

## PROCEDURE S8.3-P8.5

### STUDENT PROGRESSION AND SUPPORT

#### 1.0 INTRODUCTION

##### 1.1 Related Policy

Student Progression and Support Policy.

##### 1.2 Purpose

This procedure outlines the responsibilities and processes whereby the Australasian College of Health and Wellness (ACHW) will record, monitor, and respond to a student's academic progress, as well as ACHW's approach to identifying students at risk and the intervention and support strategies available to them. This procedure outlines ACHW's responsibilities as outlined by the HEP Guidelines 2023, under the HESA Act 2003.

Available student support services at ACHW are outlined in the Domestic Student Framework.

##### 1.3 Scope

This procedure applies to all students of ACHW and its Third-Party Partners irrespective of location, activity, premises, or mode of study.

This procedure applies to academic and professional staff in terms of the actions required to monitor, intervene and, where appropriate, develop a Support Plan for the student.

##### 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 have applied for admission to any ACHW course who, 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 Staff are required to identify any at-risk students throughout study periods (prior and post census) and bring these to the attention of the Head of School ACHW.
3. Academic Learning Advisors and Retention and Progression Manager are responsible for providing an update to the Head of School, ACHW on the progress of students at risk on a Support Plan or making recommendations that a student should be placed on a Support Plan.
4. The Head of School, ACHW (or delegate) is responsible for working collaboratively with a student to develop a Support plan to enable them to succeed.

5. The Assessment Review Committee (ARC) is responsible for identifying any 'at risk' students who are found to be making unsatisfactory course progress to the Head of School ACHW at the end of each study period.
6. At-risk students are responsible for following the requirements outlined in their Support Plan and Intervention Strategy (where applicable) and proactively seeking additional support when required.
7. Academic Learning Advisors, Progression and Retention Manager, and academic staff are responsible for implementing this procedure and reporting any concerns relating to a Support Plan to the Head of School, ACHW.
8. The Head of School, ACHW (or delegate) is responsible for maintaining a Students At-Risk Register and providing adequate academic learning support resources to assist students in meeting their obligations under their Support Plan (where applicable).
9. The Student Support team is responsible for referring students to appropriate internal and external support services for non-academic matters.

## 3.0 PROCEDURE

### 3.1 Pre-Enrolment

1. Prospective and current students have access to information on the ACHW academic and non-academic student support services. The information is available on the ACHW website and included in the student induction. Refer to Annexure 1: Overview of Support Services.
2. Students are encouraged to engage with the ACHW Support Services before the Census date.
3. Students can be deemed at-risk at the time they are admitted, or shortly after, and require a Support Plan.
4. At the time of pre-enrolment, all applications are assessed for completeness, including but not limited to, an assessment of an applicant meeting the entry criteria for their selected course. If an application is incomplete, Admissions staff will follow up with the student concerned.
5. The application form for admission to an ACHW course provides sections where a student may self-identify about a disability. Students may consult the website and/ or marketing material for further information on support services that may be available to them.
6. Where a student, in the opinion of the Admissions Team, has not met one or more of the admission criteria but may have the capacity to succeed if they were placed on a Support Plan, the Admissions Team will consult with the Head of School ACHW.
7. If, in the opinion of the Head of School, ACHW, a student has not met one or more of the admissions criteria, but has the potential to make satisfactory course progress if they were placed on a Support Plan, the Head of School, ACHW may approve the application. If, in the opinion of the Head of School, ACHW, the applicant would require more assistance than a Support Plan could provide and the applicant has the

potential for not making satisfactory course progress, then the application may be rejected. The Head of School, ACHW will consult the Student Diversity and Equity Policy to assist with this decision.

8. Where a student is admitted to a course of study based upon an approved Support Plan, the student will be issued with written confirmation which includes the details of the plan.
9. The Support Plan for the student may include one or more targeted support strategies, including:
  - a. Individual case management where a student is provided with additional academic and/or language, literacy, and numeracy (LLN) support;
  - b. counselling or support meetings with a Counsellor from EAP Access;
  - c. receiving assistance with personal issues that may hinder progress;
  - d. flexibility in relation to assessments in the form of reasonable adjustments;
  - e. referral to external support services; and/or
  - f. a combination of the above.
10. The student must confirm in writing their acceptance of the Support Plan to the Admissions Team. Non-acceptance of the Support Plan may result in the student's application being rejected.
11. At the beginning of each study period the Admissions Team will provide the Head of School, ACHW with a full list of students who have been approved to enter a course based upon a Support Plan.

