

Melbourne Institute of Technology

# InSPIRE Program Guidelines



**MELBOURNE**  
INSTITUTE OF TECHNOLOGY

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# InSPIRE Program Guidelines

Improving Student Performance through Intervention and Risk Evaluation

## 1. PROGRAM OVERVIEW

Melbourne Institute of Technology (MIT) is committed to delivering two cornerstones of its Student Engagement Plan and Learning & Teaching Plan; providing a first- class learning environment that achieves student participation and success irrespective of a student's academic entry path or background. MIT developed the InSPIRE Program in 2015 to support this philosophy by providing a structured and facilitated approach to monitor and act on student and staff engagement throughout each study period.

MIT's InSPIRE program employs an evidence-based pedagogical approach which identifies where students are in their learning. Appropriate teaching strategies and interventions are then tailored to challenge each student. Their progress is continually monitored which in turn evaluates teaching effectiveness to optimise students' learning.

MIT's [Student Academic Progress Policy and Procedures](#) details how MIT addresses students with ongoing unsatisfactory academic progress. The InSPIRE Chair is a member of the Course Progress Review Committee (CPRC) described in the Policy and Procedure to aid with informed decision making on students individual performance and risk level. Records are maintained by the InSPIRE group which capture students levels of engagement with early intervention attempts and compliance with any formal academic intervention agreements.

## 2. PROGRAM AIMS

The InSPIRE program aims to:

- contribute towards the successful academic transition of students in their first year of study.
- facilitate academic and professional staff collaboration in assisting students through an agreed MIT wide approach.
- utilise technology and the outcomes of academic hurdles to identify students who may be struggling or falling behind early in each study period and proactively offer support.
- Track students engagement in support offered and intervention plans, including their academic improvement to aid in the continuous enhancement of learning and teaching and support services at MIT.
- assist all students to successfully complete their course within the specified duration wherever possible.

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### 3. EARLY INTERVENTION- RED FLAGS

Students are identified for early intervention using information about known circumstances, technology and participation or progress in academic hurdles during each study period. Academic progression risks identified during this process are referred to as 'Red Flags' by the InSPIRE group and students who have a 'red flag' are proactively offered support.


Examples of red flags are:

<b>Poor academic history</b>	Poor academic history in previous trimester of study.
<b>Late enrolments</b>	Intervention for anyone who enrolls after the beginning of the trimester.
<b>Known personal circumstance</b>	Impacting study, and brought to the attention of MIT staff. This includes mental and physical health concerns and disability.
<b>Low class participation</b>	Identified through referrals from academic staff and Intelliboard reports
<b>Academic Integrity Module</b>	Has not successfully completed the online Academic Integrity Module within the first 5 Weeks of the trimester.
<b>No/Low Moodle access</b>	If a student has not accessed Moodle by the end of Week 2.If a student has low access after Week 2.
<b>Low attendance</b>	Low attendance through the generation of attendance reports.
<b>Assessment tasks outstanding</b>	Failure to submit or attend assessments during a Study Period, including formative assessments.
<b>Account Activation</b>	•Failure to activate subscription or IT accounts which facilitate study.

**InSPIRE  
Committee**

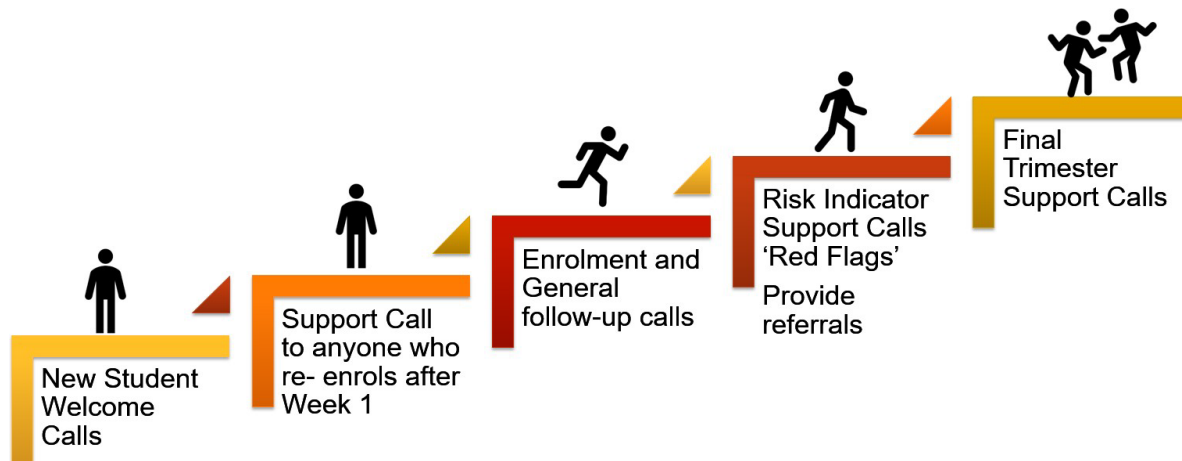
**EARLY INTERVENTIONS  
CALL TO ACTION**

