

# CHS Guidelines for Academic Performance Monitoring and Early Intervention

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## Table of Contents

1.	Purpose .....	2
2.	Scope.....	2
3.	Definitions.....	3
4.	Process for Monitoring Academic Performance and Outcomes.....	3
4.1	Timeline and Stages of Monitoring .....	3
4.2	Pre-enrolment and Induction.....	3
4.3	Pre-census Date .....	4
4.4	Mid-trimester Performance Review.....	6
4.5	End of Trimester Review of Outcomes.....	7
5.	Monitoring Student Data .....	9
5.1	Progression Analysis.....	10
5.2	Grade Distribution Analysis.....	10
5.3	Attrition Analysis .....	10
5.4	Completion Analysis .....	11
5.5	Benchmarking (Cohorts).....	12
6.	Responsibilities .....	12
6.1	Academic Board .....	12

6.2	The Academic Registrar.....	13
6.3	Dean .....	13
6.4	Director of Studies.....	14
7.	Records .....	14
8.	Related Documents.....	14
9.	Related legislation.....	14

## 1. Purpose

The purpose of this guidelines is to outline the process of monitoring, reporting, tracking and improving the progress of students at the ECA College of Health Sciences (CHS). It covers timely analysis of student performance by cohorts and provision of early intervention for at risk students. The guidelines also specify the process of assessing, measuring and evaluating whether students receive equivalent opportunities for successful transition into the course.

This document outlines:

- The process for monitoring academic performance and outcomes
- The data collected and used for this monitoring
- The timing of data collection and reporting
- The reporting requirements
- The responsibilities and management structure implemented to enable effective and timely monitoring and intervention
- The early intervention for at risk students

## 2. Scope

This document applies to all award courses at the College. The cohort analysis will be based on:

- Progression
- Grade Distribution
- Attrition
- Completion

In accordance with Higher Education Standards Framework (HESF) (2015), Standard 5.3.4 -b, student performance data will be analysed in the context of:

- Entry pathway
- Credit awarded
- Study mode and campus
- Study load
- Domestic or international students
- Education agent
- Country of origin
- Referral to and uptake of student support
- Benchmarking initiatives for students' achievements

### 3. Definitions

Term	Definition
<i>At-risk Student</i>	A student whose academic performance is below the expected minimum standard and which places student at risk of unsatisfactory course progression.
<i>Early Intervention</i>	Measures taken early in each teaching period to identify and provide additional support to poorly performing students in order to improve their academic performance.
<i>Progression</i>	The percentage of actual student load (EFTSL) for units of study that are passed to all units of study completed (passed + failed + withdrawn), in the last academic year or 12-month period. (Source: DET)
<i>Attrition</i>	The ratio of first-year higher education commencing students in a year who neither completed nor returned to study in the following year, to the total commencing students in that year (TEQSA, June 2017)
<i>Completion</i>	The rate of completion for a cohort of students completing in minimum time.' Completion rates are defined as the number of completions of students in a course as a proportion of the total number of students who commenced in a course in a given year. The rate may be defined as completing in minimum time or minimum time plus one year.' ( <a href="https://www.teqsa.gov.au/glossary-terms">https://www.teqsa.gov.au/glossary-terms</a> )
<i>Grades Distribution</i>	A histogram of the final results of a cohort of students in a unit of study that shows the percentage of those who have achieved High Distinction, Distinction, Credit, Pass and Fail respectively. Grades distributions are drawn up to illustrate performance of student cohorts in different units in a given teaching period or compare performance of different cohorts for benchmarking and other purposes.
<i>Target Range</i>	The target grades distribution histogram adapted for one or more unit of study in a particular teaching period for student cohorts to achieve.
<i>Retention</i>	Retention is opposite to attrition and may be defined as the College's ability to retain students so that they can progress through the different stages of their study and ultimately graduate with an award.
<i>PRISMS</i>	Provider Registration and International Student Management System that is an online portal operated by the Department of Immigration to manage overseas students on a student visa in Australia.

### 4. Process for Monitoring Academic Performance and Outcomes

#### 4.1 Timeline and Stages of Monitoring

Figure 1 shows the timeline for monitoring and cohort analysis at CHS.

