

Student Progression, Support, and Completion Policy & Procedure

1. Purpose

The purpose of this policy is to establish a comprehensive framework for monitoring and supporting student progression and completion within the course duration across all VET programs delivered by the Australian College of Business Intelligence (ACBI/the College).

It supports compliance with the National Code 2018 (Standards 8 and 11) for overseas students, and the Standards for RTOs 2025 (Standards 2.3 and 2.4) applicable to both domestic and overseas students. It also supports compliance with student visa requirements and the ESOS Act 2000.

This policy is implemented in tandem with the *Student Support, Diversity, Inclusion and Wellbeing Policy & Procedure* which focuses on equitable access to support, fostering diversity and inclusion, and identifying and responding to student wellbeing needs across the student journey.

2. Policy

ACBI is committed to ensuring that all students are supported to complete their course within the duration specified in their Letter of Offer and Enrolment Acceptance Agreement, and, for overseas students, their Confirmation of Enrolment (CoE). To achieve this, the College implements a structured approach to monitoring course progress and providing timely academic and non-academic interventions for students who may be at risk of not meeting progression requirements.

For overseas students, *course progress* aligns with the National Code definition as the measure of advancement within a course towards completion, whether that completion is based on academic merit or competency outcomes. At ACBI, satisfactory course progress is achieved when a student is deemed competent in at least 50% of the units they are enrolled in across two consecutive terms. Conversely, unsatisfactory progress occurs when competency is achieved in less than 50% of enrolled units over the same period.

Domestic students typically undertake self-paced online study and are therefore not required to meet in person attendance requirements or fixed assessment submission deadlines. Their engagement and progress is still monitored throughout the course duration to ensure they receive appropriate academic and non-academic support and can complete their qualification within the course end date.

This policy outlines how ACBI staff identify and support students whose progress indicates they may not complete their course within the expected duration, ensuring compliance with regulatory requirements and promoting positive learning outcomes.

Monitoring course progress

ACBI will systematically monitor and evaluate the course progress of all students each term, including review of their academic results and engagement, and, for overseas students, their attendance. A continuous record of each student's course progress (and attendance for overseas students) will be maintained in the Student Management System to ensure ongoing compliance and effective support.

Early identification of at risk students

ACBI will identify students deemed at risk of unsatisfactory course progress and implement academic interventions to address concerns and support student progression. Students with poor academic engagement (e.g. low attendance, non-submission of assessments) are considered as at risk.

Ongoing and documented academic and non-academic support

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ACBI will provide proactive, accessible, and ongoing academic and non-academic support to students. Academic interventions and non-academic support referrals will be documented and up to date records will be maintained in the Student Management System (SMS) and, for non-academic referrals, the *Student Support Referral Register*.

Support implemented for students identified as at risk may include reasonable adjustments, LLND support, 1:1 trainer feedback, additional support sessions, or Student Support wellbeing referrals for non-academic issues affecting study performance.

Reasonable adjustments

During the enrolment process, ACBI students are supported to disclose their disability in their application.

If a student chooses not to disclose this information during the enrolment process, and the Academic team are subsequently made aware, during the intervention process, of a disability which is affecting the student's course progress, ACBI will provide appropriate reasonable adjustments where possible.

Where reasonable adjustments are not appropriate or possible, the reasons why are communicated to the student in a clear and timely manner.

Refer to the *Student Support, Diversity, Inclusion and Wellbeing Policy and Procedure* available on the ACBI website for full details.

Warning system and reporting on unsatisfactory course progress

Overseas students who do not make satisfactory course progress will be at risk of being reported to Department of Home Affairs (DHA) through PRISMS. In addition, Standard 11 of the National Code 2018 requires a minimum of 20 scheduled course contact hours per week for overseas students.

The College will ensure that all students are made aware of their obligations regarding their course progression and attendance requirements, both before and during their enrolment via the orientation session, the Student Handbook, and the conditions of enrolment outlined in the Enrolment Acceptance Agreement.