- Students are assigned a Personal Academic Student Advisor (PASA) who actively refers to other services as relevant to each students' case.
- Monitored by Teaching staff and CC's in Moodle.
- Progress tracked in InSPIRE weekly meetings.



## 4. PERSONAL ACADEMIC STUDENT ADVISORS (PASA)

Personal Academic Student Advisors (PASA) are engaged by the InSPIRE group to offer pro-active additional support to all first-year students and those who are referred for additional support through the identification of red flags. Intervention cases are assigned to PASA's who maintain the records of their contact with each student, including the referral to other support services as appropriate.



PASA Support- Every Step Counts

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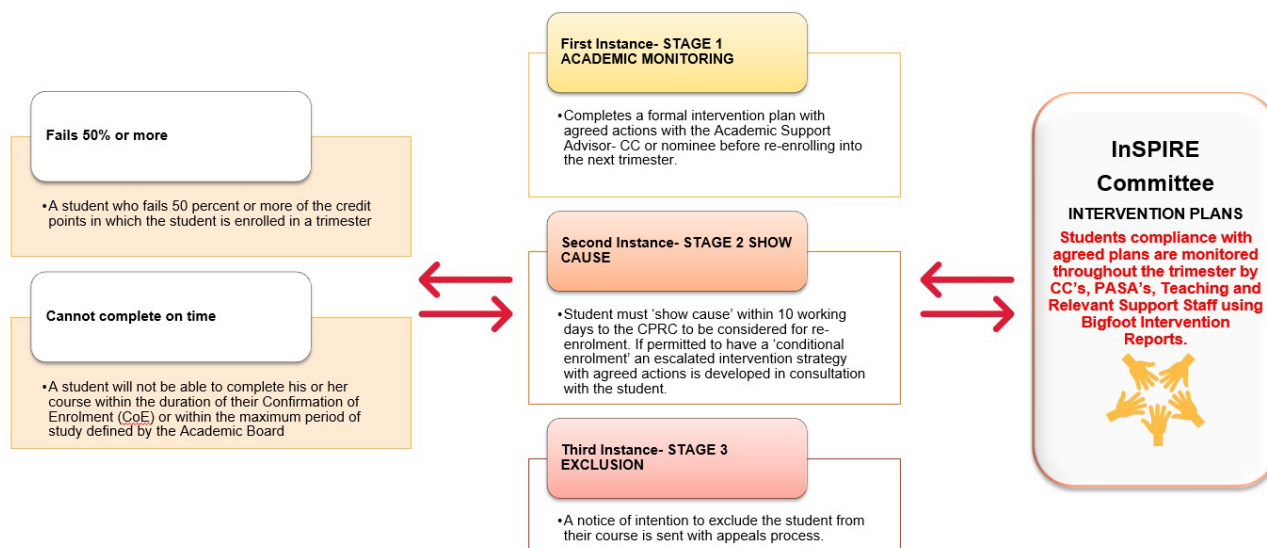
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## 5. STUDENT INTERVENTION PLANS

Following MIT's Student Academic Progress Policy and Procedure, students are identified for formal intervention at various stages of escalation based on the Institute's academic progression requirements at the results publication date, and decisions made by the CPRC. Students who have not achieved satisfactory course progress are counselled by their respective Course Coordinator (CC) or nominee and placed on a Student Intervention Strategy Plan (i.e., Intervention Plan). Depending upon the student's circumstances, the Intervention Plan will specify actions required by the student and referrals to MIT Support Services to improve their academic performance in the following study period. The CC's play an active role in monitoring students' compliance with the agreed intervention plans and report on this progress at InSPIRE meetings. Referrals are made and registered in MIT's Bigfoot system, with the referred service responsible for acting on the referral indicator. Bigfoot intervention records are referred to by the committee to determine if students are 'on track' to achieve satisfactory academic performance.

