

Student Support Procedures

Section 1 - Purpose and Scope

(1) These procedures outline the processes UNE employs to manage the academic and administrative mechanisms required to fulfil the obligations arising under the [Student Support Policy](#).

(2) These procedures apply to all University of New England staff and students. They do not apply to:

- a. non-award courses;
- b. higher degree by research courses;
- c. award courses where UNE is not the conferring institution or there is a partnership-based policy;
- d. courses where UNE does not contribute towards teaching activities at that institution; and
- e. courses where teaching delivery is subject to partner policies (for example: UNE students undertaking study through another institution are subject to that institution's policy for the duration of that study).

Section 2 - Procedure: Progression, Engagement, Monitoring and Support for Students

Part A - Student Support Services

(3) At all levels of monitoring, students will retain the ability to self-identify if they require additional supports.

(4) Students will be proactively provided support information when commencing with UNE to position them for success, including proactive linkages to relevant services.

(5) Supports are available through the [Student Support and Services site](#).

- a. the [Student Support and Services site will be updated regularly](#).

(6) Support services will be monitored for efficacy, meaning support service offerings will change over time.

(7) The University can identify support needs on behalf of students and create referrals to required support areas.

(8) The University will include in-unit supports, provided by academic staff, as well as specialised support services.

Part B - Communication

(9) Students will be communicated with throughout Tier 1 by automated, templated and/or personalised messaging to provide information regarding support services and means to engage.

(10) Students will be advised if they are identified at Tier 2, Tier 3 or Tier 4, through templated messaging with additional, specialised support services which can be accessed by the student.

(11) Outcomes of Academic Decisions will be tailored to include specific information relevant to the student, and may include personalised messages to students.

(12) Academic Improvement Plan identification and messaging to staff will be automated. Course Coordinators will determine measures required for the Academic Improvement Plan, and will send these directly to students.

Part C - Monitoring of Student Progression and Engagement

(13) Monitoring of student progression is both proactive and reactive:

- a. at-risk students are identified prior to each teaching period, with the status reflected in ATRIUM to support in-curriculum monitoring and support.
- b. progression reviews occur at the conclusion of each teaching period, and support settings for students are reviewed and applied in accordance with the tier support model.
- c. monitoring is based on unit enrolment. A unit is not considered to be enrolled if it displays as INVALID in the student online enrolment system.
- d. the University reserves the right to impose support services where specific criteria in the procedure are met, as part of the Student Support Model, including requirements of an Academic Improvement Plan.
- e. all Tier based detection and intervention will be recorded on the student's Academic Record.
 - i. application of an Academic Improvement Plan will be recorded on the student's Academic Record.

(14) For the purposes of monitoring course progression, a unit with an outstanding result (RE, RU, SET, SPS and SPE) will be treated as an assumed passing grade at the time of assessment.

Part D - Census and Fees

(15) Student enrolment is reported to the government at Census:

- a. all costs/fees associated with unit enrolment are applied at Census.
- b. students will be reminded every enrolment period about Census and what Census means, alongside reminders about supports.

Part E - Student Support Model: Tiered Support

(16) Referral to tiers of support is automated, based on unit outcomes. This referral may be reassessed by a relevant Course Coordinator or Case Manager.

(17) Tier 1: Unit Monitoring and Engagement

- a. Unit Coordinators (and relevant staff) will monitor engagement and progression through administered procedures.
- b. Relevant support areas will be alerted via ATRIUM, or existing referral mechanisms, should supports be required for students.
- c. Faculties will alert specific students under Tier 1 of the [Student Support Policy](#) to the required support services before Census.
- d. Support information from Schools/Faculties will continue throughout the period of study, to assist students with unit success. This includes referrals through ATRIUM to support services.
- e. Student Journey will proactively identify at-risk students based on a formula set with Faculties to proactively position supports for students.