The College implements a warning system to encourage those identified as at risk to engage with the academic intervention process and will report students (on student visas) who have breached the course progress requirements to the Department of Home Affairs (via PRISMS).

Students will receive a written *Intention to Report* notice for unsatisfactory course progress and will be given 20 working days to submit an appeal before any report is made.

Course extensions

ACBI permits course extensions only in limited circumstances, in accordance with the *Domestic Course Extension Policy & Procedure* and, for overseas students, the National Code 2018 (Standard 8) and only where supporting evidence is provided, and formal approval is granted by the authorised ACBI delegate.

For overseas students the expected duration of study as specified on the Confirmation of Enrolment (CoE) must not exceed the CRICOS registered duration for the course except in cases where the expected duration has been extended due to compassionate or compelling circumstances.

Where a student at the College will not complete the course within expected duration as specified on the CoE, the College will only extend the duration of the study for the reasons listed below:

- On medical grounds
- Compassionate or compelling circumstances

- ACBI being unable to offer a pre-requisite unit
- An approved deferment or suspension of study

If there is a variation to the student's study plan which may affect the completion date, it will be recorded on the student's file in the Student Management System. If this change to a student's study plan means that the period of study must be extended, the College will report the change via PRISMS and issue a new CoE.

Course completion and issuance of certification

Students must be assessed as competent in all required units of competency for their enrolled course. Once all results are recorded and verified according to regulatory and compliance requirements, ACBI will issue the appropriate certification within the mandated timeframe.

Where all course requirements are met, ACBI issues a Certificate of Completion (testamur) and a record of results. Where only some units are achieved, ACBI issues a Statement of Attainment (SoA) listing the successfully completed unit(s).

Certifications are issued within 30 calendar days of the learner being assessed as meeting the training product requirements and the training program being complete, provided all agreed fees have been paid and the learner has a verified Unique Student Identifier (USI).

Where a student completes their qualification earlier than the expected end date specified in their Letter of Offer and Enrolment Acceptance agreement, ACBI will update the student's enrolment accordingly and follow all required administrative and regulatory processes. For overseas students holding a student visa, early completion will also be reported through PRISMS in accordance with ESOS and National Code obligations.

3. Responsibilities

Academic Support are responsible for monitoring student progress and early identification of at risk students, providing structured academic support interventions, and following the warning system and reporting requirements for overseas students.

Student Support are responsible for monitoring attendance and providing reports to the Academic team to assist with identification of at risk students. Student Support are also responsible for providing non-academic wellbeing support referrals and documenting these in the *Student Support Referral Register*.

Trainers accurately record attendance for each class and provide timely marking of assessments to assist Academic team to monitor course progress and identify at risk students. Trainers should also inform Student Support regarding any non-academic wellbeing concerns.

Director of Studies oversees the implementation of this policy and ensures relevant staff understand and apply the procedure.

Compliance Manager maintains the policy and procedure document and liaises with the Director of Studies to record any updates to process.

4. Requirements.

The College must comply with the following legislative requirements and Standards:

Standards for RTOs 2025

Standard 2.3 – Training Support

Outcome Standard

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(1) VET students have access to support services, trainers and assessors and other staff to support their progress throughout the training product.

Performance Indicators

(2) An NVR registered training organisation demonstrates:

(a) how it determines the training support services to be provided to each VET student and how it makes these training support services available to each VET student.

(b) VET students have access to trainers, assessors and other staff who are responsible for supporting the VET student.

(c) VET students are informed by the organisation about how and when they can access trainers, assessors and other staff who are responsible for supporting the VET student, and

(d) queries from VET students are responded to in a timely manner.

Regarding overseas students' course progress and attendance, this policy is additionally subject to:

Standard 2.4 – Reasonable adjustments

Outcome Standard

(1) Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis.

Performance Indicators

(2) An NVR registered training organisation demonstrates:

(a) VET students are supported to disclose their disability, if the VET student wishes to do so;

(b) reasonable adjustments are made for VET students with disability where appropriate; and

(c) where reasonable adjustments are not appropriate or possible, the reasons why are communicated to the VET student as soon as reasonably practicable.