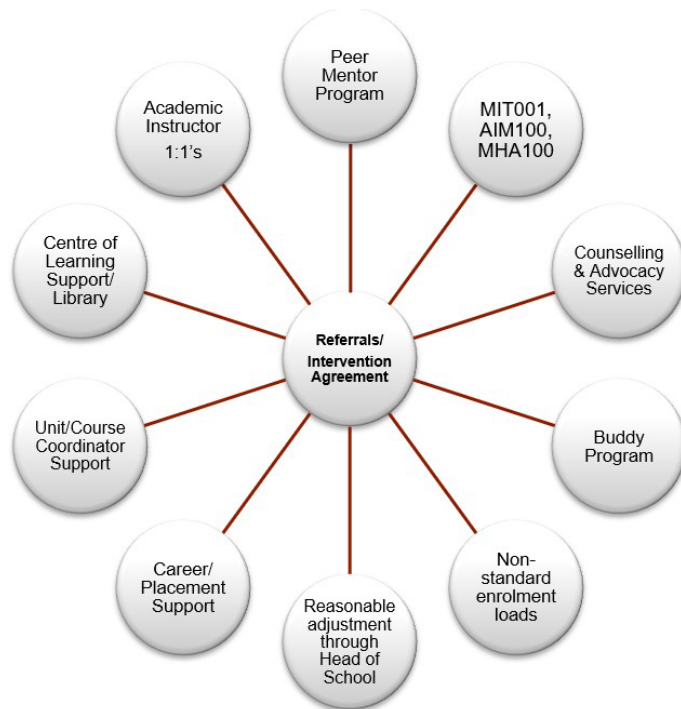
Students who receive a failure grade in one unit, however, pass 50% or more of the units attempted in the same study period, will receive a support letter, and support call from their PASA.



Unsatisfactory academic progress, assessed at the conclusion of each study period, after Grade Release date.

## 6. MIT SUPPORT SERVICE REFERRALS

During the early and formal intervention stages, students are referred to Support Services which are relevant to their individual situation. Referrals to support services are made through the Bigfoot student system for tracking and reporting purposes.



**AGREED INTERVENTION PLANS**

Referrals are explicit  
Designed to cater for the individual

**Support area are made aware of the referral through Bigfoot Intervention Referrals and PASA Reports**

**CLOSE the gap!**



## 7. InSPIRE GROUP MEMBERSHIP

MIT staff in the following positions are members of the InSPIRE Group

- InSPIRE Chair
- InSPIRE Secretary
- Campus Director
- Head of School
- Course Coordinator
- Assistant Course Coordinator
- Associate Director- OSAE
- Coordinator Academic Services and Administration
- Centre of Learning Coordinator
- Personal Academic Student Advisor

## 8. PROCESS OVERVIEW

### 8.1. Meeting Regularity

InSPIRE Meetings are held online, cross campuses using Microsoft Teams. The InSPIRE Secretary is responsible for arranging the meetings and record keeping:

- Trimesters (12 Teaching Weeks) – Weekly meetings are held from Weeks 2 to 10
- Terms (Less than 12 Teaching Weeks) – Meetings are held on a weekly basis

### 8.2. Reporting

In May, an Annual InSPIRE Report is prepared by the InSPIRE Chair which includes an update on the InSPIRE groups activities and student performance over the proceeding academic year incorporating Trimesters 1, 2 and 3 and any relevant Term deliveries.

The Annual InSPIRE Report is presented by the Chair to the Learning and Teaching Committee and Student Experience Committee.



### 8.3. InSPIRE Group Study Period Action Plan

The InSPIRE Study Period Action Plan includes a schedule of action items with designated membership responsibility. This intervention plan is referred to and updated with progress achieved during each weekly InSPIRE meeting.

