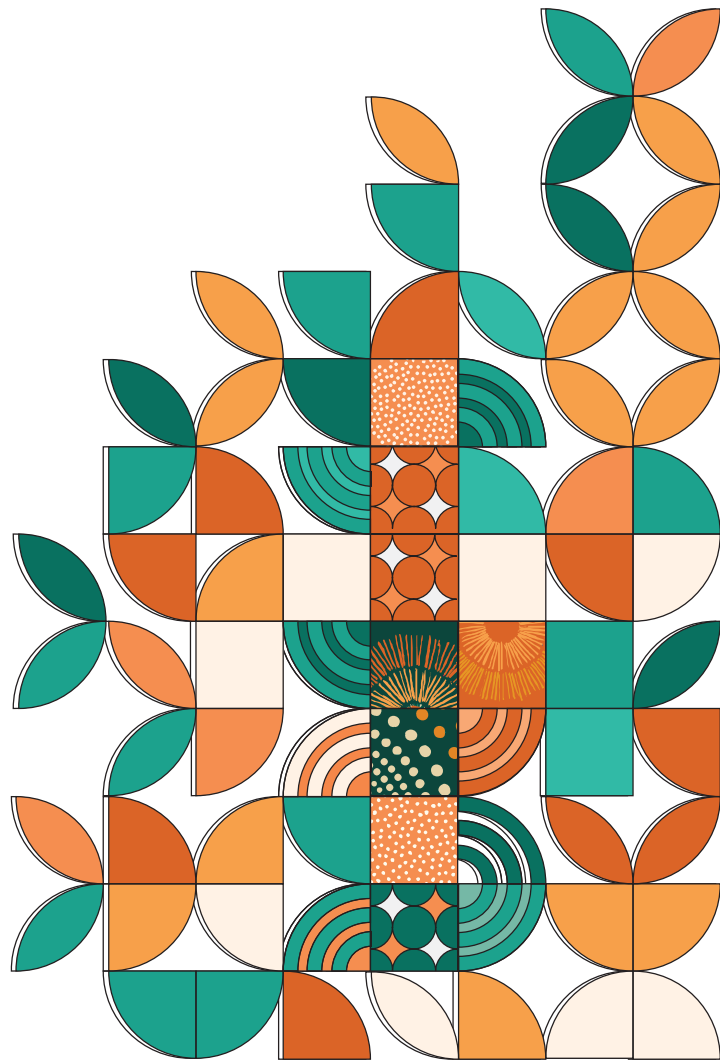


# Academic Participation and Progression Procedure

## Domestic Students



## SECTION 1

### 1. Purpose

- 1.1. This procedure ensures that the Institute of Health and Nursing Australia (IHNA) sets standards for monitoring domestic students' course progress towards course completion.
- 1.2. The procedure also establishes necessary support and intervention measures for students at risk of not meeting required course progress.
- 1.3. This procedure aims to support students in achieving their academic goals and aspirations while ensuring compliance with visa obligations.

### 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 course progress.

### 3. Definitions

- 3.1. Refer to IHNA's Glossary of Terms.

## SECTION 2

### 4. Procedure

- 4.1. IHNA is committed to ensuring that all students have timely and convenient access to detailed information regarding course progression requirements. This information will be provided through the official website, the Student Management System (SMS), the offer letter, and other authorised communication channels, in accordance with applicable regulatory standards.
- 4.2. IHNA will provide all students with a Student Handbook containing information about course progression requirements as part of the enrolment process, and this information will be reiterated during orientation.
- 4.3. The Trainers and Assessors/Nurse Educator, Course Coordinator and Student Support team will monitor, record, and assess the progress of each student's course progression through regular assessments as outlined in the course curriculum. They will identify any well-being needs and provide access to support services.
- 4.4. IHNA will monitor, record and report student attendance, participation and course progression in accordance with the requirements of all relevant State and Commonwealth funding contracts and eligibility frameworks, including but not limited to VET Student Loans, Skills First Program, Department of Training and Workforce Development (DTWD), and Smart and Skilled.