### **3.2 Support and Assessing Preparedness**

1. All new students, regardless of their educational background and basis of admission, are encouraged to complete the ACHW Study Skills unit at the commencement of their course. It is recommended that it is completed within 3 weeks of their start date and within the first study period.
2. The ACHW Study Skills unit serves a dual purpose which is to:
  - a. Assess the existing preparedness of individual students and cohorts and allow the ACHW Academic Learning Advisor to identify student needs and proactively establish support strategies.
  - b. Provide an induction to academic and study skills, including English language support, Language, Literacy, and Numeracy (LLN), and details on how to prepare for assessments specific to a student's course. Students continue to have ongoing access to the materials of this unit during their studies.
3. Where students do not perform well in the ACHW Study Skills unit or if there is concern about the student's ability to cope in an academic setting, Facilitators and/or

Academic Learning Advisors may recommend to the Head of School, ACHW that the student is placed on a Support Plan.

4. In addition to the ACHW Study Skills unit, Facilitators monitor student performance and participation during class sessions and may refer students to meet with the Academic Learning Advisor for additional support.

### 3.3 Early Intervention

1. Following enrolment into a unit, ACHW continues to assess a student's suitability to continue to undertake a unit of study, particularly where a student has previously been identified as at risk.
2. Students may initiate a request to access support services by contacting Student Support any time prior to and post-census.
3. ACHW will proactively assess a student's suitability prior to and post census to identify risk factors and offer access to support services through:
  - Monitoring LMS login and engagement with unit content.
  - Checking access to support services.
  - Conducting welcome and check-in calls.
  - Engagement with Academic Learning Advisor sessions.
  - Performance on assessment tasks.
  - Feedback from Facilitators, the Academic Learning Advisor, and Progression and Retention Manager.
  - Previous unit results, particularly where a student has failed to complete a unit of study.
4. Where relevant, formative assessments (e.g. quizzes) in the units may be used as an early intervention strategy. Facilitators will review students' results and may recommend them to the Academic Learning Advisor if any of the following occurs:
  - i. where a student received a fail result in a formative assessment.
  - ii. where a student did not attempt a formative assessment at all.
5. ACHW maintains regular contact and utilises an early intervention strategy throughout a study period to target student engagement, and progression and identify students likely at risk. Refer to Annexure 2: Flowchart for assessing preparedness and support.
6. Where there are concerns of a student's suitability to complete a unit of study ACHW staff may recommend to the Progression and Retention Manager that the student be referred to additional support services and if appropriate placed on a Support Plan to overcome issues that put them at risk.

### **3.4 Monitoring students on a Support Plan during a study period**

1. At the beginning of each study period, the Academic Learning Advisors provide a list of all students who are on a Support Plan to the relevant Facilitators. This list may comprise new students who have been admitted on a Support Plan and continuing students who have been previously identified as at-risk students in the preceding study period by the Assessment Review Committee (ARC) and are continuing their studies in a subsequent study period.
2. Throughout the unit delivery, based on feedback from Facilitators to the Teaching and Learning Committee, and where, in the opinion of the Head of School, ACHW, a student may be deemed potentially at risk, a Support Plan may be initiated during the study period by the Academic Learning Advisor.
3. Copies of each Support Plan will be available on the student's file, and Facilitators and Academic Learning Advisors are required to apprise themselves of the contents of each Support Plan at the beginning of each study period.
4. The Head of School, ACHW will ensure that an agenda item "Students at Risk" is tabled at each Teaching and Learning Committee (TLC) meeting and that at-risk students are discussed. The Head of School, ACHW will advise the TLC of any concerns with the academic progress of any student which may include, but is not limited to the following:
  - a. initial assessments of discussion questions, quizzes, and early diagnostics that appear in all units are not completed by the student; or
  - b. at any other time during their studies, a student fails to complete work when due or fails to achieve a satisfactory progress mark; and
  - c. the cumulative attendance rate of the student.