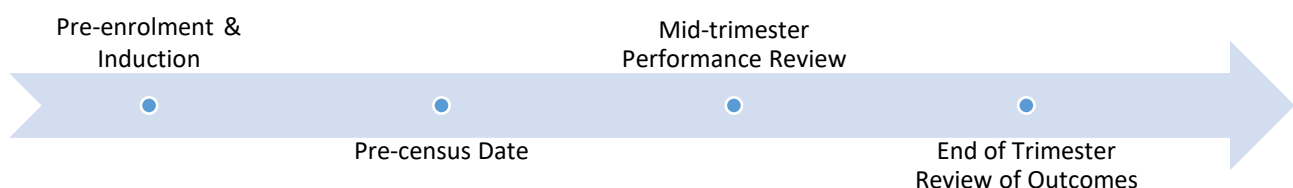


Figure 1: Timeline and stages for monitoring academic performance and outcomes at CHS

#### 4.2 Pre-enrolment and Induction

Assessing, measuring and evaluating whether students receive equivalent opportunities for successful transition into the course at CHS is of critical importance. The intent of pre-enrolment and induction process is to analyse student data and ascertain how the College can materially support successful transition of the admitted cohorts into their course. The Academic Registrar in consultation with the Dean shall analyse the data related to new enrolments prior to the enrolment and induction, and divide new students into sub-groups based on the following:

- English language proficiency
- Academic qualification
- Entry pathway
- Indigenous or socially disadvantaged students
- Credit awarded
- Study mode and campus
- Study load
- Domestic or international students
- Education agent
- Country of origin

The Dean shall determine if the students in each sub-group are adequately prepared for entering their studies at CHS and if individual sub-groups need specific academic support to succeed. The determination of the need for additional support or academic preparation may be based on the past performance of similar sub-groups vis-à-vis the entire cohort and other factors.

The critical factor is to ensure that all sub-groups and any individual with special needs admitted to the College have equal opportunity to successfully complete the course regardless of their educational background, entry pathway, study load or place of study. The support programs for such student sub-groups may range from:

- Mentoring by the academic staff
- Additional weekly tutorial support
- Additional English language classes
- Attendance at academic workshops
- Others

The Dean in consultation with the Academic Registrar shall determine specific additional support for each student sub-group where required and the Registrar shall communicate the same to the student at the time of enrolment. The information is also recorded in the student's file. As part of the orientation the Dean shall emphasise the importance of students completing the required academic preparation and support measures in advance of or in parallel to commencing their course as the case may be. In addition, the Dean shall publicise and encourage all students to take advantage of the general academic workshops offered to all students on a voluntary basis.

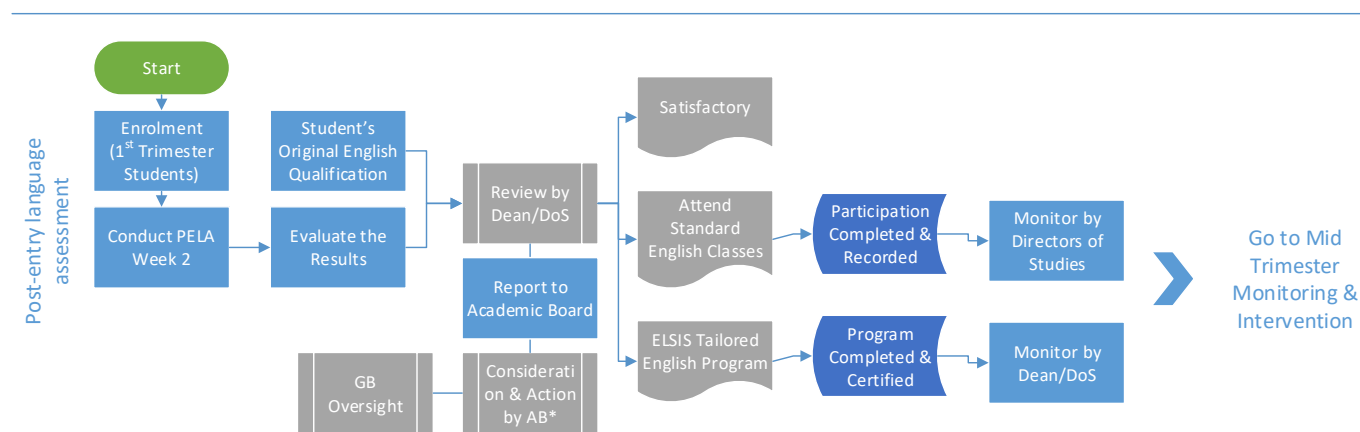
The Dean shall report to the Academic Board the effectiveness of the preparatory requirements and additional support provided to each student sub-group. The Academic Board shall review the adequacy of the preparation and support provided and determine if over a longer period of time the admission criteria need review and revision.

