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Definition

IHNA has in place a procedure for monitoring student progress and an intervention and support strategy for any student who is not making satisfactory course progress.

Purpose

IHNA is committed to the delivery of high quality academic outcomes for students through the regular monitoring and assessment of student progress and through the provision of high quality support. These instructions set out the means by which IHNA meets that commitment, and ensures that the requirements of the regulatory authorities are met. The student participation and progress are monitored in a collaborative manner with external stakeholders where applicable.

Intent and objectives:

The monitoring of student participation and progress is an important enabling and proactive strategy to assist students to achieve their learning potential by:

- Allowing for the early identification of students whose academic progress is less than satisfactory and who may need appropriate learning support, resource and assistance; and
- Identifying and excluding students who continue to make unsatisfactory progress
- Including the strategy for early exit from a qualification

IHNA Context - The need for Timely Intervention and Support

Monitoring of student participation and progress needs to happen from the very start of a course, and allow for speedy intervention if it is to be effective.

Monitoring of student progress in this context **MUST** be:

- Timely – it cannot be a bureaucratic process involving sending letters, because the course duration does not allow for this.
- Effective in bringing the student to the required level of competency.
- Documented, to provide a permanent record of the intervention, the support and the outcomes.

Monitoring of student progress

IHNA will monitor record and assess the progress of each student in the course in which the student is currently enrolled. IHNA has in place the following strategies to identify students at risk of not making satisfactory progress and those with special language and literacy needs.

- 1 The trainer/assessor records attendance of each class as per the 'attendance sheet'. If non-attendance at class occurs over consecutive classes and trainer/assessor has not been advised of the same, the intervention will occur.
- 2 Each course will include a compulsory assessment due by the time 25% of theoretical class hours have elapsed. Academic staff will inform the Training Manager/Course Coordinator of students identified as at risk and those students will be subject to IHNA's intervention strategy.
- 3 Participation and progress in self paced learning such as E-learning or distance learning course will be monitored through the activity report recorded online. Progress through assessment will also be used to monitor progress.
- 4 Students who are marked 'not yet competent' on second attempt will be subject to IHNA's intervention strategy.

Intervention and support strategy

Information concerning IHNA's intervention and support strategy will be made available to staff and students through induction.

Students identified as having attendance issues, at risk behaviour or not making satisfactory progress with either the theory or professional experience component of the course will be contacted within one working day of identification being made, and counselled by the Training Manager or course Coordinator. The process is as follows:

- A meeting with the Clinical Nurse Supervisor and Course Coordinator.
- Specific Learning Objectives will be designed by the Clinical Nurse Supervisor in conjunction with the Course Coordinator.
- Learning Objectives are to be achieved by the student within a set time frame, usually between two and five clinical days.
- The support mechanisms available to help the student achieve these objectives.
- Failure to achieve the learning objectives will result in the student failing the clinical component of the course.
- The students will be removed from clinical placement pending further investigation into their practice. They will be interviewed by the Course Coordinator and notified of the outcomes of these investigations. The Accrediting Nurses Board will be contacted and Course development and Monitoring Committee advised.
- After assessment, IHNA will provide further support, such as one to one theory and practical sessions, e-learning etc tailored to their reason for failure.
- The student will then be re-assessed to ensure that their area of incompetency is rectified. If so they will be posted to further PEP; if not, they will be failed.
- A copy of the Learning outcomes will be filed in the student's file and into the Wisenet Student management system as a permanent record of any reason for poor performance or lack of participation.
- The Accrediting Nurses Board will be notified of the outcome.

Additional supports that may be available for students making unsatisfactory progress.

Some or all of the following support mechanisms may be identified for the student to assist them meet their learning objectives:

- A recommendation that the student seek appropriate personal and/or academic support from within or outside of IHNA.
- Guided access to particular E-Learning material available through IHNA's website for the purpose of having access to classes and academic content to fill academic gaps.
- Regular feedback from teaching staff that may include discussion, continuous (perhaps informal) assessment to track progress, model answers, lists of common mistakes.
- Identification and implementation of other additional support strategies to enhance the student's progress as identified by the student.

Special circumstances/consideration

IHNA reserves the right to make allowances for individual students in certain compelling circumstances. Special circumstances are defined as:

- Medical/surgical or unfavorable health conditions including terminal illness
- Situations where IHNA has been advised of late or non-attendance (e.g. family loss, death in family, relocation)

The permission to take leave of absence will normally be granted for up to one year. In case of prolonged absence, IHNA may require the student to re-enroll into the course considering the part time regulatory Board requirements (e.g. major course/unit/module code or content changes, legislation or regulation amendments). In all cases, IHNA Training Manager or Course Coordinator will document the reason, any supportive evidences and the outcome on student file and into the WiseNet Student management system.

IHNA offers provision of early exit from accredited qualifications once the student

- Be competent in set course standards prior to the mentioned course completion time
- Mandatory minimum professional experience placement hours undertaken being as per the authority standards
- Provides minimum two evidences of competency (E.g. Completed assessment tools, Third party report and so on)

Maximum time that a student can take to complete the course in all delivery modes is set by IHNA as not more than 4 months extension from corresponding face to face delivery course duration (in terms of months) provided there is no un-informed learning inactive period over two months.

If a course is delivered only through Distance education, the students will be allowed to take up to 12 months to complete the course provided there is no un-informed inactive period over two months.

The maximum time includes time required to complete both theoretical and professional experience placement durations of a course where ever applicable. Only exclusion from this will be for students who come under special circumstances or conditions.

Intervention Monitoring

Training Manager or Course Coordinator will monitor the progress of interventions. External stake holders (e.g. Clinical Nurse supervisor, external consultants) should be involved in the process where ever applicable, formally or informally. Interventions that are not providing successful academic progress for students will be elevated to Advisory and Monitoring Committee for discussion for further action and discussion.

Recording and Reporting

All documentation, records and outcomes of interventions will be filed on the student file and into the WiseNet Student management system.

In the case of Nursing Course, students not having adequate progress in a Nursing Course, IHNA will report this to the Nursing Board as required. The written notice (of intention to report the student for unsatisfactory progress) will inform the student that they are able to access IHNA's complaints and appeals process and that the student has 5 working days in which to do so.

The student will be advised that during this period they are required to continue studying.

Supportive policies:

To be read in conjunction with:

- Deferral/leave of absence/Withdrawal /Discontinuation policy
- Quality assurance and continuous improvement policy
- Assessment policy
- Access and equity policy
- Risk assessment and risk minimisation