### **3.5 Non- Academic support**

1. ACHW acknowledges that non-academic-related matters can impact a student's course progress. Students should contact the ACHW student support team for non-academic support, including mental health support.
2. Where appropriate, ACHW will refer students to external services and advise them of any relevant costs in relation to accessing this service.
3. Students who report non-academic issues that put them at risk of not successfully completing their unit will be proactively offered academic adjustment arrangements or other support services available at ACHW.
4. In the development of a Support Plan, ACHW may recommend non-academic support services to students.
5. The ACHW response arrangements on crisis, critical harm, and incidents are detailed in the Critical Incident Policy and Critical Incident Management Procedure, Sexual Assault and Sexual Harassment Prevention and Response Policy and Procedure, and Health, Safety and First Aid in the Workplace Policy and Procedure.

### 3.6 Student course progress

1. Student course progress is assessed at the end of each study period by the Assessment Review Committee (ARC).
2. **Satisfactory course progress** is when the student passes 50% or more of the units in which they are enrolled in a study period.
3. **Unsatisfactory course progress** is when the assessment at the end of the study period indicates that the student is making unsatisfactory progress at any of three (3) stages:
  - a. **Stage 1 At risk:** the student fails 50% or more of their enrolled units in one study period.
  - b. **Stage 2 At risk:** the student fails 50% or more of enrolled units for a consecutive study period and/or the student fails the same unit for the second time.
  - c. **Stage 3 At risk:** the student fails 50% or more of their enrolled units for a third consecutive study period and/or the student fails the same unit for a third time.
4. Unsatisfactory course progress can be redeemed as follows:
  - a. A student at Stage 1 At Risk who, in the next study period, passes at least 50% of enrolled units, will return to satisfactory academic progress.
  - b. A student at Stage 2 At Risk, who, in the next study period, passes at least 50% of enrolled units, and/or passes a unit previously failed for the second time, will return to Stage 1 At Risk. If the student then passes at least 50% of enrolled units, they will return to satisfactory academic progress.
  - c. A student at Stage 3 At Risk, who is given the opportunity by the ARC to continue their studies (see clause 3.4.5) and who then passes 50% or more of enrolled units and/or passes the unit previously failed three times, returns to Stage 2 At Risk. If the student then continues to pass at least 50% of enrolled units, they will return to Stage 1 At Risk. If they then pass at least 50% of enrolled units, they will return to satisfactory progress.
5. Intervention strategies initiated at the end of a study period. At the end of each study period, the Assessment Review Committee will be convened by the Head of School, ACHW to review and approve final results for each unit of study undertaken by each ACHW student during that study period.
6. Where, in the opinion of the Assessment Review Committee, a student is identified as potentially being at-risk in a future study period based upon their study period results (but has still passed more than 50% of their study load), the student is required to enter into a Support Plan. The Academic Learning Adviser will notify the student, establish the Support Plan, and meet with the student to discuss the plan. The student will be monitored as outlined in clause 3.3.
7. **Stage 1 At Risk** - where a student has failed 50% or more of their study load, the student will be identified as Stage 1 At Risk by the ARC.