### **4.3 Pre-census Date**

The second phase of identifying at risk students is conducted prior to the census date. The main aim of this identification process is to assess student English proficiency and their capabilities to achieve pass grade in their enrolled units, and to modify/adjust their enrolment where appropriate.

All new students are required to complete the PELA (post-entry language assessment) test in the second week of the trimester. This test is administered by ELSIS<sup>1</sup> on behalf of CHS. The results are compiled to determine new students' English proficiency and the need for undertaking additional English language courses. As noted from Figure 2, the results will be used to classify students into 3 sub-groups:

1. Those who have demonstrated a satisfactory English proficiency;
2. Those who have been deemed to benefit from attending standard ELSIS classes for enhancement of their English proficiency; and
3. Those who need to complete a more intensive and structured language course with a specific study plans such as completing at least 50 hours of intensive English classes at ELSIS over the first half of the trimester.



\*Action may include requiring changes to the EAP or other types of English courses to address any specific concerns identified at cohort or sub-group

**Figure 2: Post-entry language assessment in Week 2 for all new students**

In addition to English language proficiency test all new students are normally required to attend all academic learning and support workshops during their first trimester (compulsory). This is designed to ensure all new students receive the necessary support during their first trimester in order to set them up for success in their studies at CHS.

In order to identify and monitor students in need of additional support the Academic Registrar assisted by the Director of Studies shall:

1. Collate the attendance records from the College's Student Management System
2. Collate the feedbacks from the lecturers including the assessment submission
3. Collate data related to students' requests to modify their study loads with their reasons
4. Collate updates on the late enrolments and their academic progress

The Director of Studies assisted by the Registrar shall combine the above information with the results obtained from the language tests to compile a report for the Dean to consider. The report shall contain the above information and the list of students in need of potential intervention as well as the suggested intervention measures.

When dealing with international students, the Dean needs to check on compliance of measures considered vis-à-vis the National Code 2018 prior to signing on the intervention plan. The Registrar is responsible for timely conduct of this process.

The Director of Studies in each campus is responsible for the implementation of the intervention measures for each student under consideration. They will be assisted by the Registrar.

In parallel to the academic intervention there could be cases where intervention is required for administrative and or personal reasons, e.g. application for credit on account of prior learning. All such changes shall be processed in accordance with the relevant College policies and procedures and in the case of international students in compliance with the National Code 2018. At this stage the intervention plan may comprise one of the following:

- Reduction in study load
- Assistance with English language enhancement
- Assistance with enhancement of academic or learning skills
- Change of course preference if available
- Leave of absence in documented compelling and exceptional cases
- Assistance with personal issues, via Student Welfare and Engagement Officer
- Others as specified

Reduction in course load is only one of the intervention options available to the students who have difficulty completing their full course load or are impacted by events beyond their control. Note that the Dean should ensure that this option is exercised in special cases and with due discretion.

#### 4.4 Mid-trimester Performance Review

Figure 3 illustrates the College's mid-trimester performance review process. The steps are as follows:

