



# *St. Albert's College*

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## **ACADEMIC POLICY**

### **PREAMBLE**

St. Albert's College seeks to foster academic excellence and seeks to support the academic accomplishment of the individual within a challenging community of peers. At tertiary level this requires each student in the College to take responsibility for their own learning and become a self-reliant learner. They are then best able to use their own gifts to develop both academically and socially.

Some students will find this process difficult and challenging. As a Catholic College we need to provide each individual with the best opportunity to succeed and then allow each student to learn from their mistakes. We do this by providing adequate encouragement, support and assistance and by monitoring each student's performance as they grow academically and struggle to become self-reliant learners.

### **POLICY STATEMENT**

- 1.1 St. Albert's College supports the UNE requirement that every student must make adequate academic progress in their course of study.
- 1.2 Adequate academic progress is the sole responsibility of the individual student and requires them to achieve an appropriate balance of academic, social and sporting commitments.
- 1.3 St. Albert's College will provide its students with an environment that promotes academic excellence. One that encourages and allows each student to achieve results that reflect their own natural ability.
- 1.4 The College will:
  - Pro-actively and reactively monitor the academic progress of its students.
  - Promote and reward excellence in tertiary study.
  - Articulate the consequences facing students at risk.
  - Promote and reward determination, perseverance and consistency in learning.
  - Provide encouragement and an academic support programme to all students in their academic study, including opportunities for both individual and group study.
  - Provide support to students who are "at risk" and are struggling with their studies, by offering the students needing assistance, with individual support programs.

# PROCEDURES

## Part 1a – Pro-active Monitoring the Students

### 2. DATA COLLECTION

- 2.1 On arrival at College the students will be required to complete a data survey including:
  - Their UAI result.
  - The subjects and levels studied at school.
  - Their HSC results or equivalent.
  - Their proposed university course.
- 2.2 The College will monitor the actual course and subjects that each student enrolls in.
- 2.3 Resident Advisors (RAs) and Academic Advisors (AAs) will be encouraged to identify students who are not coping with their assignments or university studies.
- 2.4 When the College carries out Fresher interviews they will try to identify any academic concerns felt or being experienced by the students.
- 2.5 The College also receives “At Risk Lists” from some faculties at the university, who identify students that, on the basis of their assignments or class tests, appear not to be coping with the subject.
- 2.6 The College collects copies of each student’s exam results and monitors trends in grade allocations.

### 3. INTERVENTION

- 3.1 The College will monitor the appropriateness of each student’s subject and course enrolments, based on their previous academic studies and results. When needed the College will counsel students on the appropriateness of their subject enrolments.
- 3.2 Students “at risk” due to lower UAI’s or lower exam results in critical subjects, will be encouraged to attend extra tutorials with academic staff / teachers or attend additional academic support sessions.
- 3.3 When the College identifies a student having difficulty in their studies, the “at risk” student will be counselled on possible options that were available for overcoming academic difficulties.
- 3.4 When the College identifies a trend in UAIs and / or exam grades it will adapt its policies and procedures to deal with the situation.

## Part 1b – Reactive Monitoring the Students

### 4. SUBJECT RESULTS

- 4.1 Students identified as “at risk” early in the year will have their results monitored, to evaluate the effectiveness of an early intervention strategies and to determine any follow up actions that may be required.

## 5. GRADE POINT AVERAGE

5.1 The College receives each student's semester results and converts them into the form of Grade Point Averages (GPAs), where a student's GPA is determined by:

5.1.1 Allocating points to each subject on the basis of their examination results:

- High Distinction (HD) = 7
- Distinction (D & VS) = 6
- Credit (C) = 5
- Pass (P) / Satisfactory (S & SR) = 4
- Conceded Pass (PA & PC) = 3
- Fail (N & NI) = 0

5.1.2 Multiply the points for each subject by the credit point value for that subject.

5.1.3 Adding up all of the points and then dividing the total by the total number of credit points attempted.

5.1.4 Exception – where a subject is assessed as being only a Pass or Fail, the results will be dealt with in the following way:

- a. If they receive a SR (Satisfactory or Pass) or UP (Ungraded Pass) – the subject will not be included in the GPA calculation.
- b. If they receive a Fail – the subject will be included in the GPA calculation.