- a. The Head of School will send the student a *Stage 1 At Risk notification*, explaining to them the status means, why the at-risk status applies to them, and inviting them to meet with the Academic Learning Advisor.
  - b. The Academic Learning Advisor will meet with the student concerned, further discussing why they are at Stage 1 At Risk, what is involved in the Stage 1 Intervention Strategy, which includes a Support Plan, and providing documentation on the strategy. At this meeting, the Academic Learning Advisor may refer the student to additional academic and/ or welfare support. The meeting will be documented and a note placed on the student's file.
  - c. Where a student who is on an existing Support Plan or a Stage 1 Intervention Strategy successfully passes more than 50% of their study load in the next consecutive study period, then the Academic Learning Advisor will advise the student in writing that the requirement to be on a Support Plan has been removed. Removal is voluntary, and the student will be consulted to determine if they may wish to remain on the Support Plan for ongoing support.
8. **Stage 2 At Risk** - where a student fails 50% or more of enrolled units in a study period for a second time or in two consecutive study periods or fails the same unit for the second time then the ARC initiates a Stage 2 Intervention Strategy.
- a. The Head of School, ACHW, sends the student a *Stage 2 At Risk Notification* to formally advise them they are on Stage 2 At Risk and are being placed on a Stage 2 Intervention Strategy which includes a Support Plan. The Support Plan may contain one or a combination of support strategies, including:
    - i. individual case management where a student is provided with additional academic and/or language, literacy and numeracy support;
    - ii. counselling or support meetings with a Counsellor from EAP Access;
    - iii. receiving assistance with personal issues that are hindering progress;
    - iv. where possible, being placed in a suitable, alternative unit within the course or a suitable, alternative course; and/ or
    - v. a combination of the above and a reduction in course load. The student is provided with a copy of the Support Plan and a copy is recorded on the student's file.
  - b. The Academic Learning Advisor meets with the student to discuss the Stage 2 Intervention Strategy, the support provided, and the importance that the student engages with the strategy.
9. **Stage 3 At Risk**- students who have previously been at Stage 2 At Risk and who have subsequently failed 50% or more of their enrolled units for a third time or in a third consecutive study period and who are then notified by the ARC as being at Stage 3 At Risk. At the meeting of the ARC, a range of strategies going forward will be discussed.



- a. The Registrar will send the student a *Stage 3 At Risk Notification* notifying the student of the decision of the ARC, which may include:
  - a Stage 3 Intervention Strategy, including further reduction in study load; and
  - additional academic support; or
  - exclusion from the course for a period of not less than two (2) academic years. Excluded students can re-apply for admission after the exclusion period by following the admissions procedure. Admission is not guaranteed.
10. A student at Stage 3 At Risk who is placed under a Stage 3 Intervention Strategy but does not follow the strategy and/or who again passes less than 50% of enrolled load, or who fails the same unit again will be automatically excluded.

### **3.7 Appeals, grievances, or complaints**

1. Students may appeal against any decision made under this policy and procedure by following the Student Grievances and Complaints Policy and Procedure.

### **3.8 Review, Monitoring and Reporting**

1. The Executive Director regularly reviews the efficiency and impact of the student support services with consideration to:
  - a. Student Load and projected loads;
  - b. Demand of support services;
  - c. Student and staff feedback ;
  - d. Students complaints and grievances;
  - e. Unit results against access to available services;
  - f. Student demographic and admission pathways;
  - g. Whether services are age-appropriate and culturally appropriate, and include consideration for specific arrangements for First Nations students, students with disability, students who have experienced family and domestic violence, students who have experienced aggravated or sexual assault, and students who have experienced traumatic events; and
  - h. External Benchmarking.
2. Student Performance, resourcing, and adequacy of support services are reported quarterly to Academic Board and Teaching and Learning Committee and adjustments are made accordingly.



3. The Head of School, ACHW provides confirmation to the Academic Board that the policies and procedures relevant to student support are faithfully and fairly implemented and that errors, outliers, and opportunities for improvement are identified, escalated and resolved appropriately.

## 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** - A Committee chaired by the Head of School, ACHW, convened to review student results.
- **Course of Study** - A qualification which a student may be enrolled in as a full-time or part-time student.
- **Exclusion** - a student who is excluded under the Student Progress and Support Policy has their enrolment cancelled for a period of not less than two (2) academic years, and must formally re-apply for admission, in the prescribed manner, at the end of the Exclusion period.
- **Intention to Cancel notice** - the notice is sent to students who are identified at risk where ABS intends to exclude the student. The notice includes details on the grounds of this decision as well as avenues of appeal for the student.
- **Non-academic matters** - refers to matters including but not limited to, mental health support, financial hardship, safety and wellbeing, experience of sexual assault and harassment, and traumatic events.
- **Satisfactory Course Progress** - The successful completion of more than 50% of a study load within any given study period.
- **Support Plan** - A written plan between ACHW and Student which outlines specific undertakings a student must engage with in order to maintain their enrolment in a course of study.
- **Study Period** - A scheduled period of time (e.g., semester, trimester, term) within a course of study.
- **Study Load** - An allocated number of subjects required to be successfully completed by a student within a given study period.

