimesters of enrolment when calculating whether or not the student can complete the course in the maximum time.

Calculation of satisfactory academic progression

A student shall maintain a satisfactory level of academic performance in the course, for the duration of enrolment, which shall be measured at any point in time as a Grade Point Average (see below) of 4.5 or higher.

Any student who does not maintain a Grade Point Average of 4.5 or higher in the first two years of study may be deemed ineligible to proceed to the final year of the Bachelor degree, at the discretion of the Academic Board, under advice from the Student Progress Committee. If the student has attained 200 credit points, he or she will be granted the award of Associate Degree. (A student may also apply to exit with the award of Associate Degree, by completing a Variation of Enrolment form, if the student satisfies the requirements for the granting of an Associate Degree, the Student Progress Committee shall approve the application.)

Students wishing to undertake a double major must have obtained a GPA of at least 5.5 in any previous studies at LCI Melbourne, and must maintain a GPA of at least 5.5 during their enrolment.

Any specific satisfactory progress requirements applicable to a course shall be conveyed to students in course-specific information supplied at the time of their first enrolment in the course.

Grade Point Average

LCI Melbourne uses a 7-point scale to calculate Grade Point Averages for the purpose of awarding prizes and measuring satisfactory academic progress.
The GPA is calculated as follows:
The sum of (numerical value of grade x credit point value of unit) / total number of credit points attempted.
The GPA is calculated correct to two decimal points. The maximum GPA is 7.00; the minimum GPA is 0.00.

Grades/Units included in GPA		Numerical Value
HD	High Distinction	7
DI	Distinction	6
CR	Credit	5
PS	Pass	4
PC	Pass Conceded	2
IR	Incomplete Repeat	1
F1	Fail Level 1	1
F2	Fail Level 2 and	0
FW	Fail Withdrawn	0

This includes failed units that may have been passed at a later attempt.

Units not included in the calculation of the GPA include units for which ungraded credit has been granted; units which are additional to course requirements; and units which are ungraded:

PR	Pass Recognised
UP	Ungraded Pass
AW	Approved Withdrawal
TA	To be Assessed
CS	Continuing Studies

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Monitoring and Reviewing Timely Progression and Satisfactory Academic Performance

- In accordance with LCI Melbourne's Intervention Strategy and Assessment and Attendance policies, students will be monitored regularly throughout each study period by the Student Progress Committee, using LCI Melbourne's Academic Management System. This will be undertaken as part of the Pre-emptive stage of the Intervention Strategy in order to avoid, where possible, incidents of unsatisfactory progress.
- A full review of students' academic progress shall be conducted by the Registrar after the conclusion of each semester/ study period.
- Where any student does not satisfactorily complete at least 50% of their study load for a given study period, this shall activate Stage 1 of LCI Melbourne's Intervention Strategy, to assist the student to complete in a timely manner.
- A student who fails to maintain the minimum rate of timely progression and/or who fails to maintain the minimum standard of academic performance as specified above shall be referred to the Student Progress Committee, which may result in the student's being placed on probation or asked to show cause why he or she should not be excluded.
- Furthermore, any student who repeats a failed unit and receives a second Fail or IR grade will have their enrolment reviewed by the Student Progress Committee. Based on the student's overall academic performance, the SPC may recommend to the Academic Board that the student be placed on academic probation, that the Intervention Strategy be implemented, or that the student's enrolment be suspended or terminated.

Additional requirements for International Students

- The Education Services for Overseas Students (ESOS) Act 2000 and associated legislation outlines the legal responsibilities of education providers towards overseas students. These include responsibilities relating to course progression.

Course Load and Maximum Time

- International students on student visas must have an enrolment load that will allow them to complete their course within the duration specified on the Confirmation of Enrolment (CoE) issued with their visa.
- The expected duration will ordinarily be the duration listed for the course on CRICOS (for a student undertaking the full course), or the duration required for a full-time domestic student to complete the same load. Where the granting of course credit results in a shortening of the course duration, this shall be reported to the Department of Education and Training via PRISMS, as per the Policy and Procedure: RPL and Credit Transfer.
- Ordinarily, student visa holders will therefore be expected to enrol in a full-time study load of 50 credit points per semester. However, enrolment in less than this load may be approved by the Head of Academic in any of the following circumstances:
- There are compassionate or compelling reasons for reducing the load (see below);
- The reduced load is part of LCI Melbourne's intervention strategy;
- The student has studies, or plans to study, extra units in another teaching period because of unit availability;
- The student has only a few units left to complete and these do not constitute a full-time load;
- Pre-requisite units are not available in that teaching period.