5.2 The University and College will use two sets of GPA when assessing its students:

5.2.1 Exam GPAs – based on the students' current exam results.

5.2.2 Course or "current" GPAs – based on the student's entire course results.

5.3 At the end of each semester the students' current exam results are used to determine the "Exam GPA" and these are then classified on the following basis:

<b>GPA</b>	<b>Classification</b>
6.6 to 7.0	High Distinction Average
5.6 to 6.5	Distinction Average
4.6 to 5.5	Credit Average
3.6 to 4.5	Pass Average
3.1 to 3.5	Conceded Pass Average
2.1 to 3.0	Failure Average – Level 1
0.0 to 2.0	Failure Average – Level 2

## 6. STUDENTS "AT RISK"

6.1 Prior to a student's first set of examinations the student is assumed to be on a "Normal Status".

6.2 To make adequate academic progress in a course a student must maintain a GPA greater than 3.

6.3 Students who have failed a subject and / or receive an Exam GPA of 3.0 or less are identified by the College as "at risk" and in need of additional support.

6.4 The consequences and level of support to be offered to a student whose academic status is "at risk", are based on the number of failures and the student's course and exam GPA.

- 6.5 After each successive semester the student's academic status is re-evaluated on the basis of their previous academic status and their new examination results.

## Part 2 – Consequences Facing Students “At Risk”

### 7. UNE CONSEQUENCES

Students who achieve a course GPA of 3.0 or less, may be:

Be warned.

Asked to show cause why they should not be enrolled, subject to conditions.

Students who achieve a course GPA of 2.0 or less after two semesters, may be asked to show cause why they should not be excluded from candidature for a stated period.

Students who have been excluded twice may be asked to show cause why their candidature should not be terminated.

### 8. COLLEGE CONSEQUENCES

8.1 A student excluded from candidature is automatically excluded from St. Albert's College for the duration of the stated period.

8.2 A student who achieves:

a. Five (5) failures over any two consecutive semesters, or

b. Two (2) failures in any one subject, while also having an overall GPA of less than 3.6 (i.e. an F1 or F2 average).

is required to show cause why they should not be excluded from the College.

## Part 3 – Promoting and Rewarding Excellence

### 9. ACADEMIC SCHOLARSHIPS AND PRIZES

9.1 During each year the College will award the following prizes and academic scholarships on the basis of academic excellence, to the best / top student in each category.

9.1.1

<b>Top Student</b>	<b>Requirement</b>	<b>Scholarship / Prize</b>
New 1 <sup>st</sup> Yr	Highest UAI	Academic Entrance Scholarship
1 <sup>st</sup> Yr – Sem. 1	Highest Exam GPA (Dist.+)	Knight's Prize
1 <sup>st</sup> Yr – Sem. 2	Highest Exam GPA (Dist.+)	Knight's Prize
2 <sup>nd</sup> Yr – Sem. 1	Highest Exam GPA (Dist.+)	SCR Prize
2 <sup>nd</sup> Yr – Sem. 2	Highest Exam GPA (Dist.+)	SCR Prize
3 <sup>rd</sup> Yr – Sem. 1	Highest Exam GPA (Dist.+)	Martha Hallanan Prize
3 <sup>rd</sup> Yr – Sem. 2	Highest Exam GPA (Dist.+)	Martha Hallanan Prize
Graduation	1 <sup>st</sup> Class Honours	Reginald of Orleans Prize

9.1.2 To qualify for the prize in any category, the student must also have obtained at least a Distinction Average in that semester's exams.

9.1.3 Where two or more students tie for the highest exam GPA, the prize will go to the student with the highest course GPA.

- 9.2 Each year the College will award prizes to the students who top their UNE course / unit in a specific subject.
- 9.3 If an exceptional examination result is obtained by a student and they do not fit into one of the categories above, the College will award the student the Master's prize.

## **Part 4 – Promoting and Rewarding Determination, Perseverance etc.**

### **10. OTHER ACADEMIC AWARDS**

- 10.1 Each year the College will award prizes (Certificate and engraved glass) to all students who pass their subjects in a given semester of study and obtain a Credit Average or better.
- 10.2 Each year the College will award a prize to the student who achieves a pass average or better despite great adversity.

