



STUDENT PROGRESSION POLICY

1. Introduction

This policy describes the processes in place to manage the progress of students to support them in achieving their full potential. It describes the role of students, Teachers, HoDs/Principal and parents/guardians and explains the tools used for monitoring purposes. It describes in detail the procedures to be followed when students make insufficient progress.

2. Aims and objectives of the policy

The aim of this policy and procedures is to maximize the achievement of learners to encompass subject achievement, language and skill development, and acculturation.

3. General principles underlying this policy and procedures

- i. The policy and procedures for managing student progress are explicit, clear, and consistently applied
- ii. Teachers have the responsibility for monitoring the progress of students they teach, include subject achievement and skill development
- iii. Proctors have the responsibility for monitoring the overall progress of students on their program of study
- iv. Students are expected to take a high level of responsibility for managing their own progress, and teachers will support them to develop the necessary skills to do this.

4. Approach to progress management

4.1 Approach

- i. Managing the progress of students at College is the joint responsibility of academic staff, welfare staff and the students themselves, and effort from all three sources is required to enable the student to fulfill their academic potential.
- ii. Staff continuously monitors a student's welfare and academic progress and work together to quickly address any concerns and provide any additional support required. In turn, students are expected to monitor their own progress, using a student planner provided by the college, identify and raise any concerns they may have, and work proactively with staff to try to address them.
- iii. A group of students shall have a proctor, with whom they meet regularly. Proctors monitor and manage students' welfare and academic progress and work with students and other members of staff to address any concerns.

4.2 Overview of student progress management processes

- i. Student progress is continuously monitored by teaching staff
- ii. Attendance, assignments and assessment marks are recorded by teaching staff regularly.
- iii. Attendance data, progress information, assignment and assessment marks to date are assessed by Proctors whenever needed to support progress management
- iv. Students are encouraged to evaluate, their own progress using student planners provided by the college
- v. Proctors meet students during academic sessions to discuss progress and welfare
- vi. Concerns/issues are reported by staff, or raised by the students shall be addressed by relevant academic and welfare staff
- vii. Student support plans, including detailed management plans for students with special educational needs or disability (SEND), are developed and put in place if required.

In future, the College will introduce individual learning plans (ILPs) for teachers and students to use as a joint resource for managing progress.

5. Progress management: Admission and startup of program

In the beginning of every program, students undergo some level of baseline testing, including cognitive ability and English language testing. Results of these tests are provided to proctors and concerned Teachers, who are able to interpret the outcomes. Further the proctor is provided with individual, class and proctor group profile reports, based on information furnished by students in application, which include details such as gender, age, nationality, and academic entry qualifications.

- i. All staff are expected to appropriately maintain the confidentiality of baseline and initial assessment information.

5.1 Long-term Goals and Aspirations

- i. On admission, each students' long term goals and aspirations are discussed by Proctors/ Academic Advisors in the light of existing qualifications outlined in the student's baseline profile report, and the results of start-up-program baseline testing.
- ii. A student's own goals and aspirations help to inform the process of managing their progress. These goals and aspirations will be discussed with the student as they progress through their program to ensure that the student has realistic expectations and targets to work further.

5.2 Target Grades

- i. Target grades will be set for each student by teaching staff, who will evaluate information drawn from the student's past educational achievements and on-arrival baseline testing outcomes.
- ii. Subsequently these target grades can be adjusted in the light of progressive formative and summative assessment outcomes and subject-based reviews from time to time.

5.3 Skill development and acculturation

- i. Areas such as skill development and acculturation are discussed with students using the baseline profile information.
- ii. Any development that is required in these areas will be addressed by academic staff to support the student's overall learning needs.

5.4 Expectations for attendance and study

- i. In order to actively engage the students in their own learning process and make the best possible progress, it is important that they are aware of the expectations casted upon them.
- ii. Teachers and Proctors continuously communicate to students that 100% attendance at lessons is expected unless legitimate absence is authorized, and outline the disciplinary process if this expectation is not met.
- iii. In addition, students are expected to take a proactive role in their studies, monitoring and managing their own progress by putting maximum efforts. At the same time, staff should be proactive in identifying and managing additional learning or welfare support needs.