### 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. For more information, please refer to Deferral, Leave of Absence, Withdrawal and Suspension Policy and procedure.
- 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 weeks of the course, the Administration Officer/Student Support Officer will issue a Final Non-Commencement Notification at the start of the second week.
- 5.4. If the student does not respond within five (05) working days of receiving the Final Non-Commencement Notification, the student will be cancelled from the enrolled course.
- 5.5. If a student commences their course but does not engage in any scheduled learning activities within the first two weeks, the Administration Officer or Student Support Officer will issue a Non-Commencement Notification. If the student does not respond or provide satisfactory evidence within five (5) working days of receiving the final notification, the student's enrolment will be terminated.

### 6. Academic Progress Monitoring

- 6.1. Students' academic progress is monitored and recorded through the Training Plan and Comprehensive Assessment Record, which is generated in IHNA's Student Management System (SMS). The document is provided and explained to students at the time of enrolment.
- 6.2. Academic progress is tracked through students' engagement in learning activities and completion of assessment tasks. Academic staff and Student Support Officers (SSOs) review these indicators regularly to ensure students remain on track.
- 6.3. Using the SMS, the SSO or academic staff implement staged intervention processes when students fail to submit assessments by the due dates:

#### Stage 1 – Early identification

- a. Students receive a system-triggered reminder two days before their assessment due date.
- b. Early identification is triggered when the student does not complete the first theoretical assessment.
- c. When the student misses this assessment deadline, the assessment is locked, and a no-progress notification is sent to the relevant academic staff member/SSO, who will follow up with the student to identify support needs or learning difficulties.
- d. The student must respond to this notification within 10 calendar days.

### **Stage 2 – Early engagement meeting**

- a. An early engagement meeting is triggered when the student does not complete the second theoretical assessment.
- b. When the student misses this assessment deadline, the assessment is locked, and another no-progress notification is sent to the relevant academic staff member/SSO to follow up with the student.
- c. The student is flagged in the SMS for Early Engagement, and the academic staff member/SSO organises a meeting with the student.
- d. During this Early Engagement meeting, the student is encouraged to share any challenges affecting their academic progress. (Early Engagement is an informal process aimed at identifying and addressing academic or participation issues early, allowing the development of a tailored plan.)
- e. The student must respond to this notification within 10 calendar days.

### **Stage 3 – Student identified at Risk**

- a. When the student fails to submit a third theoretical assessment, they are identified as 'At Risk' and a "Non-Compliance with Course Progress" notification is issued to the student.
- b. If the student responds to the notification, an Intervention Strategy Meeting is arranged with the Training Manager, relevant Nurse Educator/Trainers/Assessors and the SSO.
- c. Following the meeting, a tailored Intervention Strategy Plan is created and implemented. This may include, but is not limited to, additional academic support, reassessment schedules, extra classes or any combination of the intervention strategies and support listed in Appendix 1.
- d. The student is expected to comply with the Intervention Strategy Plan, along with other requirements involving ongoing monitoring and communication with the student.

## **7. Failure to achieve satisfactory academic progress**

- 7.1. Students must successfully complete at least 80 percent of assessments and submit them by the due dates for each unit.
- 7.2. At the end of each unit of competency, the Training Manager will review student results to confirm whether students have met the satisfactory academic progress requirements.
- 7.3. Where a student has not achieved satisfactory academic progress, the Training Manager will review their status to ensure all required notifications have been issued in line with this Procedure. If any notifications have not been provided, IHNA will take immediate steps to issue them as soon as practicable.
- 7.4. Students who do not achieve satisfactory academic progress will be offered appropriate support interventions, which may include academic counselling, additional learning resources, study skills support, or an individual learning plan. These measures aim to assist students in improving their

performance and meeting the academic requirements of their course.

