MONITORING STUDENT PROGRESS (NON-ACADEMIC) PROCEDURE

Policy Hierarchy Link	Coursework Progress Policy			
Responsible Officer	Dean of Students			
Superseded Documents	None			
Associated Documents	Coursework Progress Policy Non-academic Appeals Policy Non-academic Appeals Procedure Show Cause Procedure Student Code of Conduct			
Review Date	June 2028			
Version	**Endorsed By**	**Approved By**	**Approval Date**	**Effective Date**
1.1	-	The Academic Dean	13/08/2024	13/08/2024

1. PURPOSE

This Procedure outlines the processes involved in monitoring students' meeting of and progress in non-academic course admission criteria. It provides a description of the process for the implementation of the Student Development Reporting Form for Chaplains and students.

2. BACKGROUND

The Coursework Progress Policy requires that where 'Other admission criteria' (i.e. non-academic criteria) are stipulated for a course, students must continue to meet those criteria to remain in their course and to progress within it. The Student Development Reporting Form has been developed to provide uniform support for all students as they progress through the Bachelor of Theology (BTh) and, where applicable, from the BTh into the Master of Theology (Coursework) (ThM). The instrument will expand the opportunities for students to gauge their development in relation to the course admission requirements and the Student Code of Conduct in areas of the programme not covered by formal assessment in the curriculum.

3. SCOPE

This procedure applies across the College for full-time students studying in the BTh and the BTh/ThM.

4. DEFINITIONS

Term	Definition
Full-time student	A student considered by the College to be studying with a full-time load for a semester or year. Normally a full-time load involves

	studying equal to or greater than 0.375 eftsl in a semester or 0.75 eftsl for a year.
Other admission criteria	Other admission criteria are admission criteria for a Moore College course that are not academic in nature. They may relate to matters of Christian character and conviction.
Course stage	A course stage is a component of a course corresponding to one academic year of full-time study. In the Bachelor of Theology there are three stages, sometimes referred to as Years 1, 2, and 3.
Student Development Reporting Form	The Student Development Reporting Form is used by Faculty and Chaplains to report on students progress in character and conviction in relation to the non-academic admission criteria of the Bachelor of Theology and Master of Theology (Coursework).

5. PROCEDURE

5.1. The Student Development Reporting Form will be employed for the purpose of feedback on students' development at course stages two and three of the course as observed in:

- Consistent attendance in all classes in keeping with the Student Code of Conduct and progression statements of unit syllabi.
- Regular participation in their assigned chaplaincy group.
- Active engagement in their chaplaincy group's allotted mission activities.
- Active engagement in their student ministry position.
- The guides to community life in the Student Handbook.
- The parameters of the Student Code of Conduct.

5.2. The main responsibility for gathering data for the Student Development Reporting Form resides with the male and female Chaplains in the assigned chaplaincy groups.

5.3. Chaplains will engage with each student in their chaplaincy group and monitor their behaviour related to matters of character and conviction throughout the span of the academic year. In particular, Chaplains will:

- engage with each student in their assigned mission activities, and
- observe the consistency of student participation in College chapel.

5.4. In Term 3 of Stage 2, and at the beginning of Term 2 in Stage 3, Faculty and Chaplains will meet to consult and complete the reports for the students in their chaplaincy group. The report will then be shared with the students.

5.5. If the Faculty and Chaplain discover a progression concern, they will inform the Academic Dean who will trigger a meeting with the Faculty and Chaplains from the student's Chapel group. If this meeting finds no confirmation of a concern, the amended and completed report will be discussed with the student by the appropriate Faculty member/Chaplain. If this meeting confirms the progression concern, the Academic Dean will inform the Admissions Panel and the completed report will be presented to the student.

5.6. In order to be eligible for admission into the ThM, the student must develop with their Chaplain a plan to address identified issues to the satisfaction of the Admissions Panel.