National Code Standard 8

8.9 The registered provider of a VET course as defined in the NVETR Act must have and implement a documented policy and process for assessing course progress that includes:

8.9.1 requirements for achieving satisfactory course progress, including policies that promote and uphold the academic integrity of the registered course and meet the training package or accredited course requirements where applicable, and processes to address misconduct and allegations of misconduct

8.9.2 processes for recording and assessing course progress requirements

8.9.3 processes to identify overseas students at risk of unsatisfactory course progress

8.9.4 details of the registered provider's intervention strategy to assist overseas students at risk of not meeting course progress requirements in sufficient time for those overseas students to achieve satisfactory course progress

8.9.5 processes for determining the point at which the overseas student has failed to meet satisfactory course progress.

National Code Standard 11

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11.2.1 the expected duration of the course does not exceed the time required to complete the course on the basis of full-time study – for VET courses, this is a minimum of 20 scheduled course contact hours per week unless specified by an accrediting authority

Visa condition – 8202 which states that:

“The visa holder must satisfy the requirements of course enrolment, course level, course progress and course attendance.”

ESOS Act 2000 Section 19

A registered provider must give the following information within the applicable number of days after the event specified below occurs:

(d) any termination of an accepted student’s studies (whether as a result of action by the student or the provider or otherwise) before the student’s course is completed;

(e) any change in the identity or duration of an accepted student’s course;

(1A) The applicable number of days is:

(a) if the accepted student is less than 18 years old and the information is of a kind referred to in paragraph (1)(c) or (d)—14 days; or

(b) otherwise—31 days

5. Scope

This policy and procedure applies to all students enrolled in a registered course of study at ACBI and all staff involved in the student’s academic journey and general wellbeing, including but not limited to the Academic team, Student Support, and training staff.

6. Procedure

6.1 Domestic students

Domestic students at ACBI generally undertake flexible, online, self-paced study without fixed assessment submission deadlines, provided all competency requirements are met within the allocated course duration. Whilst study is self-paced, a recommended study plan is provided and the Academic Support team conducts scheduled check-ins with domestic students and reviews academic results on a regular basis to support progression and completion within the course duration.

Individual progress trackers are maintained for each course to monitor unit-by-unit assessment submission activity. Students who have not made any submissions are flagged as at risk and are offered appropriate support during the scheduled check-ins. A list of at risk students is also provided to the relevant trainer who further monitors students’ participation in support sessions and assist with follow-up where appropriate.

Where support is required, the following resources may be offered depending on case-by-case basis:

- Trainer 1:1 feedback and help understanding assessment questions
- Digital literacy support, such as navigating the Learning Management System (LMS), uploading assessments, accessing feedback, using communication tools, and developing confidence in online learning environments
- Reasonable adjustments, where appropriate, to ensure equitable access to training and assessment without compromising the integrity of the competency being assessed

- Referral to specialised LLND services when the student's support needs exceed the scope of what ACBI can reasonably provide
- Referrals to wellbeing, counselling, or other external support services

Support referrals must be documented in the student's SMS profile and recorded in the relevant register (if applicable). The scheduled check-ins for domestic students occur as follows:

Initial check-in (within first two weeks)

All newly enrolled domestic students receive an initial check-in from Academic Support to:

- Remind students about their weekly support session schedule
- Confirm access to, and basic engagement with, the online learning platform
- Remind students of software/device requirements, recommended study plan, and offer help if they are experiencing any issues

Second check-in (end of month 2)

At approximately two months into the course, the Academic Support team contacts all domestic students to:

- Remind them to review unit content before assessments, explains that units unlock as they progress, highlights observation tasks that require the trainer's presence, and encourages them to attend weekly online support sessions
- Promote available support resources

Third check-in (at four-month mark)

The first formal progression monitoring review. Students who have yet to submit any assessments are identified as at risk and are contacted to:

- Remind them about available trainer support sessions
- Encourage them to begin their assessments, reminding them of the remaining course duration