In all cases the student shall be advised if the proposed change may effect his or her student visa.

'Compassionate and compelling circumstances'

As noted in the National Code Explanatory Guide for Standard 13, students may apply to the provider for leave of absence or suspension of their studies if they have good reason for doing so (compassionate or compelling

circumstances), by submitting an Enrolment Variation form. The Student Progress Committee shall determine whether to grant or decline any student's request in accordance with the guidelines provided in the National Code.

Compassionate or compelling circumstances are generally those beyond the control of the student and which have an impact upon the student's course progress or wellbeing. These could include, but are not limited to:

- Serious illness or injury, where a medical certificate states that the student was unable to attend classes;
- Bereavement of close family members such as parents or grandparents (Where possible a death certificate should be provided);
- Major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on the student's studies; or
- A traumatic experience, which could include:
- Involvement in, or witnessing of a serious accident; or
- Witnessing or being the victim of a serious crime, and this has impacted on the student (these cases should be supported by police or psychologists' reports)
- Where the registered provider was unable to offer a pre-requisite unit; or
- Inability to begin studying on the course commencement date due to delay in receiving a student visa.

The above are only some examples of what may be considered compassionate or compelling circumstances. Each case shall be assessed on its individual merits. When determining whether compassionate or compelling circumstances exist, the Student Progress Committee shall consider documentary evidence provided to support the claim, and keep copies of these documents in the student's file.

Suspension or cancellation of enrolment

LCI Melbourne may choose to temporarily suspend or cancel a student's enrolment if it deems the student's behaviour to be unacceptable for an educational setting – that is, if the student is found to be in breach of LCI Melbourne's Student Conduct Policy, or is found to be guilty of misconduct as per the Leave of Absence, Withdrawal, Cancellation and Exclusion policy.

Student appeals against change of enrolment

Where LCI Melbourne decides to change a student's enrolment by suspension or cancellation (expulsion) – either due to unsatisfactory course progress or for reasons outlined above – LCI Melbourne shall first notify the student of its intention and allow the student 20 working days to appeal the decision via the relevant LCI Melbourne Complaints Policy and Procedure (Academic or Non-academic).

Mid-Trimester Risk Assessment

During the 6th week of the trimester, faculty are required to fill in a Mid-Trimester Risk Assessment report for every student in the courses that they teach. The assessment helps to identify students that demonstrate difficulties, unacceptable behaviour or that are deemed to be at risk of failure. This Mid-Trimester Risk Assessment is especially important during the first trimester of a student's program of study, since it provides faculty with a method for detecting problems and for offering help before students in need have moved too far along the course of their studies to rectify problematic issues. In essence, the Mid-Trimester Risk Assessment allows faculty to identify students who need assistance and to direct them towards the suitable student services available at LCI Melbourne or within the community.

The results of the Mid-Trimester Risk Assessment are transferred to the Program Coordinator who will analyse the file of any student that needs a more focused intervention. Student identified to be at risk will be contacted and directed to the appropriate student service.

Class Attendance

Students who have accumulated more than the acceptable number of absences in any course may find themselves prevented from completing the course in question.

Exceptions to the application of this regulation may be granted to certain students by the Program Coordinator. Exceptions are established based on the recommendations of faculty, the reasons for the student's absenteeism and the sufficient development of the course knowledge and skills by the student.

Should a student disagree with an administrative decision concerning his or her absenteeism, he or she may appeal the decision by following the Student Complaints Policy.

Technical Refusal (TR)

A student who has failed half or more of his or her courses during one trimester receives a technical refusal mention (TR). This mention is added to his or her academic file. Once the TR code appears in the digital records system, the student's file is blocked on the student/employee Intranet platform. As a result, the student is prevented from registering for the following trimester without meeting with the Program Coordinator.

The Program Coordinator must meet with the student who received a TR mention. Together they determine and agree on an action plan organising the different measures to be implemented to support the academic success of the student. Additionally, the student is required to sign a contract before continuing his or her studies (see Appendix I, this policy). This contract obliges him or her to implement the different measures suggested by the Program Coordinator throughout the following trimester. It serves as a way to ensure that the student gets back on the path to success.