(18) Tier 2: Initial Intervention

- a. Students will be made aware of supports based on the risk of not meeting the identified progression thresholds.
- b. Additional support information, based on need, will be provided to students including options to access specialised support services.
- c. Faculties will be provided with a list of students to review for individualised supports.
- d. students may volunteer for an Academic Improvement Plan as a mechanism to structure formalised supports with active case management.
- e. Identification of students who require a different level of support will be the joint responsibility of Faculties and Student Journey, based on metrics set with Faculties to proactively position supports for students.

(19) Tier 3: Mandatory Intervention

- a. Students who do not meet the required threshold, as per the [Student Support Policy](#), will be made aware of the mandatory requirements of Tier 3.
- b. Initial Assessment of students will be automated, in line with the metrics described in the [Student Support Policy](#) (21), meaning assessment will be conducted through a combined Faculty-directed strategy for assessment of progression.
- c. The stages of this process are as follows:
 - i. Students are identified through Student Services progressions monitoring systems, including ATRIUM;
 - ii. Faculties will be provided with a list of students to review individualised supports;
 - iii. Course Coordinators will review the list and determine the appropriate support for students;
 - iv. Appropriate supports under Tier 3 includes the following:
 - Mandatory referral to relevant UNE support services, if not already confirmed as known to the service, and under case management.
 - Academic Improvement Plans, which may include any conditions deemed appropriate by the Course Coordinator, to support student progression as per the [Student Support Policy](#).
 - v. Personalised and templated communications, including information for progression concerns, will be sent to students.
 - vi. Students will review and accept the referral to supports and/or the Academic Improvement Plan.
 - vii. Student Journey will provide outreach support to students deemed to require Tier 3 supports, including the application of Academic Improvement Plans.
 - viii. The intervention requirements at Tier 3 are mandatory for students.

(20) Tier 4: Review – Unsuccessful Progression (Show Cause)

- a. Students who are flagged as not meeting the required progression will be notified where they are not making satisfactory progress.
 - i. Student Journey will collate all required documentation for review of the student's record (including transcripts, and/or full progression reports, and/or Academic Improvement Plans).
- b. A list of all students identified will be provided the relevant Course Coordinator or delegate for review.
 - i. The review will take into consideration relevant support information and student compliance with any Academic Improvement Plan, and input from relevant subject matter experts.
- c. The Course Coordinator will determine appropriate corrective actions based on the following:
 - i. The student record warrants a re-assessment to a lower tier;
 - ii. Student load is restricted to give the student a better chance at completing units with reduced workload, or by choosing specific units of study;

- iii. The student is given a probationary period of study with a requirement to meet certain outcomes or risk exclusion;
- iv. The student be referred for a Fitness for Study assessment;
- v. Removal from the course without formal exclusion, and the award of a lesser exit award, if applicable;
- vi. Exclusion from the course for a period of up to three (3) years;
- vii. Expulsion from study at UNE.

Part F - Appeals

(21) No appeals are permitted against a designated unit completion requirement imposed by the Course Coordinator as part of an Academic Improvement Plan or Review.

(22) No appeals are permitted against the application of conditions or probation at the Tier 4 level. Should a probation result in a withdrawal or exclusion outcome, the option to appeal will then be provided.

(23) Appeals against withdrawals or exclusion from the course, or reduction in load, by a Course Coordinator can be made to the Head of School as per Section F of the [Academic Assessment Appeals Policy](#).

Part G - Academic Improvement Plans (AIP)

(24) Academic Improvement Plans (AIP) are designed to support students through their studies when identified as not meeting progression requirements.

- a. the AIP is to be used when a Unit Coordinator or Course Coordinator has identified areas of concern in a student's skills/knowledge, that will prove to be a barrier to them successfully completing tertiary study.

(25) Support designed to ensure students have core skills and resilience to progress at the tertiary level.

- a. the AIP should deal only with academic issues, adjustments and required outcomes. An AIP is not appropriate for pre-existing medical or behavioural issues, these should be adjusted for in a [Student Access Plan](#).
- b. unplanned/unexpected outside events that impact a student after the Census date for their unit should be addressed via the [Special Consideration](#) or [Remission](#) process.

