

Academic Participation and Progress Procedure



Institute of Health and
Nursing Australia

Legal entity: Health Careers
International Pty Ltd
ABN: 59 106 800 944
ACN: 106 800 944
CRICOS Code: 03386G
RTO ID: 21985

www.ihna.edu.au



1. Purpose

- 1.1 The purpose of this procedure is to support the implementation of the *Academic Participation and Progress Policy* ensuring 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 is applicable to all students admitted to a course or unit of IHNA and all IHNA courses.

3. Responsibility

- 3.1 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.

4. Definitions

- 4.1 Refer to the definitions provided in the Academic Participation and Progress Policy.

5. Procedure

- 5.1 Training Plan, Comprehensive Assessment Record and Learning Contract
- The Training Plan and Comprehensive Assessment Record are given to the students prior to the commencement of the course and are kept in the student management system, available to the students from the Knowledge Hub, 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.
- 5.2 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

6. Monitoring of student progress

- 6.1 IHNA will monitor, record, and assess the progress of each student. IHNA has in place the following strategies to identify students at risk of not making satisfactory progress:

- a) The Trainer/Assessor records attendance of each class as per students' attendance, participation, and engagement in the Knowledge Hub through the timetabling system. Students' attendance is also captured through Canvas, IHNA's Learning Management System.
 - b) The students who are not meeting the satisfactory progress with regards to participation, engagement and completion of assessments, trainers/assessors will follow up with the students and offer additional support to them.
 - c) The Trainer/Assessor will journal the information in the student profile and inform the Course Coordinator of students identified as at risk. Those students will be subject to IHNA's intervention strategies.
- 6.2 Participation and progress for face-to-face mode of delivery is also monitored through participation in classroom activities and completion of assessments.
- 6.3 Participation and progress in blended learning courses is monitored through the activity report recorded online in Knowledge Hub and Canvas. 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.
- 6.4 Students who are marked 'Not Yet Satisfactory' on a second attempt will be subject to IHNA's intervention strategy.

7. Intervention and Support strategy

- 7.1 The information concerning IHNA's intervention and support strategy will be made available to staff and students through induction.
- 7.2 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 onto the student's profile in Knowledge Hub as a permanent record:
- a) Any obstacles faced by the student that have contributed 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 the achievement of the agreed improvement objectives

- e) Measures for monitoring and communicating about the effectiveness of the support strategies and tactics.
- 7.3 In the event that students do not progress to the satisfactory level, they will be issued with the first warning letter along with the learning contract by the Course Coordinator. The students will be offered continuous support and closely monitored.
- 7.4 The report on student at risk will be presented during the Learning and Teaching Committee meeting by Course Coordinators.

8. Additional support available for students identified as 'at risk'

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

Special circumstances/consideration

- 8.2 IHNA reserves the right to make allowances for individual students in certain circumstances.
- 8.3 Special circumstances are defined as:
- a) Medical or unfavourable health conditions
 - b) Compelling and compassionate situations (e.g., family loss, relocation)
- 8.4 In case of prolonged absence, IHNA may require the student to re-enrol into the course considering the regulatory Board requirements (e.g., major course/unit/module code or content changes, legislation, or regulation amendments). In all cases, IHNA Course Coordinator or Trainer /Assessor will document the reason, any supportive evidence, and the outcome on student profile on AH.
- 8.5 IHNA offers provision of early exit from recognised qualifications and accredited courses once the student:
- a) 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 being 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 and so on).
- 8.6 When requesting an extension, the student must fill out a course extension application. The student is notified whether or not the request for extension is approved via a Letter of Extension, which must be signed by National Training Manager/ Course Coordinator/ Registrar or delegate.
- 8.7 Course extensions are allowed only on a genuine reason. The applicable fees for extension are \$50 per month. All course extensions are upfront payments. A minimum one-month extension period is required.
- 8.8 Students enrolled in AQF Level 3-4 qualifications (certificate courses) have 52 weeks from the start date to complete the course. 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 extension period for a student enrolled in an AQF level 5 qualification with a duration of 78 weeks is 52 weeks.
- 8.9 Students must complete the re-enrolment process if they are unable to complete the course within the specified timeframes.

9. Intervention Monitoring

- 9.1 Course Coordinator and Trainer/Assessor will monitor the progress of interventions. External stakeholders (e.g., Clinical Educator, external consultants) should be involved in the process wherever applicable, formally, or informally. Interventions that are not providing successful academic progress for students will be elevated to National Training Manager for discussion for further action and planning and student will be issued with a second Warning Letter for unsatisfactory attendance and academic progress.

10. Notice of intention to terminate enrolment for unsatisfactory course progress

- 10.1 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.
- 10.2 Likewise, a notice of 'intention to report' (ITR) for unsatisfactory attendance and academic progress to any international student if they do not meet the requirements for satisfactory course progression.
- 10.3 A domestic student can access IHNA's complaints and appeals process within 14 working days from the date of the issue of the letter to respond.

10.4 An international student can access IHNA's complaints and appeals process within 20 working days from the date of the issue of the letter to respond.

10.5 The student will be advised that during this period they are required to continue studying.

11. Recording and Reporting

11.1 All documentation, records and outcomes of interventions will be recorded on the student Profile on the Knowledge Hub.

11.2 For Diploma of Nursing Course, information about students not having adequate progress may be reported to the Nursing Board as required.

