
PROCEDURE S8.6-P8.7

DOMESTIC STUDENT PROGRESSION AND SUPPORT

1.0 INTRODUCTION

1.1 Related Policy

Course Progression and Student Support Policy.

1.2 Purpose

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

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

1.3 Scope

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

This procedure applies to academic and non-academic 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 Executive Dean, ABS, is responsible for identifying any students who have applied for admission to any ABS course who, in the opinion of the Executive Dean, ABS, 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 Retention and Progression Manager, ABS. The Retention and Progression Manager is responsible for providing an update to the Executive Dean, ABS on the progress of students at-risk on a Support Plan or making recommendations that a student should be placed on a Support Plan.
3. The Retention and Progression team is responsible for working collaboratively with a student to develop a Support plan to enable them to succeed.

4. The Assessment Review Committee (ARC) is responsible for identifying any 'at risk' students at the end of each study period who are found to be making unsatisfactory course progress to the Retention and Progression Manager and the Executive Dean, ABS.
5. At-risk students are responsible for following the requirements outlined in their Support Plan and proactively seek additional support when required.
6. Success Coaches and Academic Staff are responsible for implementing this procedure and reporting any concerns relating to a Support Plan to the Retention and Progression Manager or nominee.
7. The Retention and Progression Manager is responsible for supervising and 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).
8. 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 ABS academic and non-academic student support services. The information is available on the ABS website and included in the student induction. Refer to Annexure 1: Overview of Support Services.
2. Students are encouraged to engage with the ABS 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 ABS 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 of the admission criteria but has met all other admission criteria and may have the capacity to succeed if they were placed on a Support Plan, the Admissions Team will consult with the Executive Dean, ABS and Registrar.
7. If, in the opinion of the Executive Dean, ABS, 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 Executive Dean, ABS, and Registrar may jointly approve the application. If, in the opinion of the Executive Dean, ABS, and Registrar, 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

Executive Dean, ABS will consult the Student Diversity and Equity Policy to assist with this decision.

8. Admission on the basis of a Support Plan is only available for the Graduate Certificate programs.
9. 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 by the Retention and Progression Manager.
10. The Support Plan for the student may include one or more targeted support strategies, including:
 - individual case management where a student is provided with additional academic and/or language, literacy, and numeracy (LLN) support;
 - individual case management where a student is provided with a dedicated Success Coach to assist with academic matters;
 - counselling or support meetings with a Counsellor from EAP Access;
 - receiving assistance with personal/non-academic issues which may hinder progress;
 - flexibility in relation to assessments in the form of reasonable adjustments;
 - referral to external support services; and/or
 - a combination of the above.
11. The student must confirm in writing their acceptance of the Support Plan to the Admissions Team. Non-acceptance of the Support Plan will result in the student's application being rejected.
12. At the beginning of each study period the Registrar will provide the Retention and Progression Manager with a full list of students who have been approved to enter a course based upon a Support Plan.
13. It is expected that admission via a Support Plan is the rare exception and only a maximum of up to 5% of the complete student cohort can be admitted in that manner. Monitoring of this admission pathway will be undertaken quarterly by the ABS Teaching and Learning Committee and reported back to the Academic Board.

3.2 Support and Assessing Preparedness

1. All new students, regardless of their educational background and basis of admission, are encouraged to complete the ABS Preparing for Academic Study (PAS) unit at the commencement of their course. It is recommended that it is completed within 1 week of the start date and within the first study period.
2. The ABS PAS unit serves a dual purpose which is to:

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- a. Assess the existing preparedness of individual students and cohorts and allow the ABS Success Coach 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 ABS PAS unit or if there is concern about the student's individual literacy and numeracy and ability to cope in an academic setting, Facilitators and/or Success Coaches may recommend to the Retention and Success Manager that the student is placed on a Support Plan or that an existing Support Plan is modified.
 4. In addition to the ABS Study Skills unit, Facilitators monitor student performance and participation and may refer students to meet with the Success Coach for additional support.

3.3 Early Intervention

1. Following enrolment into a unit, ABS 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. ABS 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 Success Coach sessions.
 - Performance on assessment tasks.
 - Feedback from Facilitators and Success Coaches.
 - 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 Success Coaches if any of the following occurs:
 - a. where a student received a fail result in a formative assessment.
 - b. where a student did not attempt a formative assessment at all.