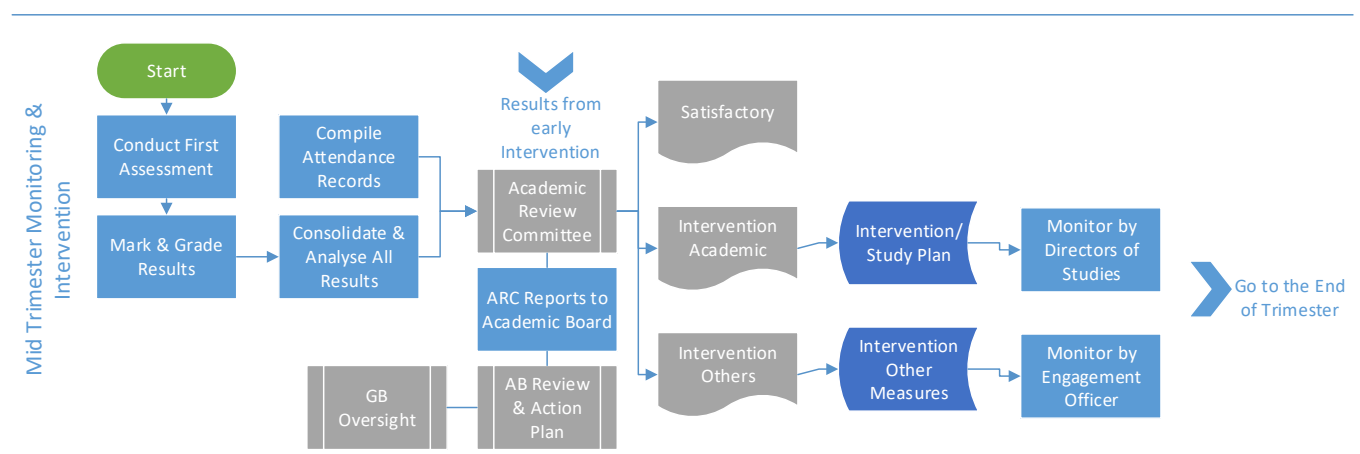


Figure 3: Mid-trimester academic performance review and intervention at CHS

- Students enrolled in a CHS course complete the first assessment in each unit of study
- The marks are entered into the Student Administration Portal or otherwise shared with the Dean and the Academic Registrar
- The results are compiled by the Academic Registrar and collaged together with the results from the early intervention and attendance records for review by the Academic Review Committee<sup>2</sup> (ARC)
- During Weeks 6-7, the Dean/ Director of Studies recommends the intervention strategies.

<sup>2</sup> Academic Review Committee is a sub-committee of the Board of Examiners  
CHSQF036 Guidelines For Academic Performance Monitoring And Early Intervention\_V1.3 V1.1

- Administration, counselling, and referral to professional services shall be provided to all international students free of charge via Student Welfare and Engagement Officer. There may be a charge levied by the external professional or other service
- The ARC convenes and determines the status of each enrolled students, as either satisfactory or poorly performing
- The ARC recommends additional academic intervention and or other interventions in order to support the student improving their academic performance
- In the case of academic intervention, the relevant Director of Studies shall hold an interview with each poorly performing student and agree on a study plan that will be facilitated by the academic staff and or learning support staff
- The study plan includes arrangements for close monitoring of the progress made by the student till the end of semester
- In cases that the student has been impacted by factors beyond their control and are deemed to be in need of other forms of support the student will be interviewed by the Engagement and Welfare Officer in confidence
- Based on documentary evidence in exceptional and compelling cases the College may grant permission to student to withdraw from their studies for an agreed period of time not exceeding one year
- The Student Engagement and Welfare Officer shall monitor each student assigned to him or her and shall report to the Academic Registrar the results of the intervention and support provided
- All the measures taken to support poorly performing students shall be recorded in the Student Management System
- After the ARC meeting and deliberations, the Dean shall compile a summary report for the Academic Board's consideration. The report shall be a diagnostic analysis of student academic performance, for each course CHS offers in the trimester under consideration. The analysis shall include accurate data on progression, grade distribution and include analysis by:
  - entry path (comparing students admitted under each entry pathway);
  - study mode (online, on campus)
  - education agent;
  - country of origin;
  - referral to and uptake of student support services; and
  - benchmarking with student achievement in previous cohorts.
- The Academic Board shall review the report and determine if any additional action plans are needed to improve the student academic performance and outcomes
- The Academic Board shall also consider if a review of the admission criteria for any of the CHS courses is required.
- The Academic Board shall present a summary report to the Board of Directors to inform them of the academic processes applied and outcomes achieved including any recommendations for improvement
- At the end of trimester, the Academic Registrar shall compile a summary report for the Board of Examiners' consideration, including the support measures provided to each student, attendance and other details that will form part of the information reviewed by the Board of Examiners at the end of each trimester.

#### **4.5 End of Trimester Review of Outcomes**

Figure 4 illustrates the College's approach to monitoring students' academic performance and review of the outcomes. The steps are as follows:

- Students enrolled in a CHS course complete all assessments in each unit of study
- The marks are entered into the Student Administration Portal or otherwise shared with the Dean and the Academic Registrar

- The results are compiled by the Academic Registrar together with the respective grade distributions and the attendance records for review by the Board of Examiners<sup>3</sup> (BoE)
- The Academic Registrar also submits a summary report of individual student performance pursuant to the interventions determined by Academic Review Committee
- The BoE convenes and reviews the performance by the current cohort compared to the past cohorts, grade distributions in individual units and across the course and other relevant information
- The BoE also reviews performance and outcomes of each enrolled student and assigns a category to him or her as either *satisfactory* or *academic caution* or *at-risk* or *unsatisfactory*. It also considers requests for special consideration<sup>4</sup> and recommends supplementary or other forms of additional assessment where appropriate following the *CHS Course Progress Monitoring and Intervention Policy*