6. Progress management: On program

6.1 Recording of assessment and attendance

- i. All assignments/test and assessment marks and all student attendance at lessons are recorded punctually.
- ii. Summary reports showing marks and attendance to date, by student and group, are available with Teachers and Proctors to facilitate the monitoring and management of student progress.

6.2 Review of progress by Teachers

- i. Teachers monitor the attendance and progress of students persistently, looking at skill development and acculturation in addition to academic achievement and general welfare, and take appropriate action to support students wherever needed.

6.3 Actions to address concerns/issues by Teachers

Where there are concerns/issues identified by a Teacher, resulting actions may include:

For general concerns/issues relating to a student's health or welfare

- i. Informal discussion of the concern/issue with the student, if appropriate, try to understand and work to resolve it, informing other relevant staff of the discussion and outcome
- ii. Discussion of the concern/issue with the concerned Proctor, relevant welfare staff and develop a plan for addressing the concern/issue, if required.

For general concerns/issues relating to a student's academic progress

- i. Informal discussion of the concern/issue with the student, if appropriate, try to understand and resolve it, informing other relevant staff for discussion and outcome
- ii. Discussion of the concern/issue with the concerned Proctor and other Teachers and chalk out a plan for addressing the concern/issue, if required.

For specific issues relating to attendance or behavior

- i. An informal discussion of the issue with the student, if appropriate, try to understand and resolve it, informing other relevant staff for the discussion and outcome
- ii. Discussion of the concern/issue with the concerned Proctor, relevant welfare staff and other Teachers and chalk out a plan for addressing the issue, if required

6.4 Review of student progress and welfare by Proctors

Each student is allocated to a Proctor to support and facilitate their academic progress across all subjects/modules and to support their general welfare. Proctors meet regularly with their students to resolve issues related to academics and personal welfare.

Proctors monitor attendance and achievement data of students as recorded by Teachers from time to time. Proctors monitor for concerns/issues, including:

- i. Poor attendance (overall/by subject/at particular times)
- ii. Declining attendance (overall/by subject/at particular times)
- iii. Internal assessment marks below pass standard (overall/by subject)
- iv. Declining academic performance (overall/by subject)
- v. Missing attendance data or marks.

In addition, Proctors monitor:

- i. General welfare
- ii. Potential safeguarding/child protection issues
- iii. English language development
- iv. Progress towards acculturation
- v. Learning skill development
- vi. Spiritual, moral, social and cultural (SMSC) development
- vii. Attitude towards/engagement with studies.

Proctors provide balanced feedback to students, including positive and constructive comments. They give positive reinforcement where good progress is being made and supportive encouragement where progress could be improved. The Proctor also responds to the concerns raised by the students, their Teachers and welfare staff.

6.5 Review of progress across subjects/modules by Proctors

- i. Once in a Semester Proctors carry out a review of progress across all subjects/modules of each student. The student is expected to prepare by reviewing and evaluating their attendance data and subject/module marks, provided by the Teachers/tutor. The Tutor prepares by reviewing attendance data and homework and test marks, and Teacher comments included in students' progression reports.
- ii. The tutor acknowledges achievements and discusses areas for improvement and then supports the student to identify action for betterment or continued high performance. Support needs are addressed.
- iii. Outcomes are recorded by the student in their student planner. The tutor also records key points and outcomes of the progress review and shares the records with other relevant staff.

6.5 Actions to address concerns/issues by Tutors/Teachers

- i. Where a concern/issue is identified by a Tutor, the Tutors will firstly discuss it with other relevant academic and welfare staff. A joint plan of action to address the concern/issue should be developed by the Tutor/Teacher, as needed.
- ii. For attendance or behavioral issues, after initial discussion with other relevant staff, the Tutor or Teacher should invoke, as needed, relevant procedures as outlined in *Attendance Policy and Procedures* and *Disciplinary Policy*.
- iii. Where concerns continue, the Tutor should refer the matter to the relevant academic manager (Programme Manager/Academic Director/HoD) and/or welfare manager

7. Students making insufficient progress

7.1 Identification of students making insufficient progress

- i. Periodic monitoring of performance in formative and summative assessments is undertaken by the student's Tutor overall subjects/modules studied and enables Teachers and Tutors to identify students making insufficient progress.
- ii. Students making insufficient progress are categorized as follows:
 - a) Insufficient progress to pass the program
 - b) Insufficient progress to achieve progression to university
 - c) Insufficient progress to achieve progression to first or second (insurance) choice university for a program