5. ABS 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 about a student's suitability to complete a unit of study ABS staff may recommend to the Retention and Progression 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 Retention and Progression Manager provides a list of all students who are on a Support Plan to the relevant Success Coaches and 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 Success Coaches and Facilitators to the Assessment Review Committee and Teaching and Learning Committee, and where, in the opinion of the Retention and Progression Manager, a student may be deemed potentially at risk, a Support Plan may be initiated during the study period.
3. Copies of each Support Plan will be available on the student's file, and Facilitators and Success Coaches are required to apprise themselves of the contents of each Support Plan at the beginning of each study period.
4. The Executive Dean, ABS will ensure that an agenda item "Students at Risk" is tabled at each Teaching and Learning Committee (TLC) meeting and at-risk students are discussed. The Executive Dean, ABS 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. and the student is deemed to be Dormant; and
 - d. the cumulative attendance rate of the student.

3.5 Non- Academic support

1. ABS acknowledges that non-academic-related matters can impact a student's course progress. Students should contact the ABS student support team for non-academic support, including mental health support.

2. Where appropriate, ABS 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 ABS.
4. In the development of a Support Plan, ABS may recommend non-academic support services to students.
5. The ABS 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).

Satisfactory course progress is when the student passes 50% or more of the units in which they are enrolled in a study period.

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 more than two consecutive study periods and/or the student fails the same unit for more than two times.
2. 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 3.2.6) 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.

3. Intervention strategies are initiated at the end of a study period. At the end of each study period, the Assessment Review Committee will be convened by the Executive Dean, ABS to review and approve final results for each unit of study undertaken by each ABS student during that study period.
4. 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 Retention and Progression Manager will establish the Support Plan for each individual student and email this to the student. The student will be monitored as outlined in clause 3.2.
5. **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 Registrar will send the student a *Stage 1 At Risk* notification, explaining to them the status means, and why the at-risk status applies to them.
 - b. The Retention and Progression Manager or nominee will prepare and email the student the Support Plan and offer to 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 Retention and Progression Manager or nominee 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 Registrar or nominee 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.
6. **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 Registrar 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.
 - b. The Retention and Success Manager or nominee will prepare and email the student the 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. individual case management where a student is provided with a dedicated Success Coach to assist with academic matters;

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- iii. counselling or support meetings with a Counsellor from EAP Access;
 - iv. receiving assistance with personal issues which are hindering progress;
 - v. where possible, being placed in a suitable, alternative unit within the course or a suitable, alternative course; and/ or
 - vi. 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.
- c. The Retention and Progression Manager or nominee meets with the student to discuss the Stage 2 Intervention Strategy, the support provided, and the importance that the student engages with the strategy.
7. **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 more than two times or more than two consecutive study periods 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* (intention to cancel) notifying the student of the decision of the ARC, which may include:
 - i. a Stage 3 Intervention Strategy, including further reduction in study load; and
 - ii. additional academic support; or
8. 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. 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 the enrolled load, or who fails the same unit again will be automatically excluded.

3.7 Study Load and Completion within Maximum Course Duration

1. In addition to maintaining course progress as outlined in Section 3.4 of this Procedure, students are expected to maintain a study load that will permit for completion within their course's maximum duration. ABS regularly monitors student unit enrolments and progress to identify students at risk.
2. New students will be deemed as potentially at risk by ABS where there has been no unit enrolment within 3 months and successful completion in any units within 6 months of a student's application date.
 - a. The Executive Dean, ABS (or nominee) will issue a written notice advising a student that they are deemed as potentially at risk and inviting the student to a meeting to discuss support options. If there is no response from the student, ABS will implement its re-engagement strategy.

