

Support for Students Policy

HESF ¹	1 Student participation and attainment	2 Learning environment	3 Teaching	4 Research and research training	5 Institutional quality assurance	6 Governance and accountability	7 Representation, information and information management
APAC ²	1 Public Safety	2 Academic governance and quality assurance	3 Program of study	4 The student experience	5 Assessment		

1. Purpose:

The Support for Students Policy at ISN Psychology was established to demonstrate our commitment to providing all students with the necessary support to enable them to successfully complete their studies.

2. Scope:

This policy applies to all students and staff at ISN Psychology.

3. Policy Statement:

Prospective students will be aware of the requirements of courses and support services available to them and will have been properly assessed for their suitability to undertake a course of study prior to enrolment.

Courses are designed with relevant admissions criteria and structured to ensure that students have attained the required competencies to commence and progress through the course.

Academic and non-academic supports are provided to enable suitable students to successfully complete their course of study.

Student participation will be proactively monitored and interventions implemented where participation appears to be having a detrimental effect on assessment outcomes.

Student academic progress will be monitored to ensure that all necessary components of the course are completed to a satisfactory level and that the rate of progression is sufficient to allow completion within the maximum allowable time.

The participation and success of cohorts of students will be monitored, and specific services developed tailored to the needs of relevant identified cohorts, including students with disabilities and students with Aboriginal and Torres Strait Islander identities.

¹ Higher Education Standards Framework (Threshold Standards) 2021

² Australian Psychology Accreditation Council Accreditation Standards for Psychology Programs V1.2

Students are expected to be active participants in their learning, be aware of policies related to their learning and the supports available to them and to actively engage with them to the best of their abilities.

4. Policy Details:

4.1. Participation

Unit coordinators are responsible for monitoring the participation of students in their units during each study period, including:

- Engagement with learning activities in the learning management system
- Class attendance
- Achievement in assessment tasks
- Feedback from teaching staff
- Feedback from clinic staff and supervisors

Unit coordinators are responsible for providing referral to academic and/or non-academic supports as relevant where participation concerns are identified, and where this is identified prior to census, reminding students that census date is the date they will incur a FEE-HELP debt and encouraged to consider whether there are any barriers to them successfully completing the unit during that study period and act accordingly.

Unit coordinators should refer a student to the respective course coordinator for information or course advice where there are concerns regarding student participation.

Where concerns regarding participation are identified over more than one unit in a semester, a student is managed under a Pre-emptive 'At Risk' Remedial plan (See Student Support: Participation Monitoring Procedure). These plans are developed by the course coordinator and may include:

- Where a maximum of one assessment is failed at the first attempt in a unit requiring all assessments to be passed, offering the student the opportunity to resubmit the assessment which will receive a maximum grade of 50% (Pass).
- Where a student has completed all assessment, but not met the overall requirements of the unit, offering the student the opportunity to complete a supplementary assessment designed to assess overall attainment of the unit learning outcomes.

4.2. Student progression

All students are awarded an academic standing level at the end of each study period by the Course Progress and Grade Assessment Committee based upon:

- Academic progress made in the current study period
- Academic standing level awarded to the student for the previous study period (not including any periods of deferment).

Details of how academic standing levels are awarded are set out in Schedule 1 Classification Requirements and Interventions for Academic Progress and Academic Standing Levels.

All students must maintain the minimum study load of at least two units per semester and/or 25 credit points unless permission to do so has been obtained via a special consideration application (see Assessment and Feedback Policy).

Specific academic progression requirements for each course may be defined (see Schedule 2 Course Academic Progression Requirements) to ensure a student completes all necessary components of their course to a satisfactory level and the rate of progression is sufficient to enable the course to be completed within the maximum allowable period.

Course coordinators are responsible for monitoring the academic progression of students in their course and coordinating intervention and support for students identified at risk of not successfully completing the requirements of their course (see Student Support: Progression Monitoring Procedure).

