



Code and Number	E.1.5
Title of Document	Support for Student's Policy

POLICY

The purpose of this policy is to define how the education division identifies students who are at risk of failing their chosen units of study including the process for identifying disengaged students and to set out how students will be supported to successfully complete their studies including:

- Special considerations
- Academic adjustment
- Targeted support
- Regular check ins
- Crisis and critical harm response.

All students have access to both personal and academic support.

Academic support

The coordinator will provide students with support to gain the skills required to successfully progress and complete a program of study within the nominated timeframe and to the expected academic standard. This may include:

- assistance with interpreting expectations for assessments or tasks,
- writing skills,
- information literacy and accessing appropriate resources,
- using information technology,
- mathematical problem-solving, or
- referencing.

Academic writing support (Studiosity)

- Available free to all enrolled graduate certificate students, Studiosity is an online tutoring service available 24/7 with a focus on supporting students to improve their literacy and academic writing skills including sentence structure, mechanics, grammar and referencing.

Personal support

Personal support is any non-learning support. Forms of personal support include counselling, advice regarding employment or disability, career planning and finance. In this regard, ACN can assist with personal support in the form of:

- Offering extended timelines.
- Advising on deferral from the program of study before census.
- Withdrawal from the course.
- Recommending access to Employee Assistance Programs (EAP) or other external counselling services for personal counselling.
- Students who do not have access to EAP can be referred to ACNs EAP on a case-by-case basis

1. PROCEDURE

Students will be continually assessed by the course and unit coordinator against the student support matrix ([Appendix 1](#)) from application to completion to ensure they have access to additional support if required. Students can ask for additional support at any time in their enrolment by contacting their course coordinator whose details are on their course page on the website (meet your nurse educator section).

1.1 Assessing students needing extra support on enrolment.

- Students who enrol into a course or unit of study will complete the application process and will be assessed by the course or unit coordinator against the risk matrix ([Appendix 1](#)), which will trigger proactive additional support from commencement.
- Coordinators will maintain a report of all students who need additional support and communicate with all tutors and markers.
- All students who are not assessed as requiring additional support will be facilitated according to the student charter.

1.2 Assessment against the matrix on enrolment

- The information required for assessment on enrolment is all contained in the application form. Students do not need to provide additional information. The criteria for the risk matrix are evidence and legislative based as per reference list.
- The students score will be calculated during application and the information will be saved in the SMS.
- Students who have been identified as having a score greater than 7 or at least one high risk question (2 and 8) will be asked if they require the additional support in the plan section of the student support matrix ([Appendix 1](#)).

1.3 Ongoing assessment

- The unit coordinator will monitor the progression of all students and will be alerted to a student requiring additional support if they meet one or more of the following conditions:

1.3.1 Pre census

- If a student has previously failed a unit of study
- If a student is not engaging with the agreed additional support
- If a student does not log in and engage in CNnect despite being prompted
- If a student lives in an area that is affected by a significant natural disaster.
- If a student is affected by a significant life or cultural event.

1.3.2 Post census.

- If a student does not log in and engage in CNnect despite being prompted
- If a student repeatedly asks for extensions.
- If a student fails an assessment item.
- If a student provides evidence of extenuating circumstances (See Table of Definitions in [E.1.3 Student Management](#))
- If a student asks for additional support
- If the student fails to submit an assessment.
- If Studiosity alerts the coordinator to academic and personal risk assessments.
- If a student lives in an area that is affected by a significant natural disaster
- If a student is affected by a significant life or cultural event.

1.4 Additional support throughout the term.

- When a student is identified as requiring additional support the coordinator will
 - Offer additional personal and/or academic support.
 - Offer additional tutorial support.
 - Review timelines and offer longer extensions for assessment items
 - Make a note of the support offered in the SMS and flag additional support required for future terms

1.5 Additional support for students affected by sexual assault and/or sexual harassment

- ACN will support students affected by any incident of sexual assault and/or sexual

harassment, regardless of the location of the incident/s or timing of the incident, or whether the incident/s occurred during ACN activities. Additional support may include:

- assisting a student to make a complaint or disclosure of sexual assault or sexual harassment to ACN or making the complaint on behalf of a student.
- referring a student to external support and counselling services listed on the [ACN website](#).
- helping a student to review timelines due to extenuating circumstances, to support their safety, well-being, or academic progress.
- ensuring that timelines can be reviewed without the student having to further disclose the reasons for the extenuating circumstances.

