



POLICY: Review of Academic Progress for Domestic Students

Policy Group(s):	Group B: Academic – 1: Students (Ref: B1/0197.3-1218)
Related Policy:	Enrolment Grievance Policy for Domestic Students – Academic Grievances Review of Enrolment Process for Domestic Students
Commencement Date:	January 1997
Review Date:	December 2018
Scheduled Review Date:	December 2023

POLICY STATEMENT

Intent:

Christian Heritage College (CHC) desires to assist students to successfully complete their course work and maintain satisfactory course progress. The Review of Academic Progress (RAP) process is intended to assist all students who are identified as being 'at risk' of failing to maintain satisfactory course progress to identify issues in their personal or academic life which may be contributing to their academic results.

The RAP is therefore an intervention strategy which will assist domestic students who are at risk of failing to maintain satisfactory course progress to assess the issues which may be hindering their achievement and to address these. Progress can be hindered by a wide range of problems in areas such as study skills, background, cultural issues, ability, calling, motivation, commitment, self-discipline, finance, health, relationships, spiritual life, and so on.

The RAP will result in a personalised series of measures to meet the needs of individual students.

Scope:

Restricted to: Domestic students

Excludes: Overseas students

Objectives:

1. To bring a clear understanding of the RAP process for academic staff and students.
2. To ensure the process is one which is helpful for students and manageable for academic staff.

Policy Provisions:

1. General

- 1.1 Students who are identified as being at risk of failing to maintain satisfactory course progress are required to engage in a Review of Academic Progress (RAP) process. This identification normally takes place at the School Examiners Meeting held at the end of each semester.
- 1.2 CHC defines students who are at risk of failing to maintain satisfactory course progress as those who fail two or more units within a semester, or the same unit in a subsequent semester.
- 1.3 Deans may also choose to identify as being at risk students who fail 50% or more of the units in which they are enrolled in a semester.

2. Review of Academic Progress (RAP) process

- 2.1 The RAP process is intended to identify issues affecting students' course progress and to negotiate a course of action to address these issues.
- 2.2 A student may engage in the RAP with any academic staff member of their choosing. This is subject to the availability of, and agreement by, that staff member.
- 2.3 An Action Plan will be developed as a result of the RAP process for implementation in the following semester (see Appendix B for possible strategies which may constitute the Action Plan).

3. Timing of the RAP process

- 3.1 A RAP can occur at the end of any semester and normally occurs during the following semester.

4. Communication

- 4.1 Following the identification of students who are at risk of failing to maintain satisfactory progress as defined in Policy Provision 1.2, the Course Coordinator will inform the student in writing of the requirement to participate in a Review of Academic Progress.
- 4.2 This communication will:
 - 4.2.1 require the student to contact their Course Coordinator within a defined timeframe, but at least one week prior to the beginning of the subsequent semester; and
 - 4.2.2 ask the student to nominate the academic staff member with whom they wish to undertake the process.
- 4.3 The Academic Registrar will be informed of the students who are required to undertake a RAP.
- 4.4 If a student does not contact the Course Coordinator within the timeframe defined in Policy Provision 4.2, it will be considered that they are not willing to engage in a RAP.
- 4.5 Students who are not willing to engage in a RAP will have their unit confirmation process for the subsequent semester(s) suspended until such time as they contact the Course Coordinator and engage in the RAP.
- 4.6 The Course Coordinator will communicate with the nominated staff member to establish their availability and willingness to oversee the RAP process with the student.
- 4.7 Should the nominated staff member be available, they will communicate with the student and arrange for an appointment that is to occur within the first two weeks of the subsequent semester.
- 4.8 Should the nominated staff member not be available, the Course Coordinator may ask the student for a further nomination or undertake the process themselves. This will be dependent upon the timing of these matters.
- 4.9 All communication and record of interviews must be maintained on the student's file.

5. Outcome of the RAP process

- 5.1 The success of the RAP process will be determined at the School Examiners Meeting at the end of the subsequent semester.
- 5.2 The Course Coordinator will inform the student in writing of the outcome of the RAP process.
- 5.3 The Course Coordinator will inform the Academic Registrar of the outcome of all RAP processes.
- 5.4 A RAP process is considered to be successful if the student does not fail two or more units in the subsequent semester or does not fail the same unit(s) as in the preceding semester.
- 5.5 If a RAP process is unsuccessful, the student will be required to do one of the following, depending upon the nature of the circumstances, as determined at the School Examiners Meeting:

- 5.5.1 engage in a subsequent RAP; or
- 5.5.2 proceed to a Review of Enrolment Process (REP).