7.2 Gathering further information

All available relevant information is gathered by the Tutor, with inputs from the Program Manager if needed, for any student making insufficient progress in order to identify possible causes. Information gathering includes:

- i. Baseline student profile (age, gender, nationality, academic background, Baseline testing results etc.)
- ii. Copies of relevant college records (academic and welfare) – e.g. attendance and formative assessment marks for all semesters, midterm progress reports, tutorial review records, reports of concern, SEND/medical information, disciplinary procedures etc.

In addition, the Tutor/ Program Manager should contact all other relevant staff (academic and welfare) to obtain further ('soft') information about:

- i. The student's current perceived English language ability
- ii. The student's perceived academic ability
- iii. The student's general attitude towards their studies, including homework and assessment
- iv. The student's behavior and participation in the class/extracurricular activities/enrichment programs
- v. The student's general welfare
- vi. Recent changes in behavioral patterns, attitude, welfare etc.

7.3 Procedures when insufficient progress is identified

If a Tutor and their colleagues feel that further information gathered reveals a cause for concern regarding insufficient progress in any of the above categories being made by a student, should follow the procedures outline below, as relevant:

1. The Tutor will meet with the relevant Program Manager, if they have not already been involved in the processes to date, to review all relevant information and agreed upon an approach for talking to the student about the concerns and subsequently managing their progress
2. The Tutor/Program Manager will then meet the student to discuss the concerns and identify the means to support the student, recording the key points and actions of the discussion
3. The Tutor/Program Manager will share management plans for the student with all other relevant staff to ensure support is provided in all areas needed.
4. If there is an indication from information gathered that lack of progress may be due to welfare/accommodation issues, then relevant welfare/accommodation policy and procedures are followed

8. Additional classes / Extra Tuition

Extra tuitions can be arranged for students who feel they are not making the progress they wish to, or where academic staff feel additional support, which cannot be provided as part of the student's usual timetable, is required.

8.1 Definition of extra student tuition

- i. College defines extra student tuition as any one-to-one or group tuition provided by a member of its academic teaching staff on College grounds outside of the structured curriculum timetable or official extra-curricular activities. This definition excludes ad-hoc assistance provided by teachers in response to specific queries made by students outside of lesson and tutorial time.
- ii. If sufficient students have requested the same additional tuition, the college may opt to run an additional class in the relevant subject as an extension to the current timetable. In this case, this support will not be classed as extra tuition.

8.2 Provision of extra tuition

College permits its academic teaching staff to provide extra tuition for students in the following circumstances:

- i. A recommendation has been made by a member of academic or welfare staff that extra subject/English tuition is required in order to facilitate a student's reasonable progress on their program of study. The recommendation has been accepted by the student and their parent/guardian/the individual who will pay for the extra tuition
- ii. A student has requested extra subject/English tuition in order to facilitate reasonable progress or enhance performance on their program of study, which has been approved by their parent/guardian/the individual who will pay for the extra tuition
- iii. A recommendation has been made by a member of academic or welfare staff that extra English tuition is required in order to facilitate the student's integration into college academic life. The recommendation has been accepted by the student and

their parent/guardian/the individual who will pay for the extra tuition

iv. A student has requested extra English tuition to facilitate their integration into college academic life, which has been approved by their parent/guardian/the individual who will pay for the extra tuition.

8.3 Conditions for provision of extra tuition

College sets out the following conditions for the provision of extra tuition by academic teaching staff:

- i. Tuition must be provided on college grounds during college opening hours
- ii. Tuition should not disrupt timetable, management or training activities for staff, or timetabled activities for students
- iii. Tuition must be provided in accordance with College policies and procedures
- iv. A consent form for each student receiving extra tuition must be completed and signed by the student, teacher and relevant Programme Manager and, additionally, signed by the student's parent/guardian/the individual who will pay for the extra tuition
- v. The Academic Coordinator must review and approve all consent forms before extra tuition arrangements are put in place
- vi. Payment will be collected in advance directly by College. Teachers must not take direct payment for extra tuition.

Tuition
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