(26) The intervention and condition requirements are mandatory for students deemed to require Tier 3 or Tier 4 support.

(27) Students who are identified as requiring an Academic Improvement Plan will be required to meet the AIP conditions at the end of the teaching period for the duration of the AIP, including students who have volunteered for an AIP at Tier 2.

(28) Review of Tier 3 and Tier 4 progression is made by the relevant Course Coordinator.

(29) Students are required to acknowledge the receipt of an Academic Improvement Plan with their Course Coordinator to ensure they understand the requirements of the AIP and have been alerted to UNE's support services.

Part H - Education

(30) Faculties will be required to train and induct staff regarding the [Student Support Policy](#), Student Support Procedures and Academic Improvement Plans.

(31) The Student Support Package ([Policy](#) and Procedures, supports and Course Progression monitoring) will be included in all Orientation Materials.

(32) Student Journey staff will be trained in the process of supporting students who may be impacted by these processes.

Part I - Fitness for Study Assessment

(33) Assessment for Fitness for Study will be made at admission, alongside the genuine student assessment:

- a. students deemed unfit to study at admission will not be offered a place at UNE.
- b. the Student Accessibility and Wellbeing Office may, at times, provide input into assessment for Fitness to Study.
- c. case management processes may also add to Fitness for Study assessments, including OORALA and Course Advising.

(34) The relevant Associate Dean, Teaching and Learning can also review Fitness for Study at their discretion, or when alerted through the Tiered Support Model.

(35) Assessment for Fitness for Study is performed periodically through Progressions Thresholds and is tied to the Tiered Support Model.

(36) Students who do not meet Fitness for Study requirements at or after admission, may be determined as unfit to continue with their studies if:

- a. the student's record shows that they are unable or unwilling to progress through their award towards completion;
- b. the student is unwilling to engage with required supports;
- c. time left to complete the course is insufficient within set time frames;
- d. health factors beyond the student's ability to control prevent them from progressing;
- e. breaches of relevant conduct policies have occurred.

(37) The Executive Principal Student Journey, or relevant delegate, will further review individuals who have been determined as unfit to study:

- a. upon review of all information, the Executive Principal Student Journey will determine whether continued study with UNE is appropriate.
- b. if the status is upheld, a determination will be made for approval of an Aegrotat Award, Discontinuation, Exclusion, or permanent Expulsion from the University.

(38) Students will be communicated the impacts of being deemed unfit to study.

(39) UNE reserves the right to not re-admit students.

(40) Appeals against the decision of the Executive Principal Student Journey, or relevant delegate, can be made to the Executive Principal Education Futures or a member of the Senior Executive, when the Executive Principal Student Journey is absent.

Part J - Records Management

(41) Electronic records must be kept in accordance with the University's [Records Management Rule](#).

Section 3 - Authority and Compliance

(42) The Executive Principal Student Journey, in accordance with part 25 of the [Student Support Policy](#), makes this procedure.

(43) UNE staff and students must observe the procedure in relation to University matters.

(44) The Executive Principal Student Journey is authorised to develop guidelines and associated documentation for the operation of these Procedures that are staff related. The guidelines and associated documentation must be compatible with the provisions of the [Student Support Policy](#).

(45) The Executive Principal Student Journey is authorised to develop guidelines and associated documentation for the operation of these Procedures that are student related. The guidelines and associated documentation must be compatible with the provisions of the [Student Support Policy](#).

(46) This Procedure operates as and from the Effective Date.

(47) Previous Student Support Procedures and related documents are replaced and have no further operation from the Effective Date of this new Procedure.

Section 4 - Quality Assurance

(48) To ensure quality assurance is met, Student Journey's Portfolio and Faculties commit to the following:

QA Measures	QA Body and Reporting
Sample Auditing of Identified Students	Report on application of Policy and Procedure provided each Trimester to the Faculty.
Faculty Audit of Intended Outcomes & Support Website Updating	Report on application of Policy and Procedure each Year to Senior Executive.
Review of Formula for Student Progression Alert	Yearly review by Faculty Associate Dean, Teaching and Learning.
Sector Benchmarking	Yearly report on application of Policy and Procedure provided each Year to Senior Executive.
Federal Data Reporting	Real-time via TCSI and as required.