Mid-course check-in

At the midpoint of the student's course duration, students with progress significantly below 50% are flagged for intervention. At this stage, the Academic Support:

- Contact the identified students to promote available support resources
- Provide details about eligibility for course extension (as per *Domestic Course Extension Policy & Procedure*)
- Share the list of non-progressing students with the trainers and Director of Studies
- Further action (i.e. providing additional support) is taken based on trainer feedback and the student's responsiveness

Students who have achieved 50% or more progress are also contacted to congratulate them and encourage them to continue progressing steadily, reminding them they can check their grades in the system, and provide trainer support session details if they need help.

Final check-in (two months prior to course completion)

Two months before the course end date, a final check-in email is sent to students, including:

- A reminder of the upcoming course end date

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- A summary of their current academic progress
- Information about available support

Course duration expiry

Once a student reaches the end of their course duration an email is sent advising that the course has ended.

If the student has successfully achieved competency in all required units of study, the student is instructed on how to apply for their Certificate of Completion. Part of this process requires the student to complete the Learner Survey.

If the student has not completed all units, the email sent by ACBI advises that the course has ended without completion and instructs the student on how to apply for a Statement of Attainment.

Course Extensions

Domestic students who meet the eligibility requirements set out in the *Domestic Course Extension Policy & Procedure* may submit the formal request form with supporting documentation to extend their course end date. If approved:

- The extension is processed within the Student Management System (SMS)
- The student's access to the Learning Management Systems (Moodle, Thinkific, and Canvas) is updated

All extension decisions are recorded in the *Change of Status Register (Domestic Extensions)* and all related documents are uploaded to the student's SMS profile.

Procedure Table (Domestic Students)

Step	Action	Timing
1. Ongoing monitoring of domestic students	Academic Support conducts weekly reviews of academic results and maintains individual progress trackers for each course. Students with no submissions are flagged as at-risk and offered support.	Weekly (ongoing)
2. Trainer engagement with at risk students	Trainers receive the at-risk student list and further monitor participation in support sessions; follow-up occurs as appropriate.	As needed (ongoing)
3. Provide Support Resources (as required)	Offer case-by-case support: trainer 1:1 feedback, LMS/digital literacy support, reasonable adjustments, LLND referrals, wellbeing or external services referrals. All referrals must be documented in the SMS and relevant registers.	As needed (ongoing)
4. Initial check-in	Academic Support contacts all newly enrolled domestic students to check LMS access/engagement, remind them of support session schedule and guide them on available support.	Within first 2 weeks
5. Second check-in	Academic Support conducts second general check-in to offer assistance and support and remind students of resources available to them including support sessions.	End of Month 2

6. Third course check-in	Academic Support conducts the first formal progression review. Students with no submissions are identified as at risk and encouraged to attend support sessions, reminded of support resources, and informed about remaining course duration.	After four months of the course duration
7. Mid-course check-in	At the course midpoint, students below 50% progress are flagged for intervention. A progress report is given to the Director of Studies and trainers. Trainers assist with follow-up where appropriate. Actions are taken based on trainer feedback and student responsiveness.	Midpoint of course duration
8. Final check-in	Two months before course end date, send final check-in email including course end reminder, current progress summary, support information, and extension options (as per Domestic Course Extension Policy).	2 months before course end date
9. Course duration expiry	Notify student that the course has ended. If not all units are completed, issue Course Concluded letter with instructions for requesting a Statement of Attainment. If competency has been achieved across all units, students are instructed to request Certificate of Completion.	Upon course end date
10. Course extension process (if applicable)	Eligible domestic students submit extension request form with supporting documents. If approved: update SMS course end date, update LMS access, and record decisions in Change of Status Register. Upload all documents to the SMS profile.	Upon extension request & approval

6.2 Overseas Students

Class attendance and absences

Overseas students studying on a student visa must maintain a full-time study load in accordance with the National Code 2018, which requires a minimum of 20 scheduled course contact hours per week. At ACBI, this full-time load consists of 14 hours of scheduled face-to-face classes and six hours of distance learning each week.

