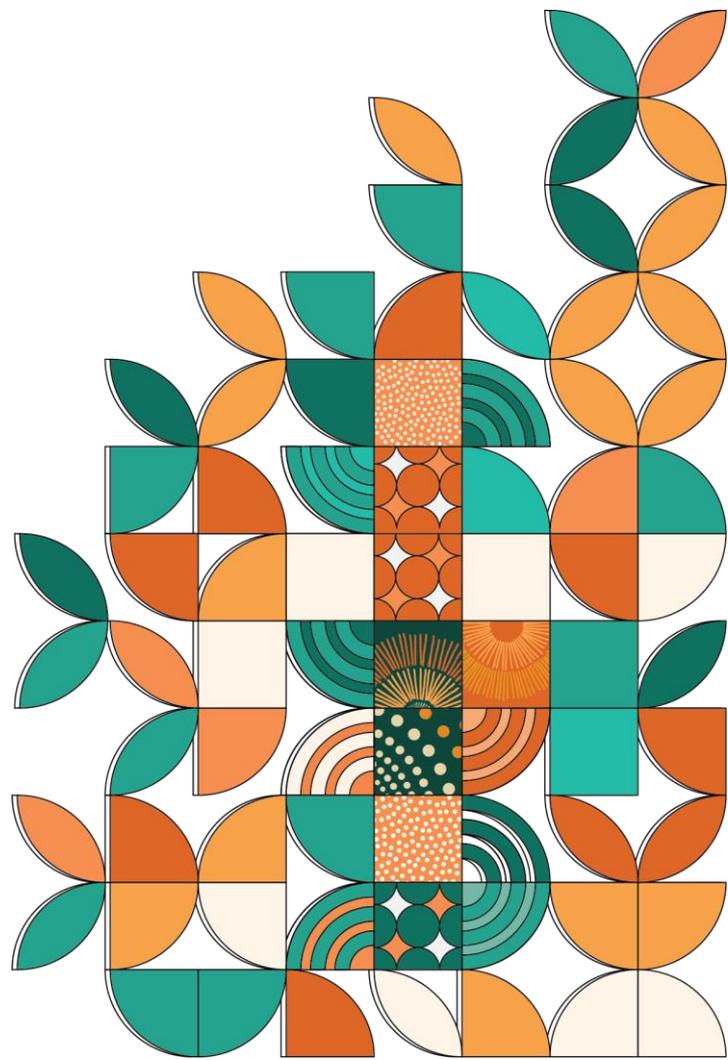


Academic Participation and Progress Procedure for Domestic Student



SECTION 1

1. Purpose

- 1.1 This procedure ensures that the Institute of Health and Nursing Australia (IHNA) sets standards for monitoring Domestic students' attendance and course progress towards course completion.
- 1.2 The procedure also establishes necessary support and intervention measures for students at risk of not meeting required attendance standards or course progress.

2. Scope

- 2.1 This procedure applies to all Domestic Students enrolled in any course or unit at IHNA.
- 2.2 This procedure is designed to comply with all regulatory requirements for monitoring student attendance and academic progress.
- 2.3 This procedure complies with relevant State and Commonwealth contracts and eligibility documents (VET Student Loans, Skills First Program, Department of Training and Workforce Development (DTWD), Smart and Skilled).

3. Definitions

- 3.1 Refer to IHNA's Glossary of Terms.

SECTION 2

4. Procedure

- 4.1 IHNA will ensure that all students can easily access information about the course progression and attendance requirements on the website or via email, phone call, message, Microsoft Teams, Student Management System and other available communication channels in accordance with relevant regulatory standards.
- 4.2 IHNA will provide all students with a Student Handbook containing information about attendance and course progression requirements as part of the enrolment process, and this information will be reiterated during orientation.
- 4.3 The IHNA Training Managers/Trainers/Assessors/Nurse Educators and Student Support team will monitor, record, and assess the progress of each student's attendance and course progression through regular assessments, assignments, and examinations as outlined in the course curriculum.

5. Non-Commencement of Course

- 5.1 Students who wish to defer their course must submit a formal deferment request at least fifteen (15) calendar days prior to the course commencement date. Deferments exceeding six months will be subject to additional approval and conditions as per IHNA policies and regulatory requirements.

- 5.2 If a student does not commence attendance on the first day of class, the Administration Officer/Student Support Officer will send a Non-Commencement Notification and issue a reminder on the second day.
- 5.3 If a student remains absent for the first three weeks of the course, the Administration Officer/Student Support Officer will issue a Final Non-Commencement Notification at the end of the third week.
- 5.4 If the student does not respond within five (05) working days of receiving the Final Non-Commencement Notification.