Section 5 - Definitions Specific to this Procedure

(49) Academic Improvement Plan (AIP) – A formal agreement on support needs to ensure student success. The AIP is set for a defined period and may include load management, as defined under Policy and Procedures, as well as potential consequences if agreed outcomes are not reached.

(50) Exclusion – Temporary removal from University study for a defined period. Exclusions are recorded on the student record and transcript.

(51) Expulsion – Permanent removal from the University. Expulsion is recorded on the student record and transcript.

(52) Tier 1 – The baseline monitoring of assessment tasks, attendance, unit engagement, and course progression.

(53) Tier 2 – Students are reminded of available support options and encouraged to seek assistance.

(54) Tier 3 – Mandatory intervention measures will commence for students identified as Tier 3.

(55) Tier 4 – Identification as Tier 4 will trigger: 1) review of the student record, 2) an assessment of the student's capacity to complete their award, and 3) a review of support services accessed and the effectiveness of those interventions.

Status and Details

Status	Current
Effective Date	26th August 2024
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Unit Head	Tanya Pelle Executive Principal Student Journey dir-studentservices@une.edu.au
Enquiries Contact	<div>Tanya Pelle Director Student Services dir-studentservices@une.edu.au</div> <hr/> <div>Student Journey +61 2 6773 1795</div>

Glossary Terms and Definitions

"Assessment" - Is the process whereby evaluative judgements are made in relation to a student's achievements against the learning outcomes of a unit of study.

"Award" - Is a recognised qualification from UNE including diploma, degree, Master or PhD.

"Grade" - Is the final letter conversion of the aggregate mark attained by a student undertaking a unit. The letter conversion translates the numerical aggregate mark into a statement of level of achievement.

"Student" - Is an admitted student or an enrolled student, at the relevant time: 1. an admitted student is a student who has been admitted to a UNE course of study and who is entitled to enrol in a unit of study or who has completed all of the units in the UNE course of study; 2. an enrolled student is a student who is enrolled in a unit of study at UNE.

"Aegrotat Award" - Is an award of a University course awarded without classification (such as 'with Credit' or 'with First Class Honours') as a result of a Student being unable to complete their course by reason of a permanent, incapacitating illness or injury.

"Senior Executive" - Means the Vice-Chancellor, Deputy Vice-Chancellor, Deputy Vice-Chancellor Research, Chief Financial Officer, Chief Operating Officer, Assistant Vice-Chancellor Transition and Executive Director Future Students, Engagement & Technologies.

"Course" - Course means a syllabus, a curriculum, a training package, units of study, or structured workplace learning, the successful completion of which leads to the conferral of an award on the student by the University (including but not limited to a regulated qualification under the Australian Qualifications Framework).

"Unit" - Is a part of a course with a code, title and credit point value for which a result is recorded on a student's academic record.

"School" - Is an organisational unit comprising academic staff in related fields of study who are responsible for teaching and research in those academic fields together with support staff.

"Admission" - The process of assessment of an application leading to entitlement to enrol as a student in a course

leading to an award of the University.

"Trimester" - the period over which a unit is usually taught. The majority of coursework units are one trimester in length.

"Effective Date" - means the Rule/Policy takes effect on the day on which it is published, or such later day as may be specified in the policy document.

"Faculty" - An organisational unit consisting of a group of related Schools, which is responsible for coordinating the management and quality of the teaching and research conducted by those Schools.

"Tertiary Study" - For admission requirements. Means completion of at least one trimester/semester (or equivalent part-time) of a recognised degree, or a completed Associate Diploma, Diploma or Certificate IV course.

"Teaching Period" - The time period (including examination period) in which a unit is being offered.