5.6 All communication and record of interviews must be maintained on the student's file.

SUPPORTING PROCEDURES AND GUIDELINES

1. The initial appointment between the consulting academic staff member and the student will address the student's results from the relevant semester and encourage the student to identify possible factors that might have contributed towards the inability to maintain satisfactory course progress.
2. Pursuant to this discussion, an Action Plan will be developed by the student, in consultation with the staff member. This plan is to be aimed towards overcoming the factors that have hindered academic performance in the past and developing improved study practices.
3. The Action Plan will be signed by both the student and the consulting staff member. The original will be retained by the staff member and the copies should be forwarded to:
 - 3.1 the student; and
 - 3.2 the Course Coordinator.

The Action Plan is to be finalised within three of the start of the semester (Semester B on flow chart).

4. Subsequent appointments between the consulting academic staff member and the student may be scheduled throughout Semester B at the discretion of the staff member and student in order to track progress and adherence to the Action Plan and provide encouragement for the student. Records of interview at the subsequent appointments must be maintained and placed on the student's file.
5. The student's results will be monitored at the Examiners' Meeting at the end of Semester B to determine if the Action Plan has been successfully implemented. This will be determined on the basis of whether or not the student achieves satisfactory course progress.
6. Where a student's subsequent academic progress is identified as satisfactory no further action will be taken and the student will be allowed to enrol in Semester C.
7. Where a student's subsequent academic progress is identified as unsatisfactory, CHC will issue to the student a requirement to engage in a further RAP or engage in a REP process.
8. A student has the right to access the appeal process at any stage. Students should consult CHC Policy: *Grievance Policy and Procedure for Domestic Students – Academic Grievances*.

POLICY FURTHER INFORMATION

**Relevant Commonwealth/
State Legislation** Higher Education Standards Framework (HESF 2015)

ACCOUNTABILITIES

Implementation:	Academic Registrar
Compliance:	Academic Registrar
Monitoring and Evaluation:	Academic Registrar
Development and Review:	Academic Board
Approval Authority:	Academic Board
Interpretation and Advice:	Academic Registrar

WHO SHOULD KNOW THIS POLICY?

Students

Academic Staff

Academic Administration Staff

EFFECTIVENESS OF THIS POLICY

- Performance Indicators:**
- Number of students eligible for a RAP in relation to number of student who engage in a RAP
 - Number of students not required to under a REP after a RAP

Other: Appendix A
Appendix B

Definitions and Acronyms: *CHC*
Christian Heritage College

Dean
The head of the School administering a course, includes the Executive Director, Millis Institute.

RAP
Review of Academic Progress

REP
Review of Enrolment Process

School
The academic organisational units of CHC, includes the Millis Institute.