## **Part 5 – Providing Encouragement and an Academic Support Program**

### **11. AN ACADEMIC ENVIRONMENT**

- 11.1 To provide an appropriate environment for students to study at College, the following rules are applicable:
- 11.1.1 Each individual's room has a desk and a computer terminal outlet.
- 11.1.2 The following additional rooms are available for quiet study and research.
- a. Computer Room
  - b. Conference Room
  - c. Senior Computer Room (Seniors only)
- 11.1.3 Students are required to be quiet in the College area after 10.00 pm.
- 11.1.4 In the two weeks prior to the examinations and during the examinations, the College area is required to be quiet. The exceptions to this curfew are:
- a. 12 noon to 2 pm
  - b. 5 pm to 7 pm
  - c. 9 pm to 10pm

### **12. THE ACADEMIC SUPPORT PROGRAM**

- 12.1 Academic Support is provided to all 1<sup>st</sup> Years students in the College through the Academic Support program provided by the Academic Advisors (AAs), with some additional support from the Resident Advisors (RAs).
- 12.2 This program will also be extended to all "students at risk."
- 12.3 Each AA is required to provide 1 Subject Specific Academic Support Sessions each week, 1 Facilitation session per week and 1 Skills session per fortnight.
- 12.4 Each RA is required to facilitate 2 Academic Support Sessions each semester. These sessions will cover the following areas:
- a. Study and learning techniques.
  - b. Exam preparation.
  - c. Group sessions – lecture summarisation / note taking, assignment preparation.

12.5 Each AA is also available for individual counselling on specific issues relating to study techniques and on subject specific material. They will be available to students for 3 hours per week.

12.6 The Senior Academic Advisor (SAA) will also organise visiting lecturers – UNE academics or SCR members, to cover topics of common interest to a group of students.

12.7 The Master and Dean are also available to provide counselling and advice on study / learning problems and to provide tutorials on subjects in their area of expertise.

### **13. ADDITIONAL SUPPORT**

13.1 The first and primary source of support to all students are their lecturers and tutors. All students are encouraged to discuss their studies with these UNE staff.

13.2 Each faculty also provides Academic Mentors who are available to assist 1<sup>st</sup> year students with courses specific to the given faculty.

13.3 The Academic Skills Office (ASO) is available to students who require counselling and advice on specific study / learning / assignment writing problems or to students wishing to obtain higher grades.

13.4 The ASO web site is available to provide numerous fact sheets on common problems faced by students.

13.5 The UNE Counselling Service is available to assist students with career advice or personal problems.

### **14. PROVIDING INCENTIVE**

14.1 With any support program there is also a need to provide ongoing incentives to allow students to self-motivate and strive for higher standards – these will target those areas, where students who achieve academically at a distinction average or higher, are granted a reward that they and the College see as beneficial and worthwhile.

## **Part 6 – Support for Students having Difficulty**

### **15. STUDENTS AT RISK WITH A FAILURE – LEVEL 1**

15.1 Students who have been identified as “at risk” and/or have a exam GPA of 3.0 or less must:

- Complete the “Academic Assessment Worksheet”.
- Attend an interview with the Master and/or Dean of Students
- Demonstrate that they are willing to proactively participate in any support programs put in place to increase their academic status
- Work consistently towards this goal.

## **16. STUDENTS AT RISK WITH A FAILURE – LEVEL 2**

16.1 Students that have a GPA of 2.0 or less in one teaching period must:

- Complete the “Academic Assessment Worksheet.”
- Show cause as to why the College should support you.
- Attend an interview with the Master and/or Dean of Students.
- Demonstrate that they are willing to proactively participate in any support programs put in place to increase their academic status.
- Work consistently towards this goal.

16.2 The College will provide the student with advice on the suitability of their course selection and academic progression.

16.3 In conjunction with the student, the College will establish an academic support program that is suited to the student and their particular problem.

16.3.1 This may be a combination of the use of any or all of the following resources:

- Academic Advisors
- Faculty mentors
- Faculty/School lecturers
- Academic Skills Office
- Counselling Service
- Student Centre.

16.3.2 This may require monitored attendance at

- UNE Lectures and Tutorials.
- College Academic Support Sessions.
- ASO courses.

16.3.3 This may require the development of:

- A set of goals
- A study and assignment timetable that is monitored by their RA or AA.

## **DURATION**

This policy came into effect on 1 June 2004 and was reviewed in 2006 and again in 2008. It will be reviewed again before the end of 2011.

## **ATTACHMENTS**

1. Academic Assessment Worksheet
2. Letters
  - a. Show Cause - Exclusion.
  - b. Academic Warning