## 5.0 REFERENCES AND ASSOCIATED INFORMATION

- Domestic Student Support Framework
- Critical Incident Policy
- Critical Incident Management Procedure

- Sexual Assault and Sexual Harassment Prevention and Response Policy and Procedure
- Health, Safety, and First Aid in the Workplace Policy and Procedure
- Aboriginal and Torres Strait Islander Student Support Framework.
- Mental Health and Wellbeing Strategy and Implementation Plan
- Student Diversity and Equity Policy
- Assessment Policy
- Domestic Selection and Admissions Policy
- Retention and Success Plan
- Student Grievances and Complaints Policy
- Student Consultation Policy
- Student Progression and Support Policy

## 6.0 POLICY/PROCEDURE OWNERSHIP

Policy Owner	Executive Director & Head of School ACHW
Status	November 2023
Approval Authority	ACHW Academic Board
Date of Approval	28/11/2023
Effective Date	8 December 2024
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: <a href="mailto:cheskey@achw.edu.au">cheskey@achw.edu.au</a>

## 7.0 AMENDMENTS

Version	Amendment Approval (Date)	Amendment Made By (Position)	Amendment Details
S8.0-P8.0	10 July 2017	Head of Compliance / Director ACHW	Initial document review after purchase of MHMHE
S8.1-P8.1	10 March 2020	Academic Board	General review
S8.2-P8.2	01 June 2021	Academic Board	Revised context and purpose.

Version	Amendment Approval (Date)	Amendment Made By (Position)	Amendment Details
			<p>Revised scope.</p> <p>At Risk stages added.</p> <p>Unsatisfactory progress made clearer.</p> <p>Revised definitions.</p> <p>Extracted further procedure from policy and added to the procedure.</p>
S8.2-P8.3	04 February 2022	Head of School, ACHW	Added reference to assessing preparedness and the role of the Study Skills Unit.
S8.2-P8.4	09 June 2023	Head of School, ACHW	Factual correction, Stage 3 at-risk process notification,
S8.3-P8.5	28 November 2023	Academic Board	Embedded requirements on the support for student policy requirement of the HEP Guidelines 2023. Added Annexures 1 and 2.