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- b. If a student still has not enrolled and completed at least one unit following 6 months of the application date, the Executive Dean, ABS will seek approval from the TLC for the student to be sent an Intention to Cancel notice.
 - c. Where approved by the TLC, the Executive Dean, ABS will issue the student with a written Intention to Cancel notice.
 3. Continuing students who have no unit enrolments and completions over a period of 12 months are considered to be Dormant and deemed to be At Risk by ABS.
 4. The Executive Dean, ABS will present a report of Dormant students to the TLC with the recommendation for an Intention to Cancel notice to be issued notifying that the student will be excluded unless there is at least one unit enrolment within 3 months and at least one unit completion within 6 months of the date of the notice.

3.8 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.

3.9 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 for support services;
 - c. Student and staff feedback ;
 - d. Student 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 Executive Director, ABS 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 and 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 Registrar 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.
- **Dormant**- A student is considered to be dormant by ABS where there have been no unit completions by the student over a period of 12 months.
- **Exclusion** - a student who is excluded under the Domestic Student Progression 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** - also referred to as a Boost plan. A written plan developed between ABS and a Student which outlines specific undertakings a student must engage with in order to maintain to succeed in their unit 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
- Assessment and Reassessment Policy and Procedure
- Domestic Selection and Admissions Policy
- Student Assistance and Consultation on Academic Matters Policy
- Student Diversity and Equity Policy
- Student Grievances and Complaints Policy and Procedure
- Domestic Student Progression and Support Policy

6.0 POLICY/PROCEDURE OWNERSHIP

Policy Owner	Executive Director, ABS
Status	November 2023
Approval Authority	ABS Academic Board
Date of Approval	28/11/2023
Effective Date	8 December 2023
Implementation Owner	Executive Dean, ABS
Maintenance Owner	Head of Compliance
Review Due	November 2026
Content Enquiries	Sabina Cerimagic - Executive Dean, ABS Email: sabina.cerimagic@aim.com.au

7.0 AMENDMENTS

Version	Amendment Approval (Date)	Amendment Made By (Position)	Amendment Details
S8.0-P8.0	10 July 2017	Head of Compliance / Director ABS	Initial document review after purchase of MHMHE
S8.1-P8.1	10 March 2020	Academic Board	General review

Version	Amendment Approval (Date)	Amendment Made By (Position)	Amendment Details
S8.2-P8.2	14 September 2021	Academic Board	<p>Procedure separated from the policy.</p> <p>New template.</p> <p>Revised context and purpose.</p> <p>Revised scope.</p> <p>At Risk stages added.</p> <p>Unsatisfactory progress made clearer.</p> <p>Revised definitions.</p>
S8.2-P8.3	14 December 2021	Academic Board	<p>Reference to Dormant students added.</p> <p>Added reference to study load and maximum course completion progress requirements.</p> <p>Added additional criteria for students “at risk”.</p>
S8.2-P8.4	28 February 2022	Director of Education	<p>Added reference of the weekly quizzes as an early intervention strategy.</p>
S8.4- P8.4	12 August 2022	Executive Director, ABS	<p>Clarification of responsibilities and process on communication with students, update of staff titles. Added reference to assessing academic preparedness.</p>
S8.5- P8.5	10 March 2023	Head of Compliance	<p>Minor Administrative Amendment: Update to staffing titles.</p>
S8.5-P8.6	09 June 2023	Executive Dean, ABS	<p>Factual correction, Stage 3 at risk process notification.</p>
S8.6- P8.7	28 November 2023	Academic Board	<p>Embedded requirements on the support for student policy requirement of the</p>

