



IHNA[®]
Institute of Health and Nursing Australia

Academic Participation and Progress Procedure



Purpose

1. This procedure supports implementation of the Institute of Health and Nursing Australia (IHNA) *Academic Participation and Progress Policy* to ensure smooth functioning of a framework for the effective, consistent and timely identification and management of issues related to the participation and progress of students that are studying courses offered by IHNA.
2. This procedure should be read in conjunction with the VET Student Loans Rules 2016 and the VET Student Loans Manual for Providers, Version 4.2.
3. This procedure should also be read in conjunction with the 2021 Standard VET Funding Contract, Skills First Program.
4. This policy should also be read in conjunction with the Department of Training and Workforce Development, business rules for purchasing training services.
5. This policy should also be read in conjunction with the requirements set by the Australian Nursing & Midwifery Accreditation Council for HLT54115 Diploma of Nursing course.

Scope

6. This procedure is applicable to all students admitted to a course or unit of study offered by IHNA.

Responsibility

7. The Director of Studies, the National Training Manager and Course Coordinators in coordination with the National Registrar are responsible for implementing and monitoring this procedure.
8. Trainers and Assessors are also responsible for implementing this procedure.

Definitions

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

Procedure

10. Training Plan and Comprehensive Assessment Record & Learning Contract

- 10.1. The Training Plan and Comprehensive Assessment Record are given to students prior to commencement of a course and are kept in the student management system and are available to students by accessing the Knowledge Hub, IHNA's Student Management System.
- 10.2. This record will be completed by the trainer, Assessor or Course Coordinator in consultation with the student during the course and is used in monitoring the progress of a student.
- 10.3. If a student is deemed 'Not Yet Satisfactory' for an assessment task or is deemed 'Not Yet Competent' (NYC) for a unit of competency, a Learning Contract will be prepared and agreed with a student. The trainer, Assessor or Course Coordinator will attach the Learning Contract to the Training Plan and Comprehensive Assessment Record in the Student profile once completed.



11. Identifying students with special language and literacy needs

11.1. Students with special language and literacy needs will be identified through:

- 11.1.1. Diagnostic testing during the enrolment process
- 11.1.2. Evaluation of written work
- 11.1.3. Interaction between students and Trainers or Assessors

12. Monitoring of student progress

12.1. IHNA will monitor, record, and assess the progress of each student. IHNA has in place the following strategies to identify students that are at risk of not progressing in their chosen course:

- 12.1.1. The trainer records attendance for each class through the timetabling system and updates attendance, participation, and engagement in the Knowledge Hub. Student attendance is also captured through Canvas, IHNA's Learning Management System.
- 12.1.2. The Trainer or Assessor will inform the Course Coordinator of students identified as being at risk. IHNA will review student records and design intervention strategies to meet the individual needs of a student.

12.2. Participation and progress for face-to-face delivery mode is also monitored through participation in classroom activities and completion of assessments.

12.3. Participation and progress for blended learning mode is monitored through activity reports that are recorded online in Knowledge Hub and in Canvas.

12.4. Students are enrolled in one unit of competency and its satisfactory completion is required to proceed to the next unit of competency. 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 online learning activity on a weekly basis.

12.5. IHNA will design intervention strategies to meet the individual needs of a student for those students who are marked 'Not Yet Satisfactory' following their second attempt to complete an assessment.

13. Intervention and Support strategy

13.1. Information concerning IHNA's intervention and support strategy is available to staff and students during the course induction.

13.2. Students that do not meet requirements for attendance, demonstrate at risk behaviours or are found to not be making satisfactory progress will be issued with a first Warning Letter for Unsatisfactory Attendance and Academic Progress and will be contacted and counselled by the Trainer/Assessor. The Trainer/Assessor will discuss the following with the student and document the discussion on the student's profile in Knowledge Hub as a permanent record:

- 13.2.1. Obstacles faced by the student that may have contributed to a lack of participation or impeded progression



