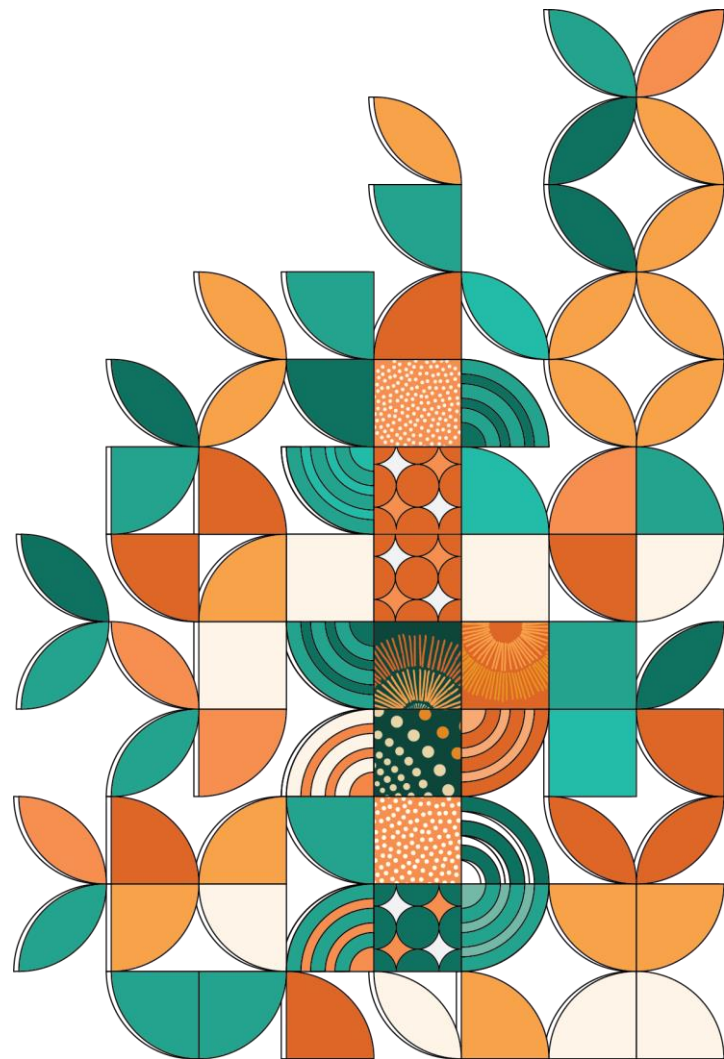


Academic Participation and Progress Procedure



SECTION 1

1. Purpose

- 1.1 The purpose of this procedure is to support the implementation of the Academic Participation and Progress Policy, ensuring the smooth functioning of the framework for the effective, consistent and timely identification and management of participation and progress in learning and assessment issues that may arise in the Institute of Health and Nursing Australia (IHNA).

2. Scope

- 2.1 This procedure applies to all students admitted to any course or unit at IHNA.

3. Definitions

- 3.1 Refer to IHNA's Glossary of Terms.

SECTION 2

4. Procedure

- 4.1 Training Plan, Comprehensive Assessment Record and Learning Contract
- The Training Plan and Comprehensive Assessment Record are given to the students prior to commencement of the course and are kept in the student management system, available to the students via the Knowledge Hub (KH), IHNA's Student Management System.
 - This record will be completed by the Educator, Assessor or Course Coordinator in consultation with the student during the course and is used in monitoring the progress of the student.
- 4.2 Students with special language and literacy needs will be identified through:
- Diagnostic testing during the enrolment process;
 - Evaluation of written work;
 - Interaction between students and Trainers or Assessors.

5. Monitoring of Student Progress

- 5.1 IHNA will monitor, record, and assess the progress of each student. IHNA has the following in place strategies to identify students at risk of not making satisfactory progress:
- The Trainer/Assessor records attendance at each class as per student attendance, participation, and engagement in the Knowledge Hub through the timetabling system. Students' attendance is also captured through AcelMS, IHNA's Learning Management System (refer to the Attendance Marking Procedure, Student Attendance, Academic Progress and Completion Monitoring Policy

for more details).