6. Attendance Monitoring and Recording

- 6.1 IHNA Nurse Educator, Trainer and Assessors record attendance on the same day of unit delivery in the IHNA student management system (SMS).
- 6.2 Nurse Educators, Trainers and Assessors record attendance only for students who attend the entire class session. IHNA does not encourage partial attendance. However, in the event of unforeseen circumstances, a Nurse Educator, Trainer and Assessor can override and provide partial attendance.
- 6.3 Partial Attendance refers to attending classes up to a maximum of one hour delay from the scheduled class start time. Any delay beyond this limit will not be permitted or recorded in SMS.
- 6.4 Nurse Educators, Trainers and Assessors record absences for medical reasons, if supported by a medical certificate, for the period covered and upload a copy of the medical certificate to the student profile document section in SMS.
- 6.5 Student Management System calculates each student's actual and projected attendance percentage based on the scheduled timetabled sessions and recorded data.
- 6.6 The Administration Officer/Student Support Officer checks and monitors attendance on a regular basis.
- 6.7 The Quality Assurance team monitors and reviews student attendance to ensure compliance with academic standards.
- 6.8 If a student is absent on the first day of class, the Nurse Educator, Trainer and Assessor communicate and send delivery materials, including presentation slides and a reminder outlining the importance of attendance requirements and monitor the students to respond accordingly.
- 6.9 If a student is absent for three (03) consecutive days, the Administration Officer/Student Support Officer sends an Early Engagement Communication and arranges a first scheduled meeting with the student in collaboration with the Nurse Educator, Trainer and Assessors as a part of the Early Engagement process.
- 6.10 The Nurse Educator, Trainer and Assessor submit and notify (Email from SMS) students 'At Risk' when a student is absent for five (05) consecutive days and fails to adhere to Clause 6.9.
- 6.11 The Student Support Officer contacts the student 'At Risk' students and arranges a second scheduled meeting.

- 6.12 Failure to attend the scheduled meeting results in the student being classified as "At Risk" due to non-compliance with attendance requirements. This needs to be completed in the SMS by updating the academic progress monitoring and intervention section for each student enrolment. Additionally, the student must be notified via Email through the SMS portal.
- 6.13 In the meeting, the Training Manager will discuss attendance requirements and issues and provide necessary counselling support in the presence of Nurse Educator, Trainer and Assessors and Student Support Officer. An intervention strategy plan is prepared, signed, and implemented to support students who do not meet attendance requirements. This may include counselling sessions or other targeted measures designed to enhance attendance and engagement, details of which are mentioned in Appendix 1.
- 6.14 The student is required to continue adhering to the intervention strategy while ongoing re-engagement communication is maintained.
- 6.15 If the student fails to demonstrate improvement or respond within ten (10) calendar days, the Student Administration Officer issues a First Warning Letter.
- 6.16 If there is no improvement after an additional ten (10) calendar days, the Student Administration Officer issues a Second Warning Letter.
- 6.17 If the student's attendance remains unsatisfactory after twenty (20) calendar days, the Student Administration Officer formally notifies the student in writing of the intention to cancel (termination/expulsion) their enrolment due to unsatisfactory attendance. In the notification letter, IHNA informs students of their right to access the Student Complaints and Appeals Policy and Procedure to resolve any concerns.
- 6.18 Students may appeal a decision within twenty (20) working days if they believe any of the following apply:
- Attendance records contain errors.
 - Compassionate or compelling circumstances have impacted their attendance (refer to Clause 11 for detailed information).
 - New evidence is available that was not presented at the time the Notification of Intention to Report for Unsatisfactory Attendance was issued.
- 6.19 The Student Support Officer/Administration Officer will review the appeal in collaboration with the Training Manager to ensure a fair and thorough assessment. The final decision will be made based on the evidence provided and in accordance with IHNA's policies and regulatory requirements.
- 6.20 Students may lodge a formal appeal if they are not satisfied with the outcome in accordance with the Students Complaints and Appeals Policy and Procedure.
- 6.21 If the student does not submit an appeal within twenty (20) working days, then by default, after 20

days, the administration officer will proceed with the cancellation.

6.22 If the appeal is denied, or if the student withdraws from the appeals process, IHNA will proceed with the cancellation.

6.23 All attendance-related documents, including warning letters and intervention records, will be securely stored in the student's profile within the SMS system.