Trainers mark student attendance each day for each class and input the data directly into the Student Management System.

Completed attendance lists are reviewed weekly by Student Support. Students with poor attendance are sent non-engagement notifications in Weeks 3, 5 and 7 of the term. These check-ins provide students with opportunities to disclose any issues affecting their attendance so that appropriate support or referrals can be provided.

Students are advised at Orientation of the importance of notifying Student Support when they are absent from class due to illness or any other matter. All absences due to illness should be accompanied by a medical certificate. ACBI will only accept medical certificates signed by a registered medical practitioner, health practitioner or approved health specialist.

Where a student is unable to be present in class for a period of up to four weeks due to circumstances outside of their control, they may submit the formal Leave Request form available on the ACBI website.

Students requesting leave must provide relevant supporting documentation, such as a medical certificate.

Leave requests will only be approved if:

- The student has discussed their planned absence with their trainer
- Has provided supporting documents to justify their request
- Has no outstanding tuition fees
- Has been maintaining satisfactory course progress

Students unable to attend class for more than four weeks are required to submit a Suspension of Studies Request form and provide valid supporting evidence of compassionate or compelling circumstances per the *ACBI Student Deferment, Suspension and Cancellation Policy & Procedure*.

The College has a duty of care to its students and any extended absences without approval will be investigated to ensure the safety of the student. This may include contacting the student by phone and/or SMS, the student's agent (if relevant), and next of kin/emergency contact or the relevant authorities.

Monitoring academic progress

To maintain satisfactory course progress, overseas students must demonstrate competency in 50% or more of enrolled units across the two consecutive terms.

Once results have been reconciled in the Student Management System from the previous term, the Academic Support team runs reports to check all grades have been entered for each unit from the previous term and secondly, to identify students with less than 50% progress across two consecutive terms.

If a student is identified as not meeting satisfactory course progress requirements, the course progress intervention strategy is implemented.

In addition, academic progress is monitored by trainers and Academic Support staff to enable appropriate intervention strategies to be implemented as soon as progress issues emerge for individual students who are identified as 'at risk'.

Early identification of at risk students

Early identification of students 'at risk' is critical to ensure that early intervention strategies can be provided to support and assist the student's academic success.

ACBI uses a variety of indicators and assessments to identify any students who are at risk of making unsatisfactory progress. These may include, but are not limited to, the review of:

- The student's attendance record
- Class participation and level of engagement
- Completion of learning activities
- Late submission of assessments
- Repeated failed resubmissions
- Feedback from trainers
- Not yet competent in unit assessments
- Concerns regarding English language skills

Academic Support team staff have responsibility, in consultation with trainers and the Director of Studies, for identifying individual students who are 'at risk' of not meeting satisfactory course progress.

Intervention and support process

Once a student has been identified as at risk or has demonstrated unsatisfactory course progress, the Academic team will develop an intervention strategy in consultation with the student, where necessary.

Before an appropriate support plan can be developed during the intervention, the student is invited to attend an in-person meeting with the Academic team, who issue warning notifications to encourage attendance:

- A 1st warning email is sent to the student, advising that their enrolment is at risk due to unsatisfactory course progress and inviting them to attend an Academic support meeting. The student is given seven (7) calendar days to respond and confirm attendance.
- If no response is received by the deadline, a 2nd warning email is sent, giving the student another opportunity to respond and confirm attendance to an intervention meeting. The student is informed that if no response is received within seven (7) calendar days, they will receive an Intention to Report letter.

During the intervention meeting, the Academic team and the student review the student's current course progress to identify any factors contributing to missed submissions, poor attendance, and/or repeated Not Yet Competent unit outcomes.

