

# COURSE PROGRESSION AND RISK INTERVENTION POLICY & PROCEDURE

## Introduction

The Australian Academy of Commerce (AAC) is committed to ensuring all students meet course progression requirements in accordance with the aligns with the Standards for Registered Training Organisations (RTOs) 2015, the National Code of Practice (NCP) 2018, and the English Language Intensive Courses for Overseas Students (ELICOS) Standards 2018. This policy outlines procedures for monitoring course progress, identifying students at risk, implementing intervention, timely reporting to relevant authorities and supporting students in completing their courses successfully.

## Purpose

The purpose of this policy is to ensure that all students enrolled at AAC, including those in ELICOS and VET programs, meet required course progression standards. This policy outlines the process for identifying students at risk, implementing intervention strategies and ensuring compliance with relevant legislative and regulatory frameworks.

## Scope

This policy applies to all international and domestic students enrolled in AAC courses, as well as staff responsible for monitoring and managing course progress.

## Policy Statement

AAC is committed to monitoring course progress for all students and providing timely and targeted support for those at risk of unsatisfactory progress. AAC ensures that students complete their courses within the expected duration and comply with academic and regulatory requirements.

AAC will:

- Monitor and evaluate course progress for all students.
- Identify students at risk of not meeting satisfactory course progress.
- Implement and document intervention strategies for at-risk students.
- Ensure timely reporting for international students who fail to meet course progression requirements.

## Definitions

<b>At Risk</b>	Failing more than 50% of units in a study period.
<b>Confirmation of Enrolment (CoE)</b>	A document issued to international students by CRICOS-registered providers through PRISMS. The CoE is required to apply for a student visa and confirms a student's acceptance into a registered course.
<b>Intervention Strategy</b>	A documented plan to assist students in improving course progress.
<b>Satisfactory Course Progress</b>	Achieving a competency in at least 50% of the units in a study period.
<b>Study Period</b>	One term of the course.



## References

- ESOS Act 2000
- ELICOS Standards 2018
- ESOS National Code 2018: Specifically, Standard 8
- NVR Act 2011
- Standards for RTOs 2015

## Related AAC Policies and Procedures

- Attendance Policies and Procedures (ELICOS and VET)
- Complaints and Appeals Policy and Procedure
- Deferment, Suspension, or Cancellation of Student Enrolment Policy
- ELICOS Assessment Policy and Procedure
- Fees Management and Refund Policy and Procedure
- International Student Transfer Policy and Procedure
- Student Support Services Policy and Procedure
- VET Assessment Policy and Procedure

## Course Progression and Risk Intervention Procedure

### 1. Monitoring Student Progress

- Upon enrolment, all students receive a study plan and timetable showing the levels/modules (ELICOS) or units (VET) to be completed in every study period.
- The student is assessed throughout the course, in accordance with the requirements of the course.
- Trainers and assessors (VET) and teachers (ELICOS) record student progress after each assessment.
- At the end of each study period, the relevant Director of Study reviews progress for all students to determine whether the student's course progress for that study period has been satisfactory or unsatisfactory.

### 2. Responsibilities

- Marking/assessing students' assessments is the responsibility of the trainer and assessor.
- Reviewing students' academic results and determining the need for intervention is the responsibility of the Director of Studies.
- VET Students can access their results and feedback through the eLearning Portal, or from their trainers/teachers or the Director of Studies. ELICOS student will be provided their results directly from their teachers. Students are encouraged to contact their trainers/teachers as soon as their results are available, as they are the primary point of contact for any assessment-related issues.

### 3. Identifying Students at Risk (VET)

- Students who fail more than 50% of units in a study period are identified as 'at risk'.
- Unsatisfactory course progress is defined as failing more than 50% of the units/modules delivered within two consecutive study periods.



- For courses more than six (6) months in duration, progression is reviewed at the end of the first term in each semester. If a student fails more than 50% of the units delivered in that term, an early intervention *Warning Letter 1* or *Warning Letter 2* is issued to the student.
  - **Warning Letter 1**  
Applies to students (domestic and international) who have failed more than 50% of the units/modules after 3 months of commencement of study.
  - **Warning Letter 2**  
Applies to any students (domestic and international) who have failed more than 50% of the units after 4 months commencement of study.
- The Director of Studies reviews students' academic results at the end of each study period to determine whether a student is at risk of not achieving satisfactory course progress for a study period. If a student failed more than 50% of the units for the study period, the student is considered to be 'at risk' of not meeting satisfactory course progress and the Director of Studies will implement an intervention strategy.

#### 4. Intervention Strategies

Intervention Strategy is an action plan adapted in an attempt to determine and reduce the cases of academic failure. It is developed to offer student with additional assistance in promoting success in their studies.

Any student who has failed more than 50% of the units delivered in a single study period is deemed to be 'at risk' of not meeting course progress requirements and an intervention strategy will be activated to assist the student in improving their course progress.

Intervention strategies may include:

- Additional tutorials or coaching sessions
- Adjustments to the study plan
- Referral to counselling or student support services
- Reassessment opportunities or extended deadlines