Note- This plan is a guide only and is based on a 12 week trimester model, this may vary slightly each study period.

Week	Risk Indicator/ Topic	Action	Responsible	Outcome	Progress (Recorded in following week during Inspire meeting)
WEEK 2	Trend Risks	<b>Review the following and provide analysis report at the first Inspire meeting, including any actions:</b> <ol style="list-style-type: none"> <li>Units that did not perform well last time they were offered</li> <li>Units that are over performing (units that have high pass rate and higher percentage of High Distinctions)</li> <li>Correlation between units underperforming and student participation rates or assigned academic staff</li> <li>Comparison of unit progression with previous trimesters and associated trends</li> </ol>	Heads of School	Issues identified, actions to mitigate risk enabled.	Report provided to Inspire Chair and Secretary containing accurate analysis and actions?
	Student Interventions and Risk Status	<b>Generate Report:</b> Provide report of students based on risk category and assigned referrals for monitoring by InSPIRE Committee. Must include the date the student enrolled for the trimester.	InSPIRE Secretary	Respective staff receive information to take further action.	List received and noted for actioning and added to InSPIRE Masterfile.

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Week	Risk Indicator/ Topic	Action	Responsible	Outcome	Progress (Recorded in following week during Inspire meeting)
WEEK 3	New teaching staff and teaching staff with previous lower student success rates.	Assign new teaching staff and those who had lower student success rates in the previous trimester with a Mentor.	Course Coordinators	Teaching staff provided adequate support	Mentors assigned for both categories by end of Week 2?
	Sufficient support/ Student Consultation Times	All teaching staff to self-allocate 1hr per week consultation time, per unit in AMS.	Course Coordinators in communication with Teaching staff.	Students are able to book consultation times online.	<b>SOB</b> # unallocated SYD # unallocated MEL <b>SITE</b> # unallocated SYD # unallocated MEL
	Monitoring progress Week 3 reports	<b>Generate Reports</b> <ol style="list-style-type: none"> <li><b>On Monday of Week 3</b>, provide report of students who are repeating a subject, including the teachers name and unit name to the <b>Course Coordinators (or delegates)</b>.</li> <li><b>On Monday of Week 3</b>, provide report of teaching staff/units that have no consultation times recorded in AMS to <b>Course Coordinators</b>.</li> <li><b>On Friday of Week 3</b>, provide report of students who are expected to complete to <b>PASA</b></li> <li><b>On Monday of Week 3</b>, provide a list of students with open intervention cases.</li> </ol>	System Development Division	Respective staff receive information to take further action.	<b>Reports sent on time?</b> 1. 2. 3. 4.

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	Previous Fail	<ol style="list-style-type: none"> <li>Email the list of students who are repeating a subject to the applicable teacher.</li> <li>Email to students who are repeating the unit to contact their teacher for additional support.</li> <li>Email the support letter to list of students who failed one unit in the previous trimester.</li> </ol>	<b>Course Coordinators</b>	<ol style="list-style-type: none"> <li>For teachers to offer 'at risk' students additional support</li> <li>To encourage 'at risk' students to seek additional support.</li> </ol>	Emails sent by Wednesday Week 3?
	Has not accessed learning resources	<p><b>On Monday of Week 3</b>, have email notification sent to any student who has not accessed their subject material in Moodle during Weeks 1-2. Have list of students who received the notification sent to <b>HOS, Deputy HOS, Course Coordinators and Inspire Chair</b> by Monday of Week 3.</p>	<b>Associate Director - OSAE Sydney and Melbourne (or nominee)</b>	Students reminded to access their learning resources.	<b>Notification sent to students? Report sent on time?</b>
	Sufficient support/ Student Consultation Times	All teaching staff to self-allocate 1hr per week consultation time, per unit in AMS.	<b>Course Coordinators in communication with Teaching staff.</b>	Students are able to book consultation times online.	SOB # unallocated SYD # unallocated MEL SITE # unallocated SYD # unallocated MEL