Depending on the outcome of this discussion and the specific challenges identified, the Academic team may recommend a tailored support plan, which may include:

- Trainer 1:1 feedback and help understanding assessment questions
- English language and digital literacy support, such as navigating the Learning Management System (LMS), uploading assessments, accessing feedback, using communication tools, and developing confidence in online learning environments
- Reasonable adjustments, where appropriate, to ensure equitable access to training and assessment without compromising the integrity of the competency being assessed
- Referral to specialised LLND services when the student's support needs exceed the scope of what ACBI can reasonably provide
- Referrals to wellbeing, counselling, or other external support services

Where reassessments are required, students are advised of the process and may be required to pay associated fees as outlined in the Schedule of Administrative Fees in the Letter of Offer and Enrolment Acceptance Agreement. Students who provide evidence of compassionate/compelling circumstances may have the fee(s) waived at discretion of the Academic team.

Students who have attended an intervention meeting continue to have their progress monitored. Where progression improves, no further action will be taken

All intervention actions must be clearly documented, including keeping records of warning notifications, student responses, meeting invitations, attendance, intervention outcomes, and any support plans or adjustments. All correspondence, agreed strategies, and supporting evidence (including compassionate or compelling circumstances) must be securely stored in the student's file on the Student Management System.

Reporting requirements

Students who fail to comply with the intervention strategy or deliberately disengage with the process may receive an Intention to Report Letter for unsatisfactory course progress.

The Intention to Report Letter will only be issued after the student has been sent two initial warning notifications and invitations to attend an intervention meeting with the Academic team.

The Intention to Report letter provides formal notification to the student that the College intends to report their unsatisfactory course progress to DHA.

Students who wish to appeal against their Intention to Report Letter for unsatisfactory course progress have the right to lodge an appeal within the 20-working day deadline provided.

Detailed information on the appeals policy and procedure, and access to the appeal form, can be found on the ACBI website. This information will also be provided to students in their Intention to Report Letter.

ACBI will only report overseas students for unsatisfactory course progress if:

- The overseas student has chosen not to access the internal and/or external appeals process within the allowed timeframe, or
- If an overseas student chose to access the internal and/or external complaints process, and the completed process decision or recommendation supports the College's decision, or
- The overseas student withdraws from the appeals process by formally notifying the College.

Course extensions for overseas students

Overseas students are required to complete their course within the expected duration of study as recorded on the CRICOS Register unless the circumstances listed in this procedure apply.

Where necessary, the College may deliver up to one-third of the units (or equivalent) of a course by online or distance learning to an overseas student.

The College may extend the duration of a student's course only in the following circumstances:

- On medical grounds (a medical practitioner's certificate indicating the student is unable to attend class) and a deferment or suspension of study has been granted
- In exceptional compassionate circumstances beyond the student's control, such as serious illness or death of a close family member (independent evidence of the exceptional circumstances is required) and a deferment or suspension of study has been granted
- Where the College has approved the deferral of commencement of studies or the suspension of study

When there is a variation to the student's study plan which may affect the student's expected duration of study it must be notified on PRISMS within 31 days and, if necessary, a new COE issued.

Any extension to the duration of a student's course, and the reasons for the extension must be recorded in the SMS and *Student Change of Status Register*.

Early course completion for overseas students

In the unlikely event that an overseas student completes all course requirements more than one month prior to the Proposed Course End Date indicated on their Confirmation of Enrolment (CoE), ACBI will record the appropriate 'Student completed course early' variation in PRISMS.

Details of all early completions (defined as completion more than one month prior to the course end date specified in the student's Letter of Offer, Enrolment Acceptance Agreement, and CoE) must also be recorded and retained on the *Early Course Completion Register*.