1.6 Additional support for students who have previously failed a unit of study

- ACN will support students who have previously failed a unit of study within the last five years. Additional support may include:
 - Offering advice as to how to ask for an academic appeal and to raise a non-academic grievance.
 - Students being contacted by customer service team to discuss future study options and progression.
 - Contact from the unit coordinator upon commencement to collaborate on planning a learning contract and to agree on expectations.
 - The unit coordinator will discuss transferring of any successful assessment outcomes from assessments.
 - The unit coordinator offering academic and personal support as outlined in section 1.4
 - Additional access to Studiosity

1.7 Additional support for students who identify as First Nations People

- ACN recognises that students who identify as First Nations people may need additional culturally appropriate support. Additional support may include:
 - A review of timelines for assessments to attend to sorry business or times of cultural significance.
 - Access to emotional wellbeing and crisis support from agencies such as [13YARN](#)

1.8 Additional support for students from the Pacific Islands Nations.

- ACN recognises that students from the Pacific Island Nations can be disadvantaged by the lack of access to internet connections and ICT. Additional support may include.
 - Early access to academic support services
 - Extended timelines for the first two units of study in a course
 - Additional tutorial support for assessments
 - Optional forms of communication such as WhatsApp.

1.9 Additional support for students with special needs

- ACN will ensure where reasonable and practical that students with special needs (such as a disability or illness) can access and participate in educational courses and use the services. Additional support may include
 - access to specialised support by way of assistive technology, consideration for assessment, equipment and other reasonable adjustments once approved.
 - Additional access to Studiosity

1.10 Non-engagement with additional support via learning contract

- If additional support has been agreed upon via a collaborative learning contract and the student does not engage with the support ACN will:
 - Contact the student on the agreed mode of communication and advise them of their options to withdraw from study or ask for further assistance
 - Offer further assistance at the discretion of the Manager Higher Education

(MHE). Students will need to provide documentation to prove extenuating circumstances.

2. Student Feedback

- ACN is committed to ensuring that the support for students' policy and procedure is faithfully and fairly implemented, and that errors, student complaints and opportunities for improvement are identified and escalated. Support for students feedback can be provided online via [CNNECTION](#) and any formal grievances can be emailed attention to: studentcomplaints@acn.edu.au for further details see: [E.1.13 Student Grievance handling - Academic and Non-Academic](#).

2.1 Policy Review

- A review of this policy and procedure will be undertaken annually by the Education Management Committee (EMC) and opportunities to improve the policy will be identified and corrective action undertaken.

REFERENCES

Australian Government Department of Education and Training (2017) FINAL REPORT - Improving retention, completion, and success in higher education. Higher Education Standards Panel. <https://www.education.gov.au/higher-education-statistics/resources/higher-education-standards-panel-final-report-improving-retention-completion-and-success-higher>

Jeffreys, M. R. (2022). Nursing Universal Retention and Success (NURS) Model: A Holistic, Discipline-Focused Framework. Journal of College Student Retention: Research, Theory and Practice, 24(3), 650-675. <https://doi.org/10.1177/1521025120939254>

APPENDICES

[Appendix 1. Student Support Matrix](#)

[Appendix 2. Identifying Aboriginal and Torres Strait Islander students](#)

RELATED POLICIES AND PROCEDURES

[E.1.13a Academic Appeal](#)

[E.1.3 Student Management](#)

[E.1.3a Student Admission and Progression Procedure for Graduate Certificates](#)

[E.1.7 Student Sexual Assault and Sexual Harassment](#)

[E.1.6 Student Clinical Placements](#)

[E.1.12 Student Privacy and Personal Information](#)

[E.1.13 Student Grievance handling - Academic and Non-Academic](#)

[E.1.14 Course Withdrawals and Refunds](#)

[E.1.15 Re-Crediting a Student Fee Help](#)

[E.1.19 Critical incident – Students](#)

[Student Charter](#)

RELATED FORMS

[FM-E.1.3-ED045- Student Support Contract Letter](#)

Responsibility for Review	Director of Education Operations
Ratification	Education Management Committee
Date of Issue	November 2023
Date Reviewed	March 2024