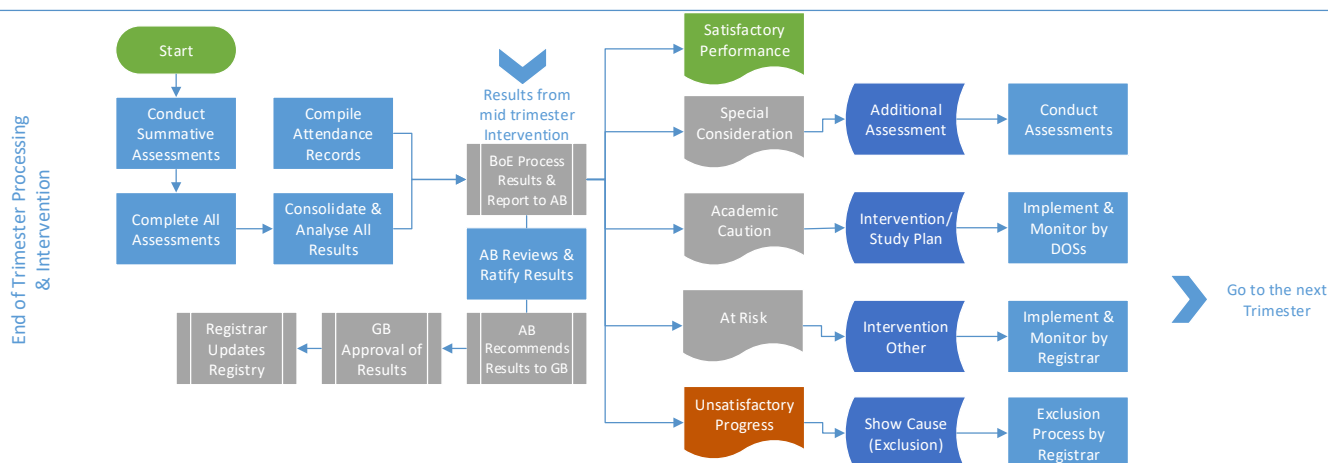


Figure 4: End of trimester academic outcomes review and intervention at CHS

- The BoE recommends either academic and or other interventions in order to support poorly performing students improve their academic performance
- In the case of academic intervention, the relevant Director of Studies shall hold an interview with each poorly performing student and agree on a study plan or additional work as the case may be. The academic and learning support staff shall facilitate the implementation of intervention measures as appropriate.
- The study plan includes arrangements for close monitoring of the progress made by the student over the allocated time
- In cases that the student has been impacted by factors beyond their control and are deemed to be in need of other forms of support the student will be interviewed by the Engagement and Welfare Officer in confidence
- Through this process student may be referred to professional or other services for assistance
- Based on documentary evidence submitted by a student in exceptional and compelling cases the College may grant extended time to a student to complete the required assessment, or complete their coursework or other concessions as appropriate, including permitting student to withdraw from their enrolled units without failure.
- The Engagement and Welfare Officer shall support and monitor each student assigned to him or her and shall report to the Academic Registrar the results of the intervention and support provided
- All the measures taken to support poorly performing students shall be recorded in the Student Management System
- The results processed by the Board of Examiners shall not be final until: (a) all appeals are resolved; (b) the Academic Board reviews and ratifies the results; and (c) the Board of Directors approves the results

<sup>3</sup> BoE is a committee of the Academic Board.

<sup>4</sup> Refer BoE's Responsibilities and Terms of Reference for details of processing undertaken by BoE.