APPROVAL – section maintained by the Director of Quality and Standards

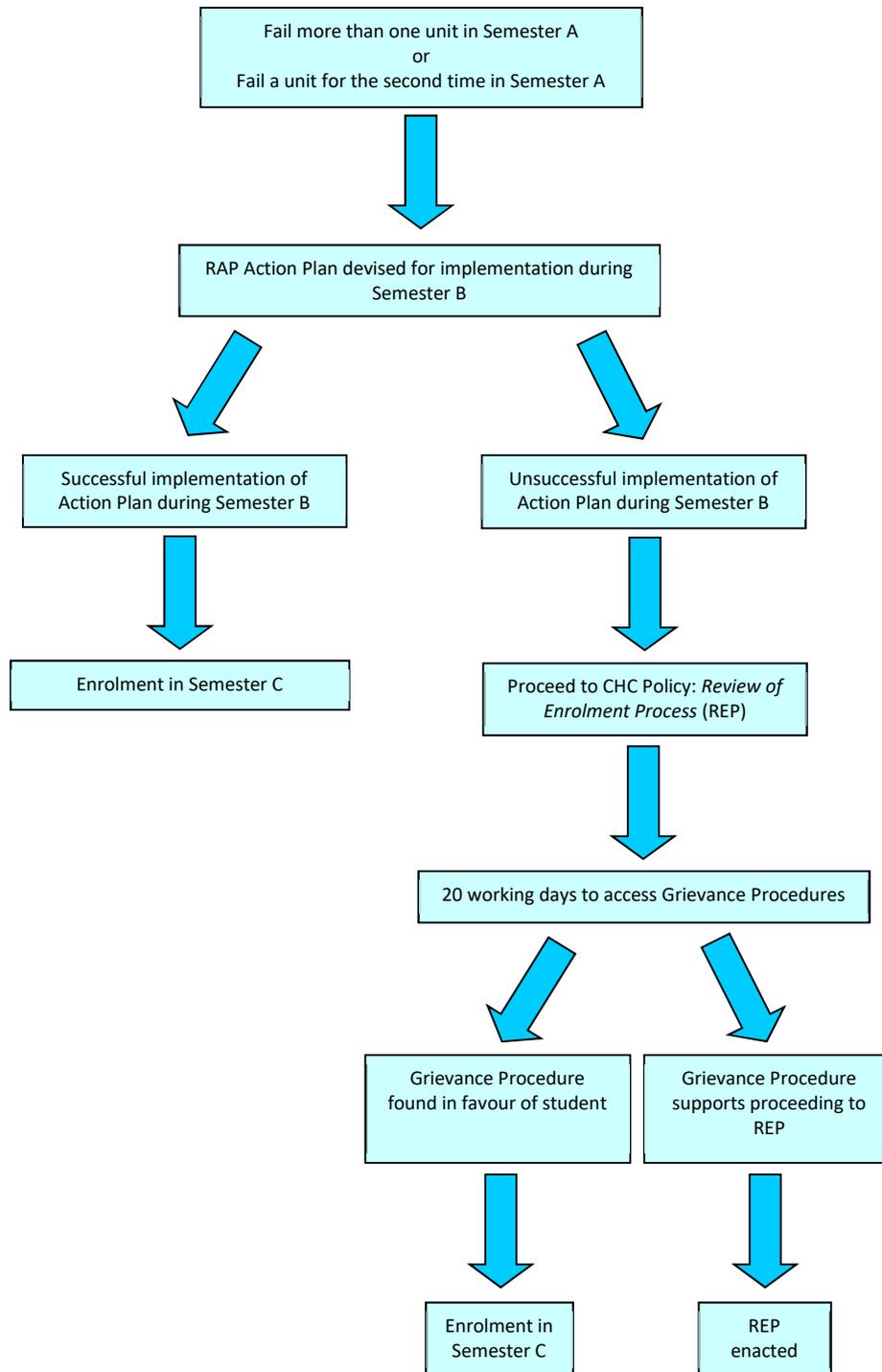
Reference No.	Approved	Date	Committee/Board	Resolution No. / Minute Ref.
B1/0197.3	Yes	16 January 1997	Academic Board	

REVISION HISTORY – section maintained by the Director of Quality and Standards

Revision Reference No.	Approved/ Rescinded	Date	Committee/Board	Resolution No. / Minute Ref.
1106	Approved	16 November 2006	Academic Board	4.1
0807	Approved	9 August 2007	Academic Board	4.4
0917	Approved	7 September 2017	Academic Board	5.1
0718	Approved	12 July 2018	Academic Board	5.1
1218	Approved	3 December 2018	Academic Board	5.1

Appendix A: CHC Domestic RAP Process

CHC DOMESTIC RAP PROCESS



Appendix B: Possible Strategies

Every student at CHC who is identified as being at risk of failing to maintain satisfactory course progress will receive individual case management through the negotiated *Action Plan*. Strategies which may constitute the *Action Plan* may include but are not limited to the following examples.

Strategy 1:

A student may be required to complete an academic skills program.

Strategy 2:

A student may be required to attend a study group such as *Study Support* or make an appointment with Academic Study Support (provides individual or small group support).

Strategy 3:

A student may be required to attend counselling sessions to receive assistance with personal issues which are influencing progress.

Strategy 4:

A student may be placed in a suitable alternative unit or transferred to a suitable alternative course of study.

Strategy 5:

A reduction in study load for a period of at least one semester.

Strategy 6:

Any combination of the above.