POLICY S8.3

STUDENT PROGRESSION AND SUPPORT

1.0 INTRODUCTION

1.1 Context

Supporting students to progress through their chosen course at the Australasian College of Health & Wellness (ACHW) is of paramount importance to ACHW. Poor student progress can have a negative effect on all aspects of the organisation, including the overall student experience, retention rates, attrition rates, the reputation of ACHW, its courses, and staff. As an approved FEE-HELP provider, as required by the HESA Act 2003, this policy and accompanying procedure constitute the support for student policy requirement of the HEP Guidelines 2023.

1.2 Purpose

This policy provides the principles under which student course progress is assessed and monitored by ACHW and ensures that appropriate intervention strategies are proactively employed so at-risk students may be supported and successfully progress through their chosen course of study. It ensures that sufficient and effective support services are made available.

1.3 Scope

This policy applies to all students of ACHW and its third-party partners irrespective of location, activity, premises, funding type, or mode of study.

This policy applies to academic and professional staff in terms of the actions required to assess, monitor, intervene and, where appropriate, develop a support plan.

1.4 Scope Exceptions

None.

2.0 RESPONSIBILITIES

1. The Admissions Team, in conjunction with the Head of School, ACHW, is responsible for identifying any students who may be admitted to any ACHW course and, in the opinion of the Head of School, ACHW, may be at risk of not achieving satisfactory course progress unless a support plan is put in place for the identified student(s).

2. Academic and non-academic Staff are required to proactively identify any at-risk students and bring these to the attention of the Head of School, ACHW at any time pre or post-the Census Date.

3. Facilitators and the Academic Learning Advisors are responsible for providing an update to the Head of School, ACHW on the progress of all students who may be potentially at risk of not progressing through their course or may be potentially breaching an existing support plan.

4. The teaching staff are responsible for identifying any at-risk students who are found to be making unsatisfactory course progress to the Head of School, ACHW, who then reports to the Assessment Review Committee (ARC) at the end of each study period.

5. At-risk students are responsible to follow the requirements outlined in their support plan and proactively seek additional support when required.

6. Academic Learning Advisors and Academic Staff are responsible for implementing this policy and its associated procedures and report any alleged breaches of a support plan to the Head of School, ACHW.

7. ACHW is responsible for providing adequate academic learning and non-academic support resources in order to assist students with their study program and assist students to meet their obligations under a support plan (where applicable).

8. The Executive Dean is responsible for monitoring the effectiveness and suitability of support services and ensuring they are age and culturally appropriate and meet access and equity principles.

9. The Head of School, ACHW is responsible for reporting attrition, retention, and progression data to the ACHW Academic Board and ACHW Corporate Boards on a quarterly basis.

10. The Head of Compliance is responsible for coordinating and submitting the annual Department of Education report on student support.

11. The Head of Compliance is responsible for the annual review of this policy and corresponding procedure.

3.0 POLICY

3.1 Principles

1. ACHW is committed to supporting students to successfully complete their course of study within their designated period of enrolment. This includes the early identification of students requiring additional support for their unit of study prior to and post the census date.

2. Each unit outline clearly outlines the assessment requirements for that unit, and the minimum requirements for a student to successfully complete that unit of study.

3. Throughout a study period, ACHW makes available academic and non-academic, to its students with additional support available to students identified as at risk in accordance with its Domestic Student Support Framework.

4. ACHW provides support services and mechanisms that are age and culturally appropriate, with consideration to access and equity, including students who have experienced traumatic events. In line with its Student Access and Equity Policy.

5. Students are provided with reasonable opportunity to consult with Facilitators and discuss their progress in each unit of study, including feedback on assessment, in accordance with the Student Consultation Policy.

6. Academic Learning Advisors are available for students to seek advice on their individual study plans and discuss their rate of progress through their course of study.

7. Student Support staff are available for students for non-academic matters impacting their studies, including referrals to available support services.

8. Students are able to check their academic results at the end of each study period. The transcript identifies the units that the student has completed.

9. ACHW proactively seeks to identify students who may be at risk of not completing a unit of study and meeting course requirements. Processes are in place to identify at-risk students from pre-enrolment up to and including re-enrolment in each subsequent study period.

10. Where a student is identified as being at risk of not completing a unit of study and meeting course requirements, the student is counselled and may require a support plan.

11. The Support Plan is established based on the individual needs of a student and in consultation with the student and outlines appropriate support and academic adjustment arrangements as required.