- The Academic Board shall receive the minutes of the BoE's meeting as well as the spreadsheet of the results and other key information in order to review the results and BoE's recommendations
- The Board of Examiners shall compile a summary report on underpinning issues that in the BoE's view impact students' performance for the Academic Board's consideration. The report shall be a diagnostic analysis of student academic performance in each course CHS offers in the trimester under consideration. The analysis shall include accurate data on attrition, progression, completion and grade distribution, including analysis by:
  - entry pathway (comparing students admitted under each entry pathway)
  - study mode (online, on campus)
  - education agent
  - country of origin
  - referral to and uptake of student support services
  - benchmarking with student achievement in previous cohorts
- The Academic Board shall review the report and the associated student performance data to determine if any additional action plans are needed to improve student academic performance and outcomes
- The Academic Board shall also consider if a review of the admission criteria for any of the CHS courses is required.
- The Academic Board shall present a report on academic performance of students attaching the results and recommendation to the Board of Directors to inform them of the academic processes applied and outcomes achieved including any recommendations for improvement

At the end of each the Dean shall compile the Annual Course Review Report for each course to submit to the Academic Board. The Annual Course Review Report shall contain a detailed analysis of the cohort performance and recommendations for improvement (refer CHS Annual Course Report Template 2019).

## 5. Monitoring Student Data

As noted the Dean is required to conduct a detailed analysis of students admitted to each course at CHS prior to the enrolment in order to identify student sub-groups in need of additional academic preparation or support to maximise their chances of successful completion of their courses and minimise attrition rates.

At regular intervals the College will conduct a diagnostic analysis of statistics on student load, attrition, progression and completions as well as student satisfaction and report the results to the Academic Board. The analysis shall include analysis by:

- entry pathway;
- initial English language proficiency and adequacy of additional language studies
- student sub-groups;
- study mode;
- education agent;
- country of origin;
- referral to and uptake of student support services; and
- benchmarking with student achievement in similar courses at other higher education providers where data is available.

The Dean shall present the above report to the Academic Board at scheduled times and the Academic Board shall determine the adequacy of the intervention measure taken, develop additional action plans to address any issues identified through the comprehensive diagnostic analysis, and undertake periodic monitoring of the effectiveness of interventions. (See Annexure A: Academic Board Standing Agenda Items). The action by

the Academic Board may include making recommendations to ELSIS to improve a particular English language course or focus on specific areas such as academic writing skills.

### **5.1 Progression Analysis**

- The College is committed to ensuring that students have equivalent opportunities for successful transition into the course, regardless of their educational background, entry pathway, mode or place of study.
- The College will identify and analyse the progression data in the course by each cohort in every semester, to ensure students have equivalent opportunities for successful progression, and to address the gaps identified.
- A progression goal for each unit of study and an Intervention Plan for specific cohorts will be determined and presented to the Academic Board for approval. This report will include benchmarking data from other institutions where available to identify areas for improvement.
- The Dean has the delegated authority and is responsible for academic performance monitoring and early intervention at CHS. The Dean must ensure that the College has an approved process in place to support the attainment of both the progression goal and implementation of the intervention plan.

The Academic Board will provide a summary of key findings and actions taken from the progression report analysis to the Board of Directors.

This report will also be included in the Academic Performance Review Report to TEQSA which includes information about:

1. Rates and trends of progression analysed against entry pathway, credit awarded, study load, campus, domestic/international, education agents, and referral to and uptake of student support
2. Measures to ensure that all CHS students will have equivalent opportunities for successful progression, regardless of their educational background, entry pathway, study load or place of study.
3. Actions implemented to ensure equivalent opportunities are provided to all cohorts for successful progression and whether the actions have been effective to date.

### **5.2 Grade Distribution Analysis**

The College is committed to promoting consistency across units, courses and cohorts, and grade distribution analysis and comparison forms part of it. The aim is to ensure comparability with other higher education institutions.

The Academic Board will set the target range for the pass rate and average mark for each subject. Grade distribution analysis will be conducted by the Dean for each unit by analysing the performance against the target range for the pass rate and average mark for that unit and trend data across units and over time

Grade Distribution report will be reviewed by the Board of Examiner and the Academic Board in each teaching period. It will address the key issues in terms of consistency in grades, actions implemented by the Dean and whether such actions have been effective to date.

### **5.3 Attrition and Retention Analysis**

The College is committed to ensuring that students are admitted to the right course of study at an appropriate level, supported with outstanding learning and teaching initiatives, and appropriate mechanisms of student supports to minimise attrition rate.

The attrition data will be analysed based on each cohort to determine whether students have the likelihood of successfully completing their course, including correlation with their educational background, entry pathway, study load, country of origin or place of study.

The Dean shall continuously monitor and ensure effective measures are implemented to minimise attrition. The Academic Registrar shall use the College's Student Administration Portal (Annexure B) and Dashboard to compile regular reports, including attrition analysis, with recommendation to:

1. Dean and CEO
2. Academic Board

Attrition alongside other key indicators will be included in the Annual Course Review Report prepared by the Dean and submitted to the Academic Board. The Academic Board will review the report and provide a summary of key findings and actions taken to the Board of Directors.