7. Responsibilities for Attendance

7.1 Nurse Educators, Trainers and Assessors are responsible for regularly updating and monitoring the student attendance and records in the Student Management System.

7.2 Nurse Educators, Trainers, and Assessors identify and notify students 'At Risk' to the Student Support Officer.

7.3 The Student Support Team is responsible for coordinating the implementation and monitoring of the progress of the intervention strategy to support students in meeting the required attendance standards.

7.4 Nurse Educators, Trainers, and Assessors may accept assessments from students with low attendance if they actively engage in and comply with the prescribed intervention strategy.

7.5 Training Managers are responsible for overseeing student attendance compliance, ensuring that the Nurse Educator, Trainer and Assessors and the Student Support Team adhere to established procedures, promptly address attendance-related concerns, and implement appropriate support and intervention strategies.

7.6 Other responsibilities are mentioned within this procedure.

8. Course Progress Monitoring and Recording

8.1 Students' academic progress is recorded in SMS, and each unit of competency is classified as either 'Satisfactory' (S) or 'Not Satisfactory' (NS).

8.2 Participation and progress for the face-to-face mode of delivery are monitored through participation in classroom activities and completion of assessments.

8.3 Participation and progress in blended learning courses are monitored through the activity report recorded online in SMS and Learning Management System (LMS) (Real-time online classroom session).

8.4 Training Plan and Comprehensive Assessment Record are developed within SMS and provided to students 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 weekly.

8.5 All students are required to submit their assessments on or before the due date for each unit delivered to ensure steady course progression and compliance with academic requirements.

- 8.6 The Administration Officer/Student Support Officer coordinates with Nurse Educators/Trainers/Assessors to ensure assessments are marked and results are updated in SMS within the specified timeframe.
- 8.7 The Quality Assurance team monitors and reviews student progress to ensure compliance with academic standards.
- 8.8 Nurse Educators/Trainers/Assessors will follow up with students who are not making satisfactory progress in terms of participation, engagement and completion of course assessments and offer additional support.
- 8.9 If a student is identified as NS or has not submitted assessments as per the timetable, the Administration Officer/Student Support Officer issues an Early Engagement communication and arranges a first meeting with the student. This meeting is scheduled in collaboration with the Nurse Educator, Trainer and Assessors as part of the Early Engagement process. At this stage, students are encouraged to discuss any difficulties they encounter regarding course progress.
- 8.10 The Nurse Educator, Trainer, and Assessors submit and notify (Email from SMS) students 'At Risk' when a student continues to unsatisfactory progress. This includes failing to submit pending assessments within seven (07) calendar days and not complying with Clause 8.9.
- 8.11 In addition to Clause 6.10 and 8.10, IHNA defined students 'At Risk' and Unsatisfactory Progress as those who miss three or more assessment deadlines or fail to achieve satisfactory outcomes in three or more of the units of competency being assessed. Students may also be deemed to be at risk based on other evidence at the discretion of Nurse Educators/Trainers/Assessors in consultation with the Course Coordinator/Training Manager. The discretion to identify 'At Risk' students may include repeated need for resubmission of assessments or repeated requests for extensions (maximum of three (03)) to assessment submission deadlines, or consistent non-attendance of classes.
- 8.12 The Student Support Officer arranges a second scheduled meeting with the students identified as 'At Risk'.
- 8.13 Failure to attend the scheduled meeting results in the student being classified as "At Risk" due to non-compliance with course progress requirements.
- 8.14 Students attending the Intervention Strategy Meeting discuss any challenges affecting their academic performance in the presence of Training Managers, Nurse Educator, Trainers, Assessors and Student Support Officer.
- 8.15 An intervention strategy plan is prepared, signed, and implemented to support students who do not meet course progression requirements. Support strategies such as additional academic support, re-assessment schedules, and extra classes are provided to help students complete pending assessments and engagement; details are mentioned in Appendix 1.