## ANNEXURE 1: OVERVIEW OF SUPPORT SERVICES

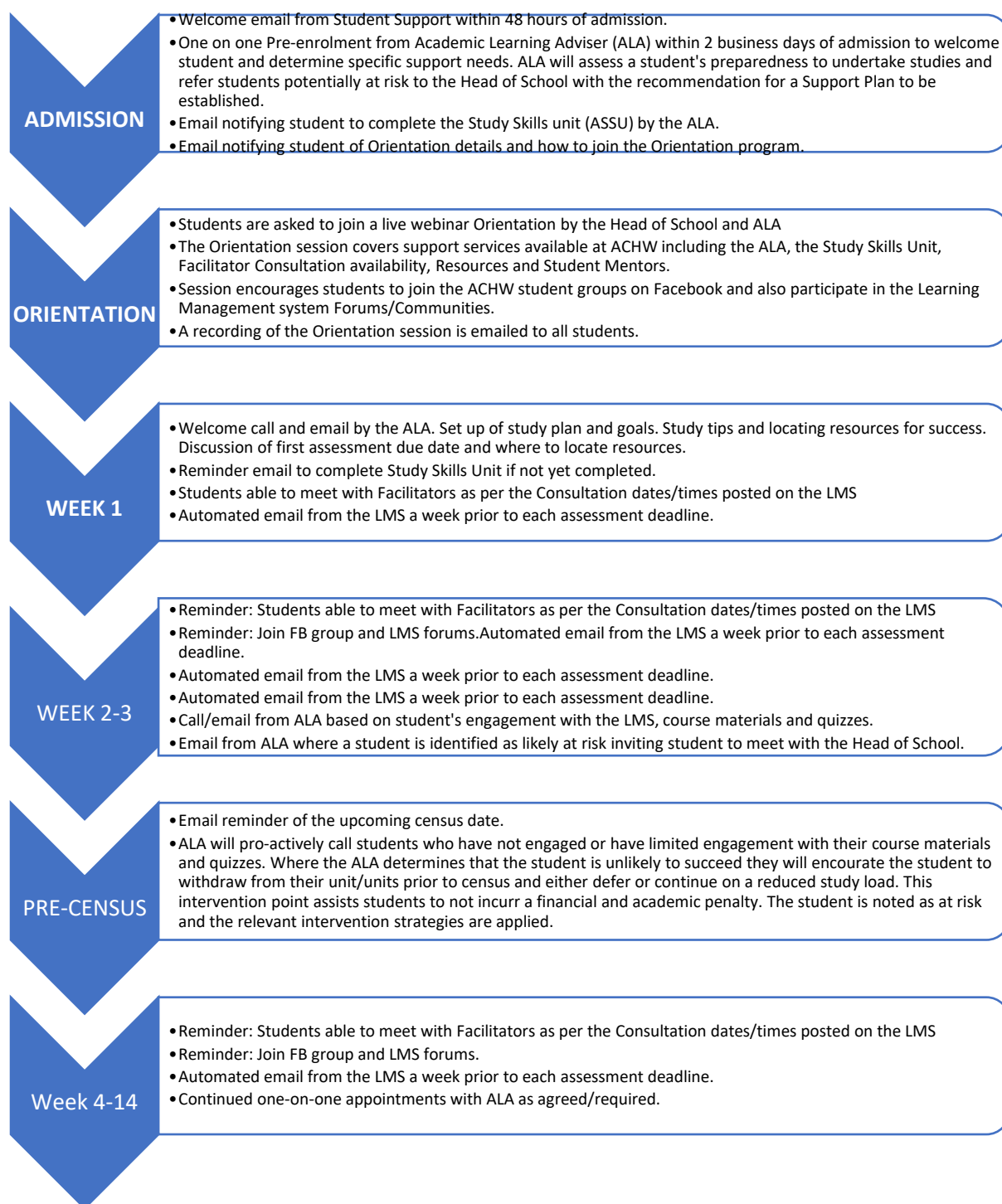
Below is a summary extracted from the ABS Domestic Student Support Framework. For further detail and information on the below services, students should access the Domestic Student Support Framework available publicly on the ABS website.

Academic Matters	Non-Academic Matters
<b>Staff</b> <ul style="list-style-type: none"> <li>• Academic Learning Advisor</li> <li>• Facilitators</li> <li>• Executive Director and Head of School, ACHW</li> <li>• Progression and Retention Manager</li> <li>• Head of Academics</li> </ul>	<b>Staff</b> <ul style="list-style-type: none"> <li>• Student Support team</li> <li>• Head of Operations</li> <li>• IT Support team (Tecala)</li> <li>• Registrar</li> <li>• Admissions Team</li> </ul>
<b>Services</b> <ul style="list-style-type: none"> <li>• PAS Unit (study skills)</li> <li>• Studiosity</li> <li>• Student Forums</li> <li>• Online library/database</li> <li>• Alumni Events</li> <li>• Reasonable Adjustment</li> <li>• Support Plan</li> <li>• Access Plan</li> <li>• Gold Card access</li> <li>• Training materials on using the LMS</li> </ul>	<b>Services</b> <ul style="list-style-type: none"> <li>• Peer Support and Peer Mentors</li> <li>• Employee Assistance Program (EAP)</li> <li>• Lifeline</li> <li>• RU OK</li> <li>• Beyond Blue.</li> <li>• Reasonable Adjustment</li> <li>• Support Plan</li> <li>• Access Plan</li> </ul>

## ANNEXURE 2: ACHW Student Support Reach Out Model Flowchart

The communications noted below are initiated by ACHW and are sent to all students regardless of their admission basis or educational background. Additional support measures are provided for students who are identified as potentially or at risk and this occurs on an individual basis.

The support model below is based on a student's first intake, however, the student support reach-out model continues to be applied in each study period of a student's lifecycle from stages "Week 1 to Week 4-14".



\*Last updated 10/02/2022