The Program Coordinator manages students who receive more than one TR mention on a case-by-case basis.

Supporting Procedures

Procedure for Mid-trimester Risk Assessment

The Mid-trimester Risk Assessment is carried out by faculty for all courses and student groups and is centrally managed by Program Coordinators. The Mid-trimester Risk Assessment is done during week six (6) of every term. Alternatively, faculty may submit a risk management assessment at any time that they identify a student at risk during their studies.
The procedure for the mid-trimester Risk Assessment is as follows:

1. On week six (6) of each term, faculty have one week to complete the mid-trimester Risk Assessment, which consists of responding to a questionnaire on student performance found in the student/employee Intranet portal.
2. The day after the completion of this task by the faculty, Program Coordinators receive an e-mail advising them that they can analyse the results.

3. During the following week, Program Coordinators generate lists of students who have been identified through the Success Tracking/Student Remarks Module of the student/employee Intranet portal. This system detects 3 types of situations: students with high absenteeism, students with unsatisfactory performance on formative and summative assessments and students exhibiting unacceptable behaviour or specific difficulties. Depending on their goals, Program Coordinators can produce a single general report or separate reports for each of the situation types.

4. Program Coordinators analyse these reports to identify the students who require focused interventions. They determine the preferred intervention according to established criteria and the preferred type of communication used to contact the students. In general, there are two (2) different types of letters that are sent out to targeted students: one type for absences and unsatisfactory performance and another type for discipline problems and unacceptable classroom behaviour (see sample in Appendix II, this policy).

5. Program Coordinators then supply the Administrative Assistant with the list of students to contact.

6. The Administrative Assistant prepares personalised letters for these students and adds memos to their Clara files. Special attention will be paid to students who have received a "technical refusal" (TR) status during the trimester in progress. The Administrative Assistant identifies such students and submits a list of their names to Program Coordinators.

7. The Administrative Assistant sends the letters by mail and an internal message through the student messaging portal during the week following the termination of Mid-Trimester Risk Assessments and places a copy of the letters sent within both the digital and physical files belonging to the identified students.

8. Program Coordinators arrange to meet with each student during the week following the sending of the letters. During these meetings, Program Coordinators recommend the appropriate support measures and create an improvement action plan, in which detailed requirements and timeframes are indicated in order to assure the students' satisfactory academic progress. These recommendations are also made accessible to the concerned students via the student messaging portal. Program Coordinators will schedule a second meeting with each student at a later date during the trimester in order to monitor the progress of the agreed-upon action plan and assess its impact on the student's academic work.

9. The Registrar compiles the statistics on student performance and presents the highlights to all Program Coordinators and to the Academic Dean.

10. The Registrar produces an abridged statistical report that is sent to the faculty. The Registrar will also present a report to the Student Success Plan Committee.

11. Program Coordinators may follow-up with the Student Services Coordinator to ensure that the students he or she has met with are following the recommended support measures.

12. To complete the entire Mid-Trimester Risk Assessment procedure, Program Coordinators communicate the numbers and nature of interventions carried out to the Student Success Plan Committee.

Students Studying Abroad

LCI Melbourne aspires to offer its students the best academic experience possible. In order to provide this exceptional education, LCI Melbourne encourages students to study abroad on student exchange at one of the international campuses affiliated with the LCI Education Network. However, if a student demonstrates unsatisfactory academic performance while studying abroad, the Program Coordinator at the international school will inform and communicate by email with the Program Coordinator of the student's home institution in order to assess the situation.

Further Information

- Contract for Continuation of Studies (Appendix I, this policy)
- Draft Sample Letter for Discipline Problems and Unacceptable Classroom Behaviour (Appendix II, this policy)
- Student Conduct Policy and Disciplinary Procedures
- Records Management Policy
- Academic Complaints and Appeals Policy
- Employee and Student Access and Equity Policy

Accountable Officers

The accountable officers for the implementation and relevant training of this policy are listed below.

Policy Category	Academic			
Responsible Officer	Academic Dean			
Review Date	Q1 2020			
Approved by				
APC/TLSPC on behalf of the Academic Board				
Change and Version Control				
Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
1.0	Academic Dean	LCI Melbourne Course Progression.pdf	Dec 2014	Dec 2017
1.1	Academic Dean	Merged data from LCI Melbourne Course Progression and LCI Vancouver Policies	Dec 2017	Jan 2018