Australian College of Nursing

POLICY AND PROCEDURE

Appendix 1. Student Support Matrix

Risk	Impact	Likelihood	Action or trigger	Responsibility	Plan	Policy sections
On enrolment						
1. Identification of legislative risks on enrolment First Nations people	Moderate (2)	Low (1)	Enrolment process	Course coordinator MHE DEO	Offer of extended timelines for sorry business and other times of cultural significance. Offer of additional personal and academic support	1.7
2. Pacific island students	High (3)	High (3)	Enrolment process	Course coordinator MHE DEO	Offer of extended timelines due to poor internet connectivity Offer of additional personal and academic support	1.8
3. Identification of evidence-based risks on enrolment Parents level of education (not higher education)	Low (1)	Low (1)	Enrolment process	Course coordinator MHE DEO	Offer academic support	1.1
4. English as additional language	Moderate (2)	Moderate (2)	Enrolment process	Course coordinator MHE DEO	Offer academic support	1.1
5. More than 10 years from last study.	Moderate (2)	Moderate (2)	Enrolment process	Course coordinator MHE DEO	Offer academic support	1.1
6. Undergraduate study outside of Australia	Low (1)	Low (1)	Enrolment process	Course coordinator MHE DEO	Offer academic support	1.1
7. Rural and remote student in Australia MM2-MM7	Moderate (2)	Moderate (2)	Enrolment process	Course coordinator MHE DEO	Offer of extended timelines due to poor internet connectivity	1.1
8. Students with special needs	High (3)	Low (1)	Enrolment process	Course coordinator MHE DEO	Offer of additional personal and academic support or specific adjustment.	1.9

Risk	Impact	Likelihood	Action or trigger	Responsibility	Plan	Policy sections
Pre-census						
9. Failed previous unit	High (3)	Moderate (2)	Flag in SMS	Course/unit coordinator	Personal contact via email or telephone or text message via SMS prior to census to check in with progression. Collaborative learning contract to specify expectations to meet the learning outcomes Offer of personal and academic support and extended timelines if required.	1.6
10. Non engagement with additional support	High (3)	Moderate (2)	Failure to meet the expectations of the learning contract	Course coordinator	Personal contact via email or telephone or text message via SMS to encourage the student to log in and engage with the learning environment Review learning contract expectations Assess suitability of student to undertake a unit of study	1.10
11. Non engagement on CNnect pre- census	High (3)	Low (1)	No activity in the log for more than 10 days	Course coordinator	Personal contact via email or telephone or text message via SMS to encourage the student to log in and engage with the learning environment Scheduled report from CNnect	1.3

Risk	Impact	Likelihood	Action or trigger	Responsibility	Plan	Policy sections
Post -census						
12. Non engagement on CNnect post census	High (3)	Low (1)	No activity in the log for more than 10 days	Course coordinator	Personal contact via email or telephone or text message via SMS to encourage the student to log in and engage with the learning environment Scheduled report from CNnect	1.3
13. Students affected by a significant life event (natural disaster)	High (3)	Moderate (2)	Area that the student resides in for natural disasters or student communication	Course/ unit coordinator MHE	Identification of students in an effected area for natural disasters CNnect announcements Offer of personal and academic support and extended timelines if required.	1.4
14. Students who identify as having significant life event	High (3)	Moderate (2)	Notification from student about significant life events according to the definition in Student Management Policy.	Course coordinator MHE	Offer of additional personal and academic support and extended timelines if required. Confidentiality of information	1.4
15. Students affected by SASH	High (3)	Low (1)	Student who identifies as being affected by SASH	Course coordinator MHE	Offer of additional personal and academic support and extended timelines if required. Confidentiality of information	1.5
16. Non engagement with additional support	High (3)	Moderate (2)	Failure to meet the expectations of the learning contract	Course coordinator	Personal contact via email or telephone or text message via SMS to encourage the student to log in and engage with the learning environment Review learning contract expectations Assess suitability of student to undertake a unit of study	1.10

Appendix 2. Identifying Aboriginal and Torres Strait Islander students

Dear Tutor,

ACN is committed to continually improving our student experience by incorporating evidence into practice and adhering to the standards set by our national accrediting body, the Tertiary Education Quality Standards Agency (TEQSA). We are also committed to providing a culturally safe environment for our students and aligning our curriculum and practices to the 'Aboriginal and Torres Strait Islander Health Curriculum Framework'.

I would like to refer to standard 2.2 in TEQSA's Higher Education Standards Framework (Threshold Standards) 2021 regarding diversity and equity:

- Institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students' backgrounds.
- Specific consideration is given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.
- Participation, progress, and completion by identified student subgroups are monitored and the findings are used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups.

Within your tutor group, you have the following student/s who identify as being Aboriginal and/or Torres Strait Islander peoples.

- XXXXXXXXX XXXXXXXXXXXXX

We encourage you to offer additional support to these students and use a strengths-based approach to facilitate their progression through to completion. This can include but is not limited to:

- encouraging engagement with learning materials and group discussion forums
- provide support and additional time to complete assessment items if necessary
- monitoring group forums to ensure that communication is culturally safe, respectful and strengths-based.
- regularly communicating with students to ensure that their learning needs are being met.

Your unit coordinator will be able to assist you if you have any questions.

Warmest regards,

Ashley Page

(Manager Higher Education)