Students at risk of not successfully completing the requirements of their course will be provided with clear, accurate and comprehensive information about their academic standing and advice about options available to them.

Course coordinators are responsible for monitoring the progress of cohorts of students and ensuring that any patterns identified are addressed.

Students who fail a placement unit will have their enrolment status changed to **Conditional**. As part of this conditional enrolment, students are required to undertake a period of **remediation**, as determined by the **Placement Coordinator**, as a **condition of re-enrolment** in the failed placement unit.

The remediation plan will be developed collaboratively between the student and the Placement Coordinator and will be designed to address the specific competencies and professional behaviours that were not achieved during the initial placement. Remediation activities may include supervised skill development, reflective practice, targeted academic tasks, or other structured learning experiences designed to support student readiness for safe and competent clinical practice.

Students must successfully complete all requirements of the remediation program while **re-enrolled** in the repeated placement unit. Failure to meet the requirements of the remediation program will result in a **fail grade for the placement unit** and **exclusion from the program for up to 12 months**.

Academic supports:

Academic support services are available to assist students in the successful completion of their units of study, such as:

- Library services
- Assistive Technologies
- Extensions and special consideration for assignment
- Academic skills guides
- VISNA (Virtual ISN Assistant)
- Non-academic supports Provision of Support Services (Careers information and job boards).

Student support is available through our Student Support Team who can assist with Access Plans, Liaison, Complaints and referral to our EAP provider for counselling sessions

The Student Services Liaison Officer coordinates and directs student advocacy and support services, acting as a primary point of contact for students seeking assistance.

Access Support Services

Support for students with additional needs such as disabilities, or health conditions should:

- Promote the value of lifelong learning equitably
- Ensure safe ease of access to facilities and services
- Prevent harassment and victimisation
- Comply and be consistent with applicable Australian laws, regulations, and standards, including the *Disability Discrimination Act 1992* and *Disability Standards for Education (2005)*

Students with disabilities or health conditions may apply for reasonable adjustments to be made to under their course of study (known as an Access Plan) which:

- Identify the individual support needs and appropriate reasonable adjustments on a case-by-case basis
- Are developed in line with the published inherent requirements of the relevant course to ensure that the academic integrity of the course and learning outcomes are maintained
- Are developed on the principle of equal access to the teaching and learning environment ensuring neither advantage nor disadvantage in comparison with peers not receiving disability support services

Counselling Services

Counselling services are available to students and can be accessed by contacting the Student Liaison Officer. ISN Psychology provides funding for up to 3 sessions of counselling per student each year, with additional sessions or services potentially available based on individual needs.

Student Liaison Officer

The Student Liaison Officer is responsible for assisting with the resolution of difficulties, identifying resources to support student learning, facilitating student engagement and retention, and supporting students through the process of complaints and/or appeals.

Crisis and Critical Harm Response Arrangements

Students whose participation in study have been affected by a crisis, such as family and domestic violence, harassment, sexual harm, or other traumatic event, may apply for extensions, special consideration in assessment, or special circumstances withdrawal.

Advocacy and Representation

The policy ensures that students have representation and a voice in matters affecting their education and well-being. Students are encouraged to communicate their needs, concerns, and suggestions to the Student Liaison Officer or other designated representatives.

5. Responsibilities:

Policy Owner	Dean
Policy Approver	Academic Board
Accountable	Dean

Students are responsible for participating effectively in their studies and seeking supports in a timely manner (for example prior to census date) where there are circumstances that adversely impact this or they are not participating to the extent required by the unit(s) in which they are enrolled.

Faculty and clinic staff are responsible for reporting concerns about student participation to the unit coordinator and facilitating access to academic and non-academic support services.

Unit coordinators are responsible for monitoring participation, facilitating access to academic and non-academic support services, and referring students to the course coordinator for course advice or development of a Pre-Emptive At Risk Remediation Plan.

Course coordinators are responsible for monitoring progression of individual students and cohorts of students, developing and implementing interventions to address progression issues, and providing reports on such to the Learning and Teaching Committee.