- b. Trainers/assessors will follow up with students who are not making satisfactory progress with regard to participation, engagement and completion of assessments and offer additional support to them (Refer to the Course Progression Procedure for Students for more details).
 - c. The Trainer/Assessor will journal the information in the student profile and inform the Course Coordinator of students identified as at risk (definition provided in Academic Participation and Progress Policy). Those students will be subject to IHNA’s intervention strategies.
- 5.2 Participation and progress for the face-to-face mode of delivery are also monitored through participation in classroom activities and completion of assessments.
- 5.3 Participation and progress in blended learning courses are monitored through the activity report recorded online in Knowledge Hub and AceLMS. Blended learning schedules are developed and recorded in the Training Plan and Comprehensive Assessment Record upon enrolment. Progress through online learning and the completion of assessment tasks are also used to monitor student progress. The Student Administration Officer monitors each student’s online learning activities on a weekly basis.
- 5.4 Students who are marked ‘Not Yet Satisfactory’ on a second attempt will be subject to IHNA’s intervention strategy.

6. Intervention and Support Strategy

- 6.1 Information concerning IHNA’s intervention and support strategy will be made available to staff and students as part of the induction process.
- 6.2 Students identified as having attendance issues, at-risk behaviour or not making satisfactory progress will be issued with an informal verbal warning for unsatisfactory attendance and/or academic progress. They will be offered additional academic support and counselled by the Trainer/Assessor. The Trainer/Assessor will discuss with the student and will document the following, putting a copy on the student’s profile in Knowledge Hub as a permanent record noting:
- a. Any obstacles faced by the student that have contributed to a lack of participation or impeded progression.
 - b. Learning support and personal support strategies and tactics to be put in place to assist the student in overcoming the obstacles identified.
 - c. Specific improvement objectives agreed upon by both the student and the educator.
 - d. A specific time frame for achievement of the agreed improvement objectives.
 - e. Measures for monitoring and communicating the effectiveness of the support strategies and/or

tactics.

- 6.3 In the event that students do not progress to a satisfactory level, they will be issued with a first warning letter together with a Learning Contract by their Course Coordinator. The students will be offered continuous support and will be closely monitored.
- 6.4 A report on a student at risk will be presented by Course Coordinators during the Learning and Teaching Committee meeting.

7. Additional Support Available for Students Identified As 'At Risk'

- 7.1 Some or all of the following support mechanisms may be identified for 'at risk' students to assist them meet their learning or improvement objectives:
- Additional one on one support from Educators and/or Course Coordinators/Training Manager will be available for the students at risk.
 - A recommendation that the student seeks appropriate personal and/or academic support from within or outside of IHNA
 - Regular feedback from teaching staff that may include discussion, continuous (perhaps informal) assessment to track progress, model answers, lists of common mistakes etc.
 - Regular contact with the student-by-Student Administration, Support Officer and Course Coordinator in person or via e-mails, MS Teams or AceLMS.
 - Identification and implementation of other additional support strategies to enhance the student's progress as identified.

Special Circumstances/Consideration

- 7.2 IHNA reserves the right to make allowances for individual students in certain circumstances.
- 7.3 Special circumstances are defined as:
- Medical or unfavourable health conditions
 - Compelling and compassionate situations (e.g., family loss, relocation)
- 7.4 In case of prolonged absence, IHNA may require the student to re-enrol in the course considering the regulatory Board requirements (e.g., major course/unit/module code or content changes, legislation, or amendments of regulations). In all cases, IHNA's Course Coordinator or Trainer/Assessor will document the reason, supportive evidence and the outcome on the student profile on KH.
- 7.5 IHNA offers provision for early exit from recognised qualifications and accredited courses once the student:
- Has completed all theory components of the course and is competent in set course practical

- standards prior to the mentioned course completion time;
- b. Has completed mandatory minimum professional experience placement hours undertaken to be as per the authority standards;
 - c. Can provide a minimum of two pieces of evidence of competency (e.g., completed assessment tools, third party report etc.).
- 7.6 When requesting an extension, the student must complete a course extension application. The student is notified as to whether or not the request for extension is approved via a Letter of Extension (which must be signed by the National Training Manager/Course Coordinator/ Registrar or delegate).
- 7.7 Course extensions are only allowed for a genuine reason. The fees applicable for extension are \$50 per month. All course extensions are by upfront payments. A minimum one-month extension period is required.
- 7.8 Students enrolled in AQF Level 3-4 qualifications (certificate courses) may get 26 weeks extension depending upon the assessment of the student's situation and actual cause for the extension application. An extension of up to 26 weeks can be granted to any student enrolled in an AQF level 5 qualification (Diploma level) with a 52-week duration. The maximum course duration for a student enrolled in an AQF level 5 qualification is 78 weeks.
- 7.9 Students must complete the re-enrolment process if they are unable to complete the course within the specified time frames.

8. Intervention Monitoring

- 8.1 Course Coordinators and Trainers/Assessors will monitor the progress of interventions. External stakeholders (e.g., Clinical Educators) should be involved in the process wherever applicable, either formally, or informally. Interventions that do not result in successful academic progress for students will be elevated to the National Training Manager for discussion for further action and planning and the student will be issued with a second warning letter for unsatisfactory attendance and academic progress.