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Week	Risk Indicator/ Topic	Action	Responsible	Outcome	Progress (Recorded in following week during Inspire meeting)
WEEK 4	Monitoring progress Week 4 reports	<ol style="list-style-type: none"> <li><b>On Monday of Week 4</b>, provide report of teaching staff/units that have no consultation times recorded in AMS to HOS.</li> <li><b>On Friday of Week 4</b>, for weeks 1-4, email PASA the list of students from each campus who have 50% or less attendance and who have unresolved intervention referral logs.</li> <li><b>On Friday of Week 4</b>, for weeks 1-4, provide HOS and Deputy HOS with a list of any consultation records entered into AMS by teaching staff.</li> <li><b>On Friday of Week 4</b>, provide CC's HOS, Deputy HOS and Campus Directors with a report on attrition and progression stats by course and campus, against targets.</li> </ol>	<b>System Development Division</b>		Reports sent on time? 1. 2. 3. 4.
	Sufficient support/ Student Consultation Times	<b>Final Warning Email sent to</b> teaching staff who have yet to self-allocate 1hr per week consultation time, per unit in AMS. Performance warning.	<b>Heads of School</b>	Students are able to book consultation times online.	<b>SOB</b> # unallocated SYD # unallocated MEL <b>SITE</b> # unallocated SYD # unallocated MEL

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Week	Risk Indicator/ Topic	Action	Responsible	Outcome	Progress (Recorded in following week during Inspire meeting)
WEEK 5	Final Trimester	Contact students who are expected to complete to see if they require any support. Refer cases to appropriate support as necessary and encourage students to book consultation times in AMS. Send completed tracking sheet to <b>HOS (Melbourne)</b> and <b>Deputy HOS (Sydney)</b> and cc <b>Inspire Chair</b> by end of Week 5.	<b>PASA</b>	Students complete course on time.	All contact attempts completed in Week 4 and 5 and tracking sheet returned to <b>Inspire Chair to distribute to CC's.</b>
	Formative Assessments	Formative assessment feedback provided to students in each unit via Moodle and any risk cases referred to additional support.	<b>Course Coordinators</b>	Student Feedback for action.	Report provided by CC in InSPIRE meeting.
	Sufficient support/ Student Consultation Times	<b>Reminder Email</b> sent to all teaching staff to enter records of any student consultations in AMS. Encourage teaching staff to inform their students of the ability to book consultation times with them through AMS.	<b>Course Coordinators</b>	Records of consultations are recorded in AMS.	<b>SOB</b> # recorded SYD # recorded MEL <b>SITE</b> # recorded SYD # recorded MEL
	Attendance/ Welfare	Contact students on low attendance list weeks 1-4, and those with open intervention case logs, provided by SDD. Refer students to appropriate support (if relevant) and add comments on tracking sheet and in Bigfoot.  Attempt to contact students with 0% attendance three times, and after third attempt if there is no response- write	<b>PASA</b>	Refer risk cases to appropriate support.	All contact attempts completed in Week 5 and tracking sheet returned to <b>Inspire Chair to distribute to CC's.</b>

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Week	Risk Indicator/ Topic	Action	Responsible	Outcome	Progress (Recorded in following week during Inspire meeting)
WEEK 6		'WELFARE CHECK REQUIRED' in comments column. Send completed tracking sheet to <b>HOS (Melbourne)</b> and <b>Deputy HOS (Sydney)</b> and cc <b>Inspire Chair</b> by end of Week 5.			
	Module (AIM)	Report provided for PASA follow-up to contact any student who has not successfully completed the AIM in Moodle by the end of Week 5.	<b>PASA</b>	Refer risk cases to appropriate support	All contact attempts completed in Week 5 and tracking sheet returned to <b>Inspire Chair to distribute to CC's.</b>
	Attendance/ Welfare	<b>Inspire Chair</b> to instruct <b>AD- OSAE (or nominee)</b> at each campus to conduct welfare checks using emergency contacts. If unable to locate/contact student by end of Week 6, in consultation with the Campus Director, call the students local police (based on address) and report as missing. All notes, including police outcome to be recorded on bigfoot.	<b>AD- OSAE (or nominee)</b>	Ensure all enrolled students are contacted.	Welfare checks complete? Students referred to appropriate services?