6. Policy Suite:

Admission, Enrolment and Recognition of Prior Learning Policy
Equity, Diversity and Inclusion Policy
Fitness for Practice Policy
Inherent Requirements Policy

7. History, Version and Document Management Control:

This document is reviewed every three years or sooner if required by legislative, organisational or strategic change.

Date	Summary of changes	Authority	Effective date
5.2.25	Establishment of policy to replace F5 Pre-emptive Remedial, At Risk and Show Cause Notifications, F19 Student Advocacy and Support Service Policy, F9 Disability Provisions and ISN Psychology Support for Students Policy.	Academic Board	10.2.25
5.11.25	Amendment to section 4.2 regarding student progression in relation to placement.	Academic Board	17.11.25

Schedule 1 Classification, Requirements and Interventions for Academic Progress and Academic Standard Levels

Academic Progress

Academic progress is classified as follows:

- **Satisfactory Progress:** All units undertaken passed
- **Poor Progress:** One or more compulsory units undertaken not passed
- **Nil Progress:** None of units attempted passed, withdrawal from all units after the census date, failure of a unit for the second time, and/or unable to complete the course within the maximum enrolment period at full time progression

Academic Standing:

The Course Progress and Grade Assessment Committee awards one of the following levels of academic standing:

- **Good Standing:** Student is completing the requirements of the course at a satisfactory level and maintaining a rate of progress to complete within the maximum time allowable.
- **At Risk:** There are concerns regarding the student's academic progress and recommendations are made about engaging with relevant support services to increase the chance of returning to Good Standing. Students who wish to transfer courses who have an academic standing of At Risk will require the approval of the Associate Dean and will retain their academic standing on transfer to the new course.
- **Conditional enrolment:** There are serious concerns regarding the student's academic progress and a specific plan, including restrictions on enrolment or a period of deferral, is developed with the Course Coordinator to increase the chance of returning to Good Standing. Students who wish to transfer courses who have an academic standing of Conditional Enrolment will require the approval of the Associate Dean and will retain their academic standing on transfer to the new course.
- **Show Cause:** A student is not progressing adequately and is required to make a written submission to explain why this has occurred, how they plan to resolve the situation, and why they should not be excluded from the course of study.
- **Exclusion:** The student is excluded for a period of 12 months or the period set by the Course Progression and Grade Assessment Sub-Committee.

Academic Standing Rules

Students will be awarded an academic standing level based on their progress in the current study period and (except for students in their first semester of study) their academic standing level in the previous study period.

		Current Study Period Progress		
		Satisfactory Progress	Poor Progress	Nil Progress
Previous Study Period Academic Standing	Good Standing	Good Standing	At Risk	Conditional Enrolment
	At Risk	Good Standing	Conditional Enrolment	Show Cause
	Conditional Enrolment	Good Standing	Show Cause	Show Cause
	Show Cause	Conditional Enrolment	Exclusion	Exclusion

Schedule 2 Course Academic Progression Requirements

Specific courses may be subject to additional academic progression requirements as outlined in the table below.

Course	Additional academic progression requirement(s)	Explanation
Master of Professional Psychology	Failure more than once of ISNP2207 Practicum will result in Exclusion from the course.	Meeting obligations to protect public safety under Australian Psychology Accreditation Council Standards.
Master of Psychology (Clinical)	Failure more than once of any placement unit will result in Exclusion from the course.	Meeting obligations to protect public safety under Australian Psychology Accreditation Council Standards.
Master of Psychology (Sport & Exercise)	Failure more than once of any placement unit will result in Exclusion from the course.	Meeting obligations to protect public safety under Australian Psychology Accreditation Council Standards.
Doctor of Psychology (Sport & Exercise, Clinical)	Failure more than once of any placement unit will result in Exclusion from the course.	Meeting obligations to protect public safety under Australian Psychology Accreditation Council Standards.