



University of  
South Australia

Centre for  
English Language

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# CELUSA ACADEMIC STANDING PROCEDURE

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## SECTION D - PROCEDURE

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### Related Policy

CELUSA Academic Standing Policy

### D.1 Procedure

| Responsible                 | Procedure Steps |  | W/I |
|-----------------------------|-----------------|--|-----|
|                             | <b>1</b>        | <b>Identification of students on</b>   |     |
| <b>Teachers</b>             | <b>1.1</b>      | Identify students with poor academic progress i.e. those considered to be unlikely to pass their enrolled course.  |     |
|                             | <b>1.2</b>      | Complete the <b>Student at Risk form</b> and submit to the Academic Directorate detailing the specific issues.   |     |
| <b>Academic Directorate</b> | <b>1.3</b>      | Notify students when they have been identified as 'at risk' and set up a meeting with them to discuss intervention strategies. Advise the students that they are required to attend the meeting.   |     |
| <b>Student</b>              | <b>1.4</b>      | Attend the meeting with the Academic Directorate.  |     |
|                             | <b>2</b>        | <b>Intervention strategies</b>   |     |
| <b>Academic Directorate</b> | <b>2.1</b>      | At the student interview, negotiate an appropriate intervention strategy with the student. These may include but are not limited to: <ul style="list-style-type: none"> <li>moving the student to a class at a lower English language level (e.g. from AE3 to AE2)</li> <li>the student being counselled by the Student Learning Advisor to identify any personal issues affecting course progress</li> <li>a learning contract drawn up by the Student Learning Advisor in cooperation with the student</li> <li>Additional tasks being set by the class teacher to work on a particular area of weakness (e.g. reading tasks, punctuation, grammar exercises etc.</li> </ul> |     |
| <b>Teachers</b>             | <b>2.2</b>      | Monitor the student's academic progress on a weekly basis and report back to Academic Directorate.   |     |
| <b>Academic Directorate</b> | <b>2.3</b>      | Maintain a written report in the student management system of the procedures undertaken with the student and their outcomes.   |     |
|                             | <b>2.4</b>      | Follow up with the class teacher to discuss the student's progress.  |     |
|                             | <b>3</b>        | <b>Monitoring student progress</b>   |     |
| <b>Academic Directorate</b> | <b>3.1</b>      | At the end of the study period identify students who fail to achieve a pass result to identify student's Academic Standing   |     |

| Responsible                          | Procedure Steps |   | W/I |
|--------------------------------------|-----------------|---|-----|
|                                      | 3.2             | Apply new Academic Standing to student record with the relevant criteria into the student management system.  |     |
|                                      | <b>4</b>        | <b>Academic Standing Letters</b>  |     |
| <b>Student and Academic Services</b> | 4.1             | Enter the relevant criteria into the student management system.   |     |
|                                      | 4.2             | In the student data management system, use the email message template to forward the <b>Academic Standing letters</b> per Academic Standing level.  |     |
| <b>Student</b>                       | 4.3             | Read the Academic Standing email and take any required actions detailed in the letter.  |     |
| <b>Student and Academic Services</b> | 4.1             | Generate an <b>Intention to Report letter</b> through the student management system for international students identified in 3.1 as making unsatisfactory academic progress.  |     |
|                                      | 4.2             | Send the <b>Intention to Report letter</b> to the student with a link to the <b>CELUSA Academic Standing Policy</b> and inform them that they have 20 working days from the date on the letter in which to lodge an appeal. |     |
|                                      | <b>5</b>        | <b>Appeals</b>  |     |
| <b>Student</b>                       | 5.1             | If you want to lodge an appeal refer to the <b>Student Grievances and Appeals Policy and Procedure</b> .  |     |
|                                      | 5.2             | If you have lodged an appeal you must maintain your enrolment and continue to attend classes during the appeal process.   |     |
|                                      | <b>6</b>        | <b>Reporting to Department of Home Affairs (Home Affairs)</b>   |     |
| <b>Student and Academic Services</b> | 6.1             | If the student does not register and appeal within 20 working days report the student to Home Affairs through PRISMS.   |     |
|                                      | <b>7</b>        | <b>Re-admission</b>   |     |
| <b>Student</b>                       | 7.1             | Refer to the <b>Admissions Policy and Procedure</b> if you have been precluded from a program and want to apply for re-admission.   |     |

## D.2 Supporting Documentation

| Forms/Records                                     | Retention Time | Location |
|---|----------------|----------|
| Student at Risk form                              |                |          |
| Academic Standing email template - Warning        |                |          |
| Academic Standing email template - Probation      |                |          |
| Academic Standing email template - Unsatisfactory |                |          |
| Intention to Report letter                        |                |          |

### Related Material

| Name  | Location         |
|---|------------------|
| Admissions Policy and Procedure                     | Web / SharePoint |
| Student Grievances and Appeals Policy and Procedure | Web / SharePoint |

## D.3 Version Control

|                               |         |
|-------------------------------|---------|
| <b>Current Version Number</b> | 2.0     |
| <b>Date of Effect</b>         | 08/2021 |
| <b>Privilege Level</b>        | Public  |