## **8. Notifications, warnings and reporting**

- 8.1. If a student does not respond to the notifications issued during the monitoring stages, the Student Management System (SMS) will trigger warning letters.
- 8.2. A First Warning Letter is issued when the student fails to respond within 10 calendar days of the initial no-progress notification.
- 8.3. A Second Warning Letter is issued when the student fails to respond within a further 10 calendar days (i.e., a total of 20 calendar days from the initial no-progress notification).
- 8.4. If there is still no response after 20 calendar days, IHNA issues a Notice of Intention to Cancel/Terminate Enrolment, advising the student of IHNA's intent to Cancel/Terminate Enrolment for the Unsatisfactory Academic Progress.
- 8.5. The student then has 20 working days from the date of the Notice of Intention to Cancel/Terminate Enrolment to appeal, as per the Student Complaints and Appeals Policy.
- 8.6. The student may appeal based on:
  - a. Pending assessment marking or results under review.
  - b. Compassionate or compelling circumstances.
  - c. IHNA's failure to implement the intervention strategy.
- 8.7. Each warning letter is issued once within a 10-day reporting cycle. Students receive two warnings before IHNA issues a Notice of Intention to Cancel/Terminate enrolment.
- 8.8. Once a student responds to a warning letter and is making satisfactory academic progress, the reporting cycle resets, starting with a First Warning Letter. This decision is made at IHNA's discretion and may be determined on a case-by-case basis.
- 8.9. All records related to academic progress, including warning letters, intervention notes and notifications, are securely stored in the student's profile in the SMS.

## **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. In addition to tracking individual course outcomes of students, the Course coordinator/ National training manager will regularly review collective academic performance data across cohorts of domestic students.

9.6. Other responsibilities are mentioned within this procedure.

### 10. Academic Progress Recording

10.1 Assessment outcomes are recorded in SMS, with each unit classified as either 'Satisfactory' (S) or 'Not Satisfactory' (NS).

10.2 The SSO coordinates with Nurse Educators/Trainers/Assessors to ensure timely marking of assessments and accurate result entry in SMS.

10.3 The Quality Assurance team regularly reviews student progress to ensure it aligns with academic and compliance standards

### 11. General Considerations

11.1. IHNA issues each warning letter to a student only once.

11.2. A student receives two warning letters before IHNA issues a to Cancel/Terminate Enrolment.

11.3. If a student demonstrates improvement but subsequently falls behind again, IHNA will reset the cycle, commencing with a First Warning Letter. However, IHNA may also take into account the students previously identified reasons for non-progress and apply discretion on a case-by-case basis.

### 12. Special Circumstances/Consideration

12.1. 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:

- a. Serious illness or injury, supported by a medical certificate indicating the student's inability to attend classes;
- b. Bereavement of immediate family members (e.g., parents or grandparents), with a death certificate if available;
- c. Major political upheaval or natural disaster in the student's home country that requires urgent travel and has affected their studies.

12.2. Traumatic experiences, such as:

- a. Involvement in, or witnessing a severe accident; or
- b. being the victim of or witnessing a serious crime, which should be substantiated with a police or psychological report.

- 12.3. An intervention strategy has been initiated or is underway for students identified as being at risk of not meeting progress requirements.
- 12.4. For a student who has been granted an approved deferral or suspension of enrolment.
- 12.5. If required, course extensions are only allowed for a genuine reason. The fees applicable for extension are \$50 per month. All course extensions are made by upfront payments. A minimum one-month extension period is required.
- 12.6. Application and Approval of Course Extension
- a. 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, Student Support Head or an authorised delegate.
  - b. Students enrolled in AQF qualifications (Certificate and Diploma courses) at IHNA may be granted a course extension, subject to an individual assessment of their academic progress and documented circumstances. While extensions of up to six months for Diploma-level courses and up to three months for Certificate-level courses may be considered, each case will be reviewed on its own merits in accordance with related regulations.
  - c. A course extension plan, including revised due dates and a tailored course progress strategy, will be implemented to support the student in achieving satisfactory progress.
  - d. Extensions will only be granted under approved circumstances, such as compassionate or compelling reasons, participation in an intervention strategy, or an approved deferral or suspension.
  - e. 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).

### 13. Reporting and Recording

- 13.1. If IHNA identifies that a student is not making satisfactory academic progress, it will issue a formal notification (Notice of Intention to Cancel/Terminate Enrolment for Unsatisfactory Academic Progress).
- 13.2. The notice informs the student of their right to access IHNA's Complaints and Appeals policy and procedure, giving them 20 working days to initiate an appeal.
- 13.3. IHNA will Cancel/Terminate Enrolment for unsatisfactory 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 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.