Procedure Table (Overseas Students)

Step	Action	Timing
1. Attendance	Trainers record daily attendance in the SMS which Student Support reviews weekly and issues non-engagement notifications (Weeks 3, 5, 7). Students must notify absences and provide valid medical certificates. Short-term leave (up to 4	Weekly (ongoing)

	weeks) requires a Leave Request form; extended absences require a Suspension of Studies Request with evidence of compassionate or compelling circumstances. Welfare checks are conducted for unapproved extended absences if necessary.	
2. Monitoring course progress	Academic Support reconciles term results in the SMS and monitors whether students meet the 50% competency requirement over the previous two terms. Trainers and Academic Support continuously monitor participation, assessment completion, and engagement throughout the term.	Reports run each term and general monitoring activities are weekly (ongoing)
3. Identifying at risk and non-progressing students	Students are identified as at risk through indicators such as poor attendance, limited engagement, incomplete activities, repeated extensions or resubmissions, NYC outcomes, trainer concerns, or English language issues. Trainers, Academic Support, and the Director of Studies collaborate to flag concerns.	Weekly (ongoing)
4. Intervention process	At-risk students are issued warning notifications and invited to attend an in-person Academic Support meeting. A 1st warning email gives the student seven (7) calendar days to respond and confirm attendance. If no response is received, a 2nd warning email is issued, giving another seven (7) days to respond and advising that failure to engage will result in an Intention to Report letter. Intervention meeting held to review the student's course progress, identify factors contributing to missed submissions, poor attendance, or repeated NYC outcomes, and determine whether reassessment or further academic review is required.	Weekly (ongoing)
5. Support measures	Academic team may implement tailored support plan based on the student's needs. Support options may include LLND assessment or reasonable adjustments, English/LLND support, trainer 1:1 feedback, tailored assessment timelines, supervised study, or referral to wellbeing and counselling services for non-academic issues. Students requiring reassessment are advised of processes and any applicable fees, noting that fees may be waived where compassionate or compelling circumstances are provided.	After intervention meeting (if necessary)
6. Reporting and appeals	If the student does not engage with intervention process or continues to show unsatisfactory progress, an Intention to Report letter is issued. Students have 20 working days to appeal internally or externally. Reporting to DHA occurs only if the student does not appeal, withdraws, or the appeal outcome supports the College.	After implementation of intervention process where student does not engage or continues unsatisfactory course progress
7. Course variations (extensions and early completions)	Course duration may be varied only in permitted circumstances such as medical grounds, compassionate or compelling reasons, or approved deferment/suspension. Variations affecting expected completion are recorded in the SMS and reported in	At course end date

	PRISMS within 31 days, with a new CoE issued if required. Early completions are finalised through certification and reported in PRISMS, with students advised of visa implications.	
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7. Policy Implementation

This policy will be made available to all staff members and stakeholders through the internal communication channels, the website and links to the ACBI policy and procedure documents in the Student Handbook.

8. Review and Continuous Improvement

All support actions, meetings, referrals, and interventions must be documented in the SMS and retained for audit purposes in accordance with retention requirements and to allow review for continuous improvement.

Feedback will be collated, analysed and discussed at the monthly town hall meetings, for noting or action with any necessary changes documented in a Continuous Improvement Form and in the Continuous Improvement Register.

This Policy and Procedure will undergo a biennial review, or sooner if required, to ensure it remains relevant and effective in guiding the operations and strategies or as needed to reflect any changes in the regulatory environment or operational practices.

Document Control

Version number:	V3.0	Approved by:	Fabio Mejia
Approval date:	12/03/2026	Review date:	12/03/2028
Standards: National Code 2018 (Standards 8 and 11), Standards for RTOs 2025 (Standards 2.3 and 2.4)			
Legislation: ESOS Act – section 19			

Version History:

Version	Date	Author	Reason	Sections
1.0	25/10/2014		Original policy created	All
1.1	31/01/2018		Revised based on changes to National Code	
1.2	01/10/2019	Deirdre D'Souza	Reviewed and revised and sections to reflect current process	Sections 1, 5 and 7
2.0	31/05/2024	Deirdre D'Souza	Updated to provide further clarity. Addition of new sections. Applied new policy format.	All
2.1	01/07/2025	Deirdre D'Souza	Updated reference to SRTOs 2015 to new Standards (2025)	Section 4



3.0	16/02/2026	Sam Hartley	Rewrite of policy & procedure to include early identification, ongoing support and documented intervention to address standards 2.3 and 2.4 of SRTOs 2025	All
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