- 8.16 The student is required to continue adhering to the intervention strategy while ongoing re-engagement communication is maintained.
- 8.17 If the student fails to demonstrate improvement or respond within ten (10) calendar days, the Student Administration Officer issues a First Warning Letter.
- 8.18 If there is no improvement after an additional ten (10) calendar days, the Student Administration Officer issues a Second Warning Letter.
- 8.19 If the student's course progress remains unsatisfactory after twenty (20) calendar days, the Student Administration Officer formally notifies the student in writing of the Intention to cancel (termination/expulsion) their enrolment due to unsatisfactory course progress. In the notification letter, IHNA informs students of their right to access the Student Complaints and Appeals Policy and Procedure to resolve any concerns.
- 8.20 Students may appeal on the following grounds but are not limited to:
- Assessment pending for marking/Marking Under Review
 - Compassionate or compelling circumstances.
 - IHNA's failure to implement its intervention strategy.
- 8.21 The Student Support Officer/Administration Officer will review the appeal in collaboration with the Training Manager to ensure a fair and thorough assessment. The final decision will be made based on the evidence provided and in accordance with IHNA's policies and regulatory requirements.
- 8.22 Students may lodge a formal appeal if they are not satisfied with the outcome in accordance with the Students Complaints and Appeals Policy and Procedure.
- 8.23 If the appeal is denied or the student withdraws from the appeals process, IHNA will proceed with termination.
- 8.24 If the student does not submit an appeal within twenty (20) working days, if the appeal is denied, or if the student withdraws from the appeals process, IHNA will proceed with Termination Letter
- 8.25 All course progress related documents, including warning letters and intervention records will be securely stored in the student's profile within the SMS system.

9. Responsibilities for Course Progress

- 9.1 Nurse Educators, Trainers and Assessors are responsible for regularly monitoring students' assessment and related task submission, evaluation, marking and updating the course progress in SMS.
- 9.2 Nurse Educators, Trainers and Assessors identify students as 'At risk', notify the Administration Officer/Student Support Officer and implement necessary support and intervention strategies as required.
- 9.3 The Student Support Team is responsible for coordinating the implementation and monitoring of the

progress of intervention strategies to support students in meeting the required course progress standards.

9.4 Training Managers oversee student course progress, ensure that Nurse Educators/Trainers/Assessors and the Student Support Team adhere to established procedures, promptly address course progress-related concerns, and implement appropriate support and intervention strategies.

9.5 Other responsibilities are mentioned within this procedure.

10. General Considerations

10.1 Each warning letter will be issued to the student once per study term.

10.2 Each student receives two warning letters before a Notice of Intention to Cancel/Terminate is issued.

11. Special Circumstances/Consideration

11.1 IHNA may only extend a student's enrolment duration under the following conditions:

- a. Compassionate or compelling circumstances (typically refer to situations outside the control of a student that significantly affect their progress or well-being) with valid evidence. These may include but are not limited to:
 - i. Serious illness or injury, supported by a medical certificate indicating the student's inability to attend classes;
 - ii. Bereavement of immediate family members (e.g., parents or grandparents), with a death certificate if available;
 - iii. Major political upheaval or natural disaster in the student's home country that requires urgent travel and has affected their studies;
 - iv. Traumatic experiences, such as:
 - involvement in, or witnessing a severe accident; or
 - being the victim of or witnessing a serious crime, which should be substantiated with a police or psychological report.
 - v. Course-related issues, like IHNA being unable to offer a prerequisite unit or a student failing a prerequisite unit that limits enrolment in subsequent relevant units.
- b. An intervention strategy has been initiated or is underway for students identified as being at risk of not meeting progress requirements.
- c. The student has been granted an approved deferral or suspension of enrolment.
- d. If required, 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.
- e. To request a course extension, the student must submit a completed Course Extension Application.

The decision will be communicated through a Letter of Extension signed by the National Training Manager, Course Coordinator, Administration Officer or an authorised delegate.

- f. Students enrolled in any AQF qualifications (Certificate and Diploma courses) offered by IHNA may be granted a course extension of up to 26 weeks, subject to an assessment of their circumstances and the reason for the request.
- g. Students are required to complete the re-enrolment process if they are unable to complete the course within the specified time frames.
- h. IHNA analyses the individual student application on a case-by-case basis and reserves the right to accept or reject the application under certain circumstances, such as medical or unfavourable health conditions and/or compelling and compassionate situations (e.g., family loss, relocation).

12. Reporting and Recording

12.1 If the IHNA identifies a student is not making satisfactory academic and attendance progress, will issue a formal notification (Notice of Intention to Terminate Enrolment for Unsatisfactory Attendance/Academic Progress for Domestic Students) to the student.

12.2 The notice informs the student of their right to access IHNA's process, giving them twenty (20) working days to initiate an appeal.

12.3 IHNA proceed with the Termination of the student for unsatisfactory attendance or course progress only after meeting the following conditions:

- a. The internal and external complaints processes are completed, and the breach is upheld.
- b. The student does not initiate the internal complaints and appeals process within twenty (20) working days.
- c. The student does not access the external complaints and appeals process.
- d. The student withdraws from the internal or external appeals process by providing written notification to IHNA.