13.4. 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.

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

13.6. 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.

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

13.8. IHNA notifies students of the requirement to maintain course progress and actively engage in their studies throughout this period.

### 14. Ongoing Review

14.1. 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.

14.2. Student support Head/ Course coordinator submits a report of all student interventions conducted and actions taken in the month to the Learning and teaching committee.

14.3. National training manager submits a report on academic performance data across cohorts of domestic students to the management team.

## SECTION 3

### 15. Associated Information

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Related Internal Documents</b> | <ul style="list-style-type: none"> <li>• Academic Participation and Progress Policy</li> <li>• Communication Framework for Student Engagement</li> <li>• Student Support Services Policy</li> <li>• Student Support Services Procedure</li> <li>• Admission and Enrolment Policy</li> <li>• Admission and Enrolment Procedure</li> <li>• Student Complaints and Appeals Policy</li> <li>• Student Complaints and Appeals Procedure</li> <li>• Student Code of Conduct Policy</li> <li>• Student Code of Conduct Procedure</li> <li>• 1st Warning Letter Unsatisfactory Academic Progress for Domestic Students</li> <li>• 2<sup>nd</sup> Warning Letter Unsatisfactory Academic Progress for Domestic Students</li> </ul> |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                  | <ul style="list-style-type: none"> <li>• Notice of Intention to Cancel/Terminate Enrolment for Unsatisfactory Academic Progress for Domestic Students</li> <li>• Cancellation/Termination Letter for Unsatisfactory Academic Progress for Domestic Students</li> </ul>                                                                                                                                                                                                                                                                                                                                                       |
| <b>Related Legislation, Standards, and Codes</b> | <ul style="list-style-type: none"> <li>• National Vocational Education and Training Regulator Act 2011</li> <li>• 2025 Standards for Registered Training Organisations</li> <li>• Enrolled Nurse Accreditation Standards 2017</li> <li>• The Nursing and Midwifery Board of Australia (NMBA)</li> <li>• Australian Health Practitioner Regulation Agency (AHPRA)</li> <li>• Australian Core Skills Framework</li> <li>• Relevant State and Commonwealth contracts and eligibility documents (VET Student Loans, Skills First Program, Department of Training and Workforce Development (DTWD), Smart and Skilled)</li> </ul> |
| <b>Date Approved</b>                             | 14/07/2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Date Endorsed</b>                             | 18/08/2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Date of Effect</b>                            | 18/08/2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Date of Review</b>                            | 18/08/2028                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Approval Authority</b>                        | Academic Board                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Document Custodian</b>                        | Student Support Head                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Committee Responsible</b>                     | Learning and Teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>IHNA DocID</b>                                | IHNA-APPPDS2-8.0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Department</b>                                | Student Support                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>2025 Standards for RTOs</b>                   | Outcome Standards for RTOs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## 16.Change History

| Version Control |            | Version 8.0                                                                                                                                                                                                                                                                                                            |
|-----------------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 flow-chart 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.                                                                                                                                                              |
| V.8.0 | 14/7/2025  | Separated the attendance monitoring from the course progress (retain statement only applicable for the funded students as per requirements). Updates to the process based on current procedures. Systemic improvements for the Self-assurance process of student course progress monitoring. Update the process for course extension. |
| V.8.1 | 13/11/2025 | Updated document alignment and added a non-commencement clause                                                                                                                                                                                                                                                                        |

## 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, 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:
  - a. Required actions for the student.
  - b. A clear timeframe for completing these actions.
  - c. A schedule for follow-up meetings with Trainers/Assessors or relevant staff to monitor progress.
  - d. Information on the consequences of not meeting satisfactory progress.
  - e. A recommendation, if necessary, for the student to apply for an extension of course duration, with clear deadlines for adherence.
  - f. Consideration of alternative options if the intervention strategy does not lead to successful progress.
  - g. Document all outcomes, including discussions, actions, and results, in the SMS.
7. A significant and sustained improvement in academic 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 academic progress 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.

## IHNA Domestic Student – Course Progression Monitoring