This report will also be included in the Course Performance Review Report to TEQSA which includes information about:

1. Rates and trends of attrition analysed against entry pathway, credit awarded, study load, campus, domestic/international, education agents, and referral to and uptake of student support
2. Measurement to ensure that all CHS students will have equivalent opportunities for successful progression, regardless of their educational background, entry pathway, study load or place of study.
3. Actions implemented to ensure equivalent opportunities are provided to all cohorts for successful progression and whether the actions have been effective to date.

## **5.4 Completion Analysis**

The College is committed to ensuring that students have equivalent opportunities for successful completion of their course regardless of their educational background, entry pathway, mode or place of study.

The College will identify and analyse the completion data in a course of study by each cohort in every teaching period, to ensure students have equivalent opportunities for successful completion, and to address the gaps identified.

A completion goal for each course of study for specific cohorts will be determined by the Academic Board. The Annual Course Review Report to the Academic Board will analyse the actual completion against the pre-set goals. The report will include benchmarking data sourced from other institutions where available to identify areas for improvement.

The Dean is responsible for ensuring the College has an appropriate process to support the attainment of the completion goal and that cohort progression is regularly monitored and reported to the Academic Board, including recommendations to improve the completion rate.

The Academic Board will provide a summary of key findings and actions taken from the completion report analysis to the Board of Directors. This report will be included in the Annual Course Review Report.

This report will also be included in the Academic Performance Review Report to TEQSA which includes information about:

1. Rates and trends of completion analysed against entry pathway, credit awarded, study load, campus, domestic/international, education agents, and referral to and uptake of student support
2. Measures to ensure that all CHS students will have equivalent opportunities for successful completion, regardless of their educational background, entry pathway, study load or place of study.
3. Actions implemented to improve opportunities for successful completion and whether the actions have been effective to date.

## 5.5 Benchmarking (Cohorts)

The College is committed to providing high quality higher education courses and student experience by comparing practices, processes or performance outcomes to identify comparative strengths and weakness, as a basis for developing improvements in academic and non-academic quality or performance.

The College will conduct benchmarking to:

- Provide evidence of the validity of current practice
- Indicate areas for further improvement
- Inform strategic planning and decision-making

Benchmarking will be performed in student performance data, specially the success of student cohorts against comparable courses of study in relation to:

- Progression Rates
- Attrition Rates
- Success Rates
- Completion Times and Rates
- Moderation of Assessment

The Director of Studies will conduct this analysis, identify key findings and differences, and recommend suggested actions for performance improvement.

The Dean will evaluate and submit the proposal for improvement to the Academic Board for approval. The Academic Board will report the results of benchmarking initiatives to the CHS Board of Directors.

The benchmarking analysis will be conducted in line with the ***CHS Benchmarking and External Referencing Policy and Procedures*** and the ***CHS Benchmarking Plan***.

## 6. Responsibilities

### 6.1 Academic Board

The Academic Board sets the academic standards for courses, including goals for the following:

- Progression
- Grade Distribution
- Attrition
- Completion

The Academic Board will receive regular reports from the Dean and will monitor the actual trends and rates of progression, grade distribution, attrition and completion, analysed in terms of:

- Entry pathway

- English language proficiency
- Credit awarded
- Study mode and campus
- Study load
- Domestic or international students
- Education agent
- Country of origin
- Referral to and uptake of student support
- Benchmarking initiatives for students' achievements

The Academic Board shall regularly monitor the effectiveness of the intervention measures and the outcomes in each course and determine if fresh action plans and interventions are required to ensure effectiveness (see Annexure A: Standing Agenda Items for the scope of regular monitoring by the Academic Board).

## **6.2 The Academic Registrar**

The Academic Registrar at CHS is responsible for all administrative tasks required to monitor student progression and apply timely intervention. This includes timely collection of the relevant data, collation and analysis of the data, preparation of summary reports, facilitation of academic decision processes and communication with all students. The Academic Registrar shall record all data and information related to student academic performance in each trimester and ensure that such information is readily available to all concerned.