- 13.2.2. Learning support and personal support strategies and tactics to assist the student in overcoming the obstacles identified
 - 13.2.3. Specific improvement objectives agreed upon by both the student and the trainer
 - 13.2.4. A specific time frame for the achievement of agreed improvement objectives
 - 13.2.5. Measures for monitoring and communicating about the effectiveness of support strategies and tactics.
- 14. Additional support available for students identified as 'at risk'**
- 14.1. Some or all of the following support mechanisms may be utilised for 'at risk' students to assist them meet their learning or improvement objectives:
 - 14.1.1. Learning support specialists are available for consultation. Referrals may be made as part of support strategies
 - 14.1.2. Recommendation that the student seeks appropriate personal and/or academic support from within or outside of IHNA
 - 14.1.3. Regular feedback from teaching staff that may include discussion, continuous (perhaps informal) assessment to track progress, model answers or lists of common mistakes
 - 14.1.4. Regular contact by Student Administration and Support Officers with the student and Course Coordinator in person or via e-mail, MS Teams or Canvas
 - 14.1.5. Identification and implementation of other support strategies to enhance the student's progress as identified.
- 15. Special circumstances/consideration**
- 15.1. IHNA reserves the right to make allowances for individual students in certain circumstances.
 - 15.2. Special circumstances are defined as:
 - 15.2.1. Medical or unfavourable health conditions
 - 15.2.2. Situations where IHNA has been advised of late or non-attendance (e.g. family loss, relocation).
 - 15.3. In the case of prolonged absence, IHNA may require the student to re-enrol into the course considering requirements of regulatory Boards (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 with supporting evidence and the outcome in a student's profile on Academic Hub (AH).
 - 15.4. IHNA offers provision for early exit from recognised qualifications and accredited courses once the student:
 - 15.4.1. has completed all theory components of the course and is competent in the course practical standards prior to the scheduled course completion;
 - 15.4.2. has completed mandatory minimum professional experience placement hours as required by the standards of relevant authorities;
 - 15.4.3. can provide a minimum of two pieces of evidence of competency (e.g. completed assessment tools, third party report and so on).



15.5. The maximum time that a student may take to complete the course is set by IHNA and shall be not more than one four (4) month extension from the initial enrolment period. If a course is undertaken through blended delivery, students shall be allowed to take up to 12 months to complete the course provided a student is not inactive in accessing online learning for a period greater than two months. Wherever applicable, maximum course time includes the time required to complete the theoretical, simulation-based training and assessment and professional experience placement durations of a course. The only exclusion being for students enrolled special circumstances or conditions.

16. Intervention Monitoring

16.1. Course Coordinators and Trainer/Assessors will monitor the progress of interventions. External stakeholders (e.g., Clinical Nurse supervisor, external consultants) 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 or Director of Studies for discussion for further action and planning. A student will be issued with a second Warning Letter for Unsatisfactory Attendance and Academic Progress.

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

17.1. If a domestic student does not meet the requirements for satisfactory course progression following the above-mentioned Intervention Strategies and monitoring, IHNA will send a notice to the student of its Intention to Terminate' (ITT) for unsatisfactory attendance and academic progress

17.2. Likewise, a notice of Intention to Terminate' (ITT) for unsatisfactory attendance and academic progress will be sent to an international student if they do not meet requirements for satisfactory course progression

17.3. A domestic student can access IHNA's Complaints and Appeals Process within 14 working days from the date of the issue of the letter and within 28 days in the case of students with a VET Student Loan

17.4. An international student can access IHNA's Complaints and Appeals Process within 20 working days from the date of issue of the letter

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

18. Recording and Reporting

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

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

18.3. If following receipt of the Notice of Intention to Terminate Enrolment or Intention to Report for Unsatisfactory Attendance and Academic Progress the student chooses not to initiate an appeal within 14 working days (Domestic Students), within 28 days in the case of students with a VET Student Loan and 20 working days (International Students) of issuing the letter, or if the appeal is unsuccessful; the student's enrolment in the course at IHNA will be terminated



and a Termination Letter for Unsatisfactory Attendance and Academic Progress will be issued in confirmation.

18.4. All matters concerning the academic participation and progress of students will be reported and discussed and minute to be taken at the IHNA Learning and Teaching Committee.

Reference

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

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) • IHNA VET Student Loan Manual
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) • VET Student Loans Rules 2016 • VET Student Loans Manual for Providers, Version 4.2 • Enrolled Nurse Accreditation Standard 2017 • Relevant State and Territory funding contracts and eligibility documents
Date Approved	10/03/2021
Date Endorsed	12/03/2021
Date of Effect	13/03/2021
Date of Review	12/03/2024
Approval Authority	Academic Board
Document Custodian	Academic Director
Committee Responsible	Learning and Teaching Committee
PinPoint DocID	AC-APAPP-01



Change History

Version Control		Version 4.0
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