12.4 Once the external appeals process concludes, IHNA immediately implements the decision or recommendations, takes any necessary preventative or corrective actions, and informs the student of the outcome.

12.5 IHNA maintains a record of all correspondence, including letters, phone call details, emails, and other relevant documents, in the student's profile in SMS.

12.6 For the Diploma of Nursing Course, IHNA reports information about students' lack of progress to the Nursing and Midwifery Board of Australia (NMBA) and other regulatory authorities as required.

12.7 IHNA does not implement any changes to a student's enrolment status during or before the completion of the appeals process.

12.8 IHNA notifies students of the requirement to maintain class attendance and actively engage in their

studies throughout this period.

13. Ongoing Review

13.1 To ensure ongoing compliance and continuous improvement, IHNA actively monitors relevant changes in this procedure's standards, legislation, and rules. IHNA incorporates any necessary updates into the procedure and reflects them in the continuous improvement register.

SECTION 3

14. Associated Information

Related Internal Documents	<ul style="list-style-type: none"> • Academic Participation and Progress Policy • Student Support Services Policy • Student Support Services Procedure • Admission and Enrolment Policy • Admission and Enrolment Procedure • Student Complaints and Appeals Policy • Student Complaints and Appeals Procedure • Student Code of Conduct Policy • Student Code of Conduct Procedure • 1st Warning Letter Unsatisfactory Attendance/Academic Progress domestic students • 2nd Warning Letter Unsatisfactory Attendance/Academic Progress domestic students • Notice of Intention to terminate Enrolment for Unsatisfactory Attendance/Academic Progress for Domestic Students • Termination Letter for Unsatisfactory Attendance/Academic Progress for Domestic Students
Related Legislation, Standards, and Codes	<ul style="list-style-type: none"> • National Vocational Education and Training Regulator Act 2011 • Standards for Registered Training Organisations 2015 • 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)
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Department	Student Support
SRTO2015 Stds and sub-standards	Standards for RTOs - Clauses 1.7, 5.4 and 6.1 to 6.6 - Clauses 1.1 to 1.4 and 2.2 - Clauses 1.8 to 1.12
ESOS Act and National Code	Standard 8

15. Change History

Version Control		Version 7.0
Version No.	Date	Brief description of the change, including 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 flowchart 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.
V.7.0	07/02/2025	Separated the procedure for Domestic students, rewritten the sentences for clarity, rearranged the sentences and sections for the step-wise appropriate procedure mentioning the timeframe, defining the At Risk student in line with IHNA's current practices. Amended and merged the information from the Attendance Marking Procedure, Course Progression Procedure for Students and Student Attendance, Academic Progress and Completion Monitoring Procedure and archived these documents.

Appendix 1

Intervention and Support Strategy

IHNA activates the Intervention and Support Strategy as soon as a student is identified as 'At Risk'. The Training Manager, Course Coordinators, Nurse Educators/Trainers/Assessors, Student Support team, and Academic Quality Coordinator collaboratively implement the intervention strategy by:

1. Contact the student via telephone, email, or other communication methods to schedule a meeting.
2. Record all contact attempts and outcomes in SMS.
3. Meet with the student to discuss their unsatisfactory progress and identify underlying reasons.
4. Offer counselling and support to help the student improve their progress.

5. Arrange a meeting with the student, Trainer, Assessor, and relevant staff to develop an intervention strategy.
6. The intervention strategy agreement will include, but is not limited to:
 - i. Required actions for the student.
 - ii. A clear timeframe for completing these actions.
 - iii. A schedule for follow-up meetings with Trainers/Assessors or relevant staff to monitor progress.
 - iv. Information on the consequences of not meeting satisfactory progress.
 - v. A recommendation, if necessary, for the student to apply for an extension of course duration, with clear deadlines for adherence.
 - vi. Consideration of alternative options if the intervention strategy does not lead to successful progress.
 - vii. Document all outcomes, including discussions, actions, and results, in the SMS.
7. A significant and sustained improvement in academic and attendance progress indicates successful intervention.
8. An unsuccessful intervention typically involves a student's failure to adhere to the timeframes or requirements set in the intervention strategy, increasing the risk of not meeting course progress/attendance requirements.
9. IHNA offers one-on-one support from Trainers/Assessors, Course Coordinators, or the Training Manager to students identified as 'At Risk'.
10. IHNA encourages students to seek additional personal or academic support within the institution or from external services.
11. IHNA identifies and implements targeted support strategies to improve the student's academic performance and attendance.