## **6.3 Dean**

The Dean has the primary responsibility for all academic functions within the CHS and particularly in relation to monitoring academic performance of students and effective intervention measures to support at risk students, reduce attrition and increase student satisfaction. The Dean shall monitor the academic performance of students closely, particularly in relation to the following indicators:

- Student load
- Attrition
- Progress rate
- Completions
- Graduate satisfaction
- Graduate destination

With regular analysis of cohorts by:

- Entry pathway
- Credit awarded
- Study mode and campus
- Study load
- Domestic or international students
- Education agent
- Country of origin
- Referral to and uptake of student support
- Benchmarking initiatives for students' achievements

The Dean is responsible for compiling and reporting accurate data on the above to the Academic Board at predetermined intervals (see Annexure A: Academic Board Standing Agenda Items).

## 6.4 Director of Studies

The Director of Studies at each campus shall be responsible to the Dean for compilation and accurate reporting of student academic performance data as well as playing a key role in monitoring academic performance of student cohorts, including effective implementation of the agreed intervention measures and pastoral care of students. The Director of Studies shall coordinate the input needed from the academic staff in their campus, maintaining academic integrity and assuring timely execution of all tasks.

## 7. Records

Records associated with the implementation of the Guidelines shall be maintained according to the **CHS Student Academic Records Management Policy**.

## 8. Related Documents

- CHS Course Progress Monitoring and Intervention Policy
- CHS Course Progress Delegations Schedule (Decision Authorities)
- CHS Assessment Policy
- CHS Academic Integrity Policy
- CHS Policy for Review and QA of Award Course
- CHS Equity and Diversity Policy

## 9. Related legislation

- Higher Education Support Act 2003
- Tertiary Education Quality and Standards Agency (TEQSA) Act 2011
- TEQSA Higher Education Standards Framework (Threshold Standards) 2015
- Education Services for Overseas Students (ESOS) Act 2000 and National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018)
- Australian Qualifications Framework (AQF).

## **Annexure A: Academic Board Meeting Standing Agenda Items**

**Welcome and apologies**

**Conflict of Interest**

**Previous minutes confirmation and actions arising**

**Confirmation of Circular Resolutions**

**Chair's Report**

**CEO's Report**

**Dean's Report** to include: -

- Student Outcomes (vs. cohorts) Report
- RPL Report
- Enrolments Report
- Plagiarism Report
- Complaints Report
- Misconduct Report
- Students at risk including Academic Support
- Academic Integrity: Assessments, Contract Cheating
- Audit of Staff Qualifications Report
- CPD
- Scholarship
- Research
- Benchmarking Grades
- Moderation
- Attrition, Progress, and Completions
- A&TSI engagement
- Student Welfare Report
- QILT Report
- Student Satisfaction Survey Report
- Continuous Process Improvement Report
- New Policies and Procedures
- New Plans and Frameworks
- Library and Facilities Report
- Staffing Report
- Progress against the Academic Management Plan and Teaching and Learning Plan
- Cycle of Reviews
- Reregistration and Reaccreditation Schedule
- Update on any TEQSA Conditions
- New Appointments

**LTC Report**

- Moderation
- Benchmarking of Grades
- Examination Report
- A&TSI/Disadvantaged Students Report

**SRC Report**

**CAC Report**

**Academic Delegations Status Report**

**Questions without Notice**

## Annexure B: CHS Student Administration Portal and Dashboards

The screenshot displays the CHS Student Administration Portal Dashboards page. The header includes the CHS logo (ECA College of Health Sciences), the text "College of Health and Science", and a "EDIT LINKS" button. The main content is organized into three sections: Student Data, Academic Data, and Internal Data, each containing four dashboard tiles. A left sidebar lists navigation options: Home, Academic, Course Information, Dashboards (highlighted), Online Application, Documents Templates & Reports, Semester Information, Survey Management, Student Support, and Site contents. A "EDIT LINKS" button is also present in the sidebar.

**CHS** College of Health and Science  
ECA COLLEGE OF HEALTH SCIENCES

**Dashboards**

Home  
Academic  
Course Information  
Dashboards  
Online Application  
Documents Templates & Reports  
Semester Information  
Survey Management  
Student Support  
Site contents

**Student Data**

- Student Data (Past)
- Student Data (Current and Future)
- Outstanding Fees
- Cohort Attrition Rates

**Academic Data**

- Grade Distribution
- Unit Analysis
- Pass Rate Analysis
- Assessment Tasks Analysis

**Internal Data**

- PRISMS & RTOManager
- Operations
- Tasks
- TEQSA Risk Indicators