12. Where a student believes they need additional assistance they are encouraged to discuss their needs with an Academic Learning Advisor or other ACHW staff member.

13. ACHW monitors the effectiveness of its support services and intervention strategies through regular analysis of student performance and feedback. The analysis identifies and identifies adjustments to meet demand and informs improvements.

14. ACHW makes information available on the support services offered on its website and to each individual student.

15. ACHW reviews this policy and accompanying procedure on an annual basis to ensure it remains fit for purpose and that it is applied faithfully and fairly.

16. ACHW reports information on its support of students to the Department of Education and ensures data is de-identified and handled in accordance with the ACHW Privacy of Student Information and Records Policy. Refer to Annexure A: SUPPORT FOR STUDENTS REPORTING REQUIREMENTS.

4.0   DEFINITIONS

- **At-risk student** - A student who has not met (or is at risk of not meeting) course progress requirements.

- **Assessment Review Committee (ARC)** – A Committee chaired by the Head of School, ACHW, convened to review student results.

- **Census Date**- the date within each study period by which a student's enrolment must be finalised for a unit, and when applicable fees and charges are incurred. It is the last date that a student can withdraw from a unit and have it deleted from their academic record, and the last date to withdraw without incurring fees for the unit and an academic penalty. It is also the deadline for various financial requirements, including submission of requests for FEE-HELP Assistance.

- **HESA Act**- refers to the Higher Education Support Act 2003.

- **HEP Guidelines 2023**- refers to the Higher Education Provider Guidelines 2023.

- **Support Plan** – A formal plan which requires a student who has been identified as being at risk', to meet certain criteria in order to support them to meet course progress requirements.

- **Course of Study** – A qualification in which a student may be enrolled in as a full-time or part-time student.

- **Study Period** - A scheduled period of time (e.g., semester, trimester, term) within a course of study.

5.0   REFERENCES AND ASSOCIATED INFORMATION

- Domestic Student Support Framework

- Student Progression and Support Procedure

- Student Diversity and Equity Policy

- Student Consultation Policy

- Assessment Moderation Policy

- Student Grievances and Complaints Policy

- Retention and Success Plan

- Higher Education Support Act 2003

- Higher Education Standards Framework (Threshold Standards) 2021

6.0 POLICY OWNERSHIP

Policy Owner	Executive Director/ Head of School ACHW
Status	Reviewed on November 2023
Approval Authority	ACHW Academic Board
Date of Approval	28 November 2023
Effective Date	08 December 2023
Implementation Owner	Executive Director/ Head of School ACHW
Maintenance Owner	Head of Compliance
Review Due	November 2026
Content Enquiries	Candice Heskey - Executive Director/ Head of School ACHW Email: cheskey@achw.edu.au

7.0 AMENDMENTS

Version	Amendment Approval (Date)	Amendment Made By (Position)	Amendment Details
S8.0	10 July 2017	Head of Compliance / Director ACHW	Initial document review after purchase of MHMHE
S8.1	10 March 2020	Academic Board	General review
S8.2	1 June 2021	Academic Board	Revised context and purpose Revised scope Revised definitions Added Support Plan Extracted further procedure from policy and added to the procedure
S8.3	28 November 2023	Academic Board	Embedded requirements on the support for student policy requirement of the HEP Guidelines 2023. Added Annexure A on reporting requirements.

ANNEXURE A: SUPPORT FOR STUDENTS REPORTING REQUIREMENTS

Background: On an annual basis, Institutes of Higher Education approved under the HESA Act must provide a report to the Department of Education on the availability and efficiency of the support services provided to students. The below extract lists the reporting requirements as published by the Department of Education.

(a)   how the provider is implementing its support for student policy, and how successful the provider has been at implementing that policy ;
(b)   any opportunities identified by the provider to improve the support for students' policy, and outcomes for students, including information on complaints received from students related to the provider's support for students' policy;
(c)   examples of how the provider's support for students' policy has assisted students in successfully completing the units of study in which they are enrolled;
(d)   where the policy can be found on the provider's website;
(e)   the number of students identified as requiring support, separated by faculty;
(f)   the support provided for students identified in paragraph (e);
(g)   the academic progression and outcomes for students identified in paragraph (e);
(h)   the academic outcomes for all students;
(i)   the HELP loans provided for failed units of study for each student identified in paragraph (e), and the HELP loans provided for failed units of study for all students; and
(j)   the number of staff involved in implementing the provider's support for students policy.