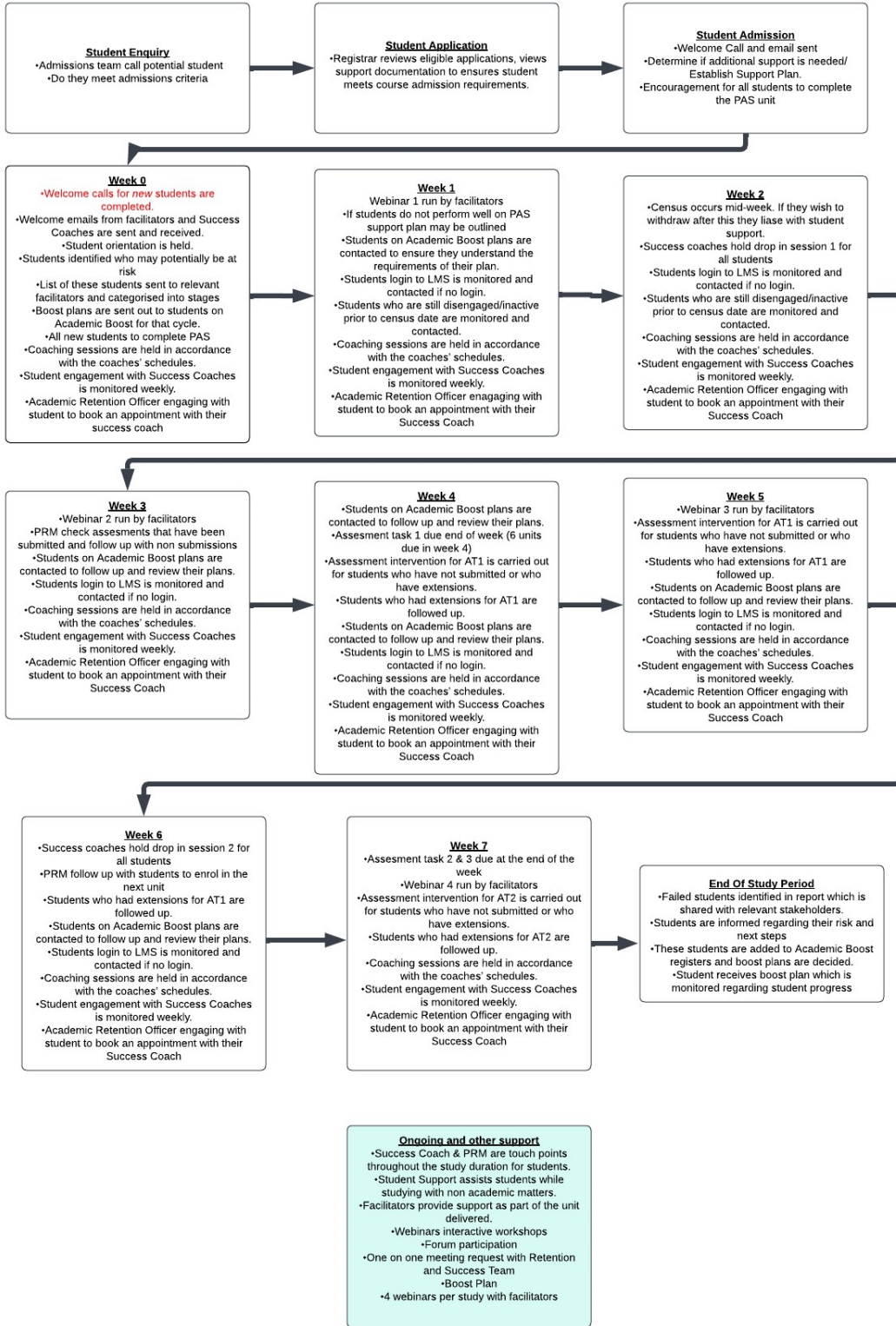
Version	Amendment Approval (Date)	Amendment Made By (Position)	Amendment Details
			HEP Guidelines 2023. Added Annexure 1 and 2.

ANNEXURE 1: OVERVIEW OF SUPPORT SERVICES

Below is a summary extracted from the ABS Domestic Student Support Framework. For further details 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
Staff <ul style="list-style-type: none"> • Retention and Success Team • Success Coaches • Facilitators • Executive Dean ABS • Progression and Retention Manager • Retention and Progression team 	Staff <ul style="list-style-type: none"> • Student Support team • Student Support Team Leader • IT Support team (Tecala) • Registrar • Admissions Team
Services <ul style="list-style-type: none"> • PAS Unit (study skills) • Studiosity • Student Forums • Online library/database • Alumni Events • Reasonable Adjustment • Support Plan • Access Plan • Gold Card access • Training materials on using the LMS 	Services <ul style="list-style-type: none"> • Employee Assistance Program (EAP) • Lifeline • RU OK • Beyond Blue. • Reasonable Adjustment • Support Plan • Access Plan

ANNEXURE 2: FLOWCHART FOR ASSESSING PREPAREDNESS AND SUPPORT.



*Last updated 10/11/2023