9. Notice of Intention to Terminate Enrolment for Unsatisfactory Course Progress

- 9.1 If any domestic student does not meet the requirements for satisfactory course progression after the above Intervention Strategies, IHNA will send a notice of 'intention to terminate' (ITT) for unsatisfactory attendance and academic progress to the student.
- 9.2 A notice of 'intention to report' (ITR) for unsatisfactory attendance and academic progress will be sent to

any international student if they do not meet the requirements for satisfactory course progression.

- 9.3 A domestic student can access IHNA's complaints and appeals process within 14 working days from the date of the issue of the letter.
- 9.4 An international student can access IHNA's complaints and appeals process within 20 working days from the date of the issue of the letter.
- 9.5 The students will be advised that they are required to continue studying during this period.

10. Recording and Reporting

- 10.1 All documentation, records and outcomes of interventions will be recorded on the student's profile on Knowledge Hub.
- 10.2 For the Diploma of Nursing Course, information about students not making adequate progress may be reported to the Nursing Board as required.
- 10.3 If following receipt of the Notice of intention to terminate enrolment/intention to report unsatisfactory attendance and academic progress, a student chooses not to initiate an appeal within 14 working days (Domestic Students) or 20 working days (International Students) of issue of the letter, or if the appeal is unsuccessful, student enrolment will be terminated from the course at IHNA and a Termination Letter regarding unsatisfactory attendance and academic progress will be issued confirming the same.
- 10.4 All matters concerning the academic participation and progress of students will be reported and discussed at the Learning and Teaching Committee (LTC).

11. Responsibility

- 11.1 The National Registrar is responsible for implementing this procedure.
- 11.2 The National Training Manager and Course Coordinators (in concert with the National Registrar) are responsible for implementing and monitoring the procedure. Trainers and Assessors are equally responsible for implementing the procedure.

12. Reference

[Fact sheet: For education providers on student registration](#)

SECTION 3

13. Associated Information

<p>Related Internal Documents</p>	<ul style="list-style-type: none"> ● Academic Participation and Progress Policy ● Student Attendance, Academic Progress and Completion Monitoring Policy ● Course Progression Procedure for Students ● Attendance Marking Procedure ● Access and Equity Policy ● Student Complaints and Appeals Policy ● Student Handbook ● Notice of Intention to Terminate Enrolment Letter for Academic Progress (Termination Letter Unsatisfactory attendance_Academic progress_Domestic Students) ● Notice of Intention to Report Unsatisfactory Attendance or Academic Progress (Termination Letter for Unsatisfactory attendance_Academic progress_International Students)
<p>Related Legislation, Standards, and Codes</p>	<ul style="list-style-type: none"> ● National Vocational Education and Training Regulator Act 2011 ● Standards for Registered Training Organisations 2015 ● Education Services for Overseas Students Act 2000 (ESOS Act) ● National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code) ● Enrolled Nurse Accreditation Standards 2017 ● The Nursing and Midwifery Board of Australia (NMBA) ● Australian Health Practitioner Regulation Agency (Ahpra) ● Australian Core Skills Framework ● Relevant State and Commonwealth contracts and eligibility documents (VET Student Loans, Skills First Program, Department of Training and Workforce Development (DTWD), Smart and Skilled)
<p>Date Approved</p>	<p>23/11/2023</p>
<p>Date Endorsed</p>	<p>14/12/2023</p>
<p>Date of Effect</p>	<p>23/11/2023</p>
<p>Date of Review</p>	<p>31/12/2026</p>
<p>Approval Authority</p>	<p>Academic Board</p>
<p>Document Custodian</p>	<p>Academic Director</p>
<p>IHNA DocID</p>	<p>IHNA-APPP2-6.0</p>
<p>Department</p>	<p>Learning and Teaching</p>
<p>SRT02015 Stds and sub section</p>	<p>Standards for RTOs 2015 - Standard 1</p>

14. Change History

Version Control		Version 6.0
Version No.	Date	Brief description of the change, incl. version number, changes, who considered, approved, etc.
V.3.0	10/03/2021	Separated the Procedure from the relevant Policy, revised and updated in a new template with updated information on ITT/ITP, approved by Academic Board on 10/03/2021
V.4.0	28/10/2021	Updated the intervention process and added a flow-chart on monitoring students/students at risk.
V.5.0	06/04/2022	Points added for course extension process, fees and duration.
V.6.0	21/06/2024	Updated in new template and logo, moved definition into the Glossary of Terms.