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Week	Risk Indicator/ Topic	Action	Responsible	Outcome	Progress (Recorded in following week during Inspire meeting)
WEEK 7	PASA Report follow-up	CC's and referred Support Service to follow up on cases referred by PASA (excluding welfare checks) in reports and provide outcome report to Inspire members.	Course Coordinators and MIT Support Services	Close referred cases.	Report provided and cases closed?
	Monitoring progress Week 7 reports	On Friday of Week 7, provide report of students who have not submitted, or did not sit (DNS) the mid trimester assessments/tests to PASA.	System Development Division		Report sent on time?
	Not submitting / did not sit (DNS)	Contact students on DNS/non-submission list provided by SDD, refer students to appropriate support (if relevant) and add comments on tracking sheet. Send completed tracking sheet to HOS (Melbourne) and Deputy HOS (Sydney) and cc Inspire Chair by end of Week 8.	PASA	Assist with progression and access to special consideration as applicable.	All contact attempts completed in Week 7/8 and tracking sheet returned to HOS (Melbourne) and Deputy HOS (Sydney) and cc Inspire Chair?
	Teacher referral's/feedback	Course Coordinators to instruct teaching staff to provide feedback for students through AMS by the end of Week 7.	Course Coordinators in communication with Teaching staff.	Information used in students overall risk profile for the trimester.	Feedback entered on time?

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WEEK 8	Monitoring progress Week 8 reports	<ol style="list-style-type: none"> <li><b>On Friday of Week 8</b>, for weeks 5-8, email PASA the list of students from each campus who have 50% or less attendance.</li> <li><b>On Friday of Week 8</b>, email HOS and Deputy HOS the list of Subjects/ Assessments, by teaching staff member, where no feedback for mid-trimester assessment tasks are entered in AMS.</li> </ol>	System Development Division		<b>Reports sent on time?</b> 1. 2.
WEEK 9	Attendance/ Welfare	<p>Contact students on low attendance list weeks 5-8, provided by SDD, refer students to appropriate support (if relevant) and add comments on tracking sheet. Attempt to contact students with 0% attendance three times, and after third attempt if there is no response- write 'WELFARE CHECK REQUIRED' in comments column. Send completed tracking sheet to <b>HOS (Melbourne)</b> and <b>Deputy HOS (Sydney)</b> and cc <b>Inspire Chair</b> by end of Week 9.</p>	PASA	Refer risk cases to appropriate support.	All contact attempts completed in Week 9 and tracking sheet returned to <b>Inspire Chair to distribute to CC's</b> .

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Week	Risk Indicator/ Topic	Action	Responsible	Outcome	Progress (Recorded in following week during Inspire meeting)
WEEK 10	Attendance/ Welfare	<b>Inspire Chair</b> to instruct <b>AD-OSAE (or nominee)</b> at each campus to conduct welfare checks using emergency contacts. If unable to locate/contact student by end of Week 10, in consultation with the Campus Director, call the students local police (based on address) and report as missing. All notes, including police outcome to be recorded on bigfoot.	<b>AD-OSAE (or nominee)</b>	Ensure all enrolled students are contacted.	Welfare checks complete? Students referred to appropriate services?
WEEK 11 WEEK 12	Executive Meeting	Review progress and continuous improvement.	<b>EMC and InSPIRE members</b>		

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Week	Risk Indicator/ Topic	Action	Responsible	Outcome	Progress (Recorded in following week during Inspire meeting)
Grade Release Date	Monitoring progress Post Grade Release	Provide reports to <b>HOS</b> and <b>Deputy HOS</b> which contain information to conduct the following analysis: <ol style="list-style-type: none"> <li>Units that did not perform well last time they were offered</li> <li>Units that the attendance is low</li> <li>Units that are underperforming</li> <li>Units that are overperforming (units that have high pass rate and higher percentage of High Distinctions)</li> <li>Correlation between units underperforming and low attendance</li> <li>Comparison of unit progression with previous trimesters and comparison of trends</li> <li>Overall progression rates against targets</li> </ol>	<b>System Development Division</b>		<b>Reports sent on time?</b>
Prior to next T&L (Post Grade Release)	Final trimester report prepared for the Learning and Teaching Committee.	Report Includes: Progress against individual student intervention/referral plans. Course and Unit progress against targets Continuous Improvement	<b>Committee Chair</b>		Provided to members at the next meeting.

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