11.3 If following receipt of the Notice of intention to terminate enrolment/intention to report for unsatisfactory attendance and academic progress, student choose not to initiate an appeal within 14 working days (Domestic Students) and 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 for unsatisfactory attendance and academic progress will be issued confirming the same.

11.4 All matters concerning the academic participation and progress of students will be reported and discussed at the Learning and Teaching Committee.

12. Reference

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

13. Associated Information

Related Internal Documents	<ul style="list-style-type: none"> • Academic Participation and Progress Policy • Access and Equity Policy • Student Complaints and Appeals Policy • Student Handbook • Notice of Intention to Terminate Enrolment Letter for Unsatisfactory Attendance and Academic Progress (Domestic Students) • Notice of Intention to Report Unsatisfactory Attendance or Academic progress (International Students)
Related Legislation, Standards, and Codes	<ul style="list-style-type: none"> • Standards for RTOs 2015 • National Code of Practice for Providers of Education and Training to Overseas Students (2018)
Date Approved	10/03/2021



Date Endorsed	12/03/2021
Date of Effect	13/03/2021
Date of Review	31/07/2024
Approval Authority	Academic Board
Document Custodian	Academic Director
Committee Responsible	Learning and Teaching Committee
PinPoint DocID	AC-APAPP-01

14. Change History

Version Control		Version 5.0
Change Summary	Date	Brief description of the change, incl version number, changes, who considered, approved, etc.
	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
	28/10/2021	Updated the intervention process and added a flow-chart on monitoring students/students at risk
	06/04/2022	Points added for course extension process, fees and duration

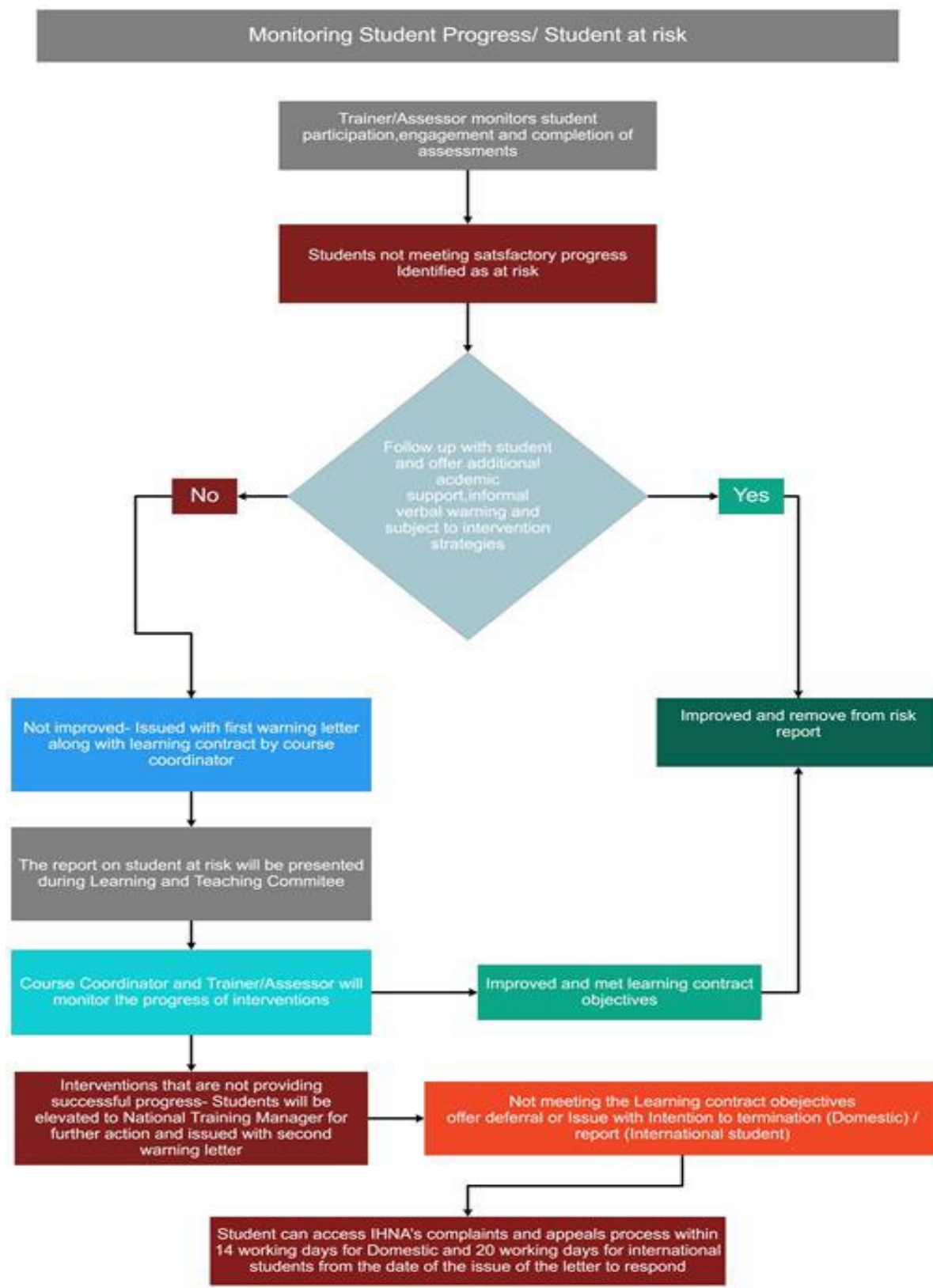


Figure 1: Monitoring Student Progress/student at risk;