5.7. The Registrar's department will provide Chaplains with a partially pre-filled Student Development Reporting Form for each student to be reported on. These will be made available in a restricted access location. All records of student progress in character and conviction, especially the Student Development Reporting Form, will be kept by the Registrar's department.

5.8. At the commencement of each new academic year, Chaplains will brief succeeding Chaplains on any information that will provide extra support for students, where required, as they progress through the stages of their course.

5.9. If a student believes the review process has unfairly impacted them, they may make an appeal under the Non-academic Appeals Policy and Procedure.

6. ACKNOWLEDGEMENTS

None

7. REVIEW AND HISTORY

Version	Approved By	Approval Date	Effective Date	Sections modified
1.0	Academic Dean	28/06/2024	28/06/2024	New procedure
1.1	Academic Dean	13/08/2024	13/08/2024	The sequence of the reporting process was clarified as well as the procedure for sharing information with students about the report.

8. APPENDICES

Appendix 1 - Student Development Reporting Form

Note: The template for the Student Development Reporting Form is available for Moore College Faculty and Staff on the Moore College Intranet, under "Forms". The direct link to the form is: Student Development Reporting Form.docx. The template is for reference only. Chaplains will be provided with a partially pre-filled form for each student to be reported on, and do not need to download this template.

Student Development Reporting Form

The tables below represent an opportunity to consider the current suitability of a student for leadership in a pastoral context in relation to the admission and progression policies. As such, this reporting form is designed to alert the Principal to the possibility that **a persistent and unchecked dissonance** exists between the student's current character, conviction and competency for ministry compared to their initial acceptance into the College community.

Faculty and Chaplains are advised to consider whether, through personal engagement with the student, they are aware of such a dissonance through the student's participation (or lack of) and conduct in the classroom and the College community activities. Where the student has addressed a dissonance, or there exists no cause for concern, Faculty and Chaplains need only comment to that effect.

REPORT DETAILS

Name of person completing this report	Click or tap here to enter text.
Role of person completing this report (Chaplain/Faculty/Other (please specify)	Click or tap here to enter text.
Reporting year	
Student's surname	
Student's preferred first name	
Stage in course (Year 1/2/3/4)	

STUDENT DEVELOPMENT REPORT

Christian Conviction	*Progressing acceptably*	*Addressed concerns*	*Unaddressed concerns*
The student communicates a love for the God and Father of our Lord Jesus Christ with conviction.	☐	☐	☐
The student shows a desire to deepen their understanding of Christian faith.	☐	☐	☐
The student is committed to personal Bible reading and prayer.	☐	☐	☐
The student demonstrates reasoning shaped by the contents, theology, and relevance of the Bible	☐	☐	☐
The student is regularly engaged in corporate prayer and worship.	☐	☐	☐
Comments	Click or tap here to enter text.		

Christian Character	No observed concerns	Addressed Concerns	Unaddressed Concerns
An exemplary personal life in keeping with the MTC code of student conduct.	☐	☐	☐
The student demonstrates respect for all, loving care and willingness to serve.	☐	☐	☐
The student demonstrates self-awareness and self-acceptance.	☐	☐	☐
The student shows an awareness of and sensitivity to their own social, and cultural contexts.	☐	☐	☐
The student can face change and pressure in a flexible and balanced way.	☐	☐	☐
The student is willing to learn and modify their opinions where appropriate.	☐	☐	☐
Comments	Click or tap here to enter text.		

Ministry Competency	No observed concerns	Addressed Concerns	Unaddressed Concerns
The student can make wise observations about the world around them.	☐	☐	☐
The college community has openly recognised in the student gifts of leadership.	☐	☐	☐
The student demonstrates an open and healthy attitude to asymmetries in personal relationships.	☐	☐	☐
The student has a mature view of ministry and its related pressures and expectations.	☐	☐	☐
The student demonstrates a passion and intention to engage in Christian ministry and mission	☐	☐	☐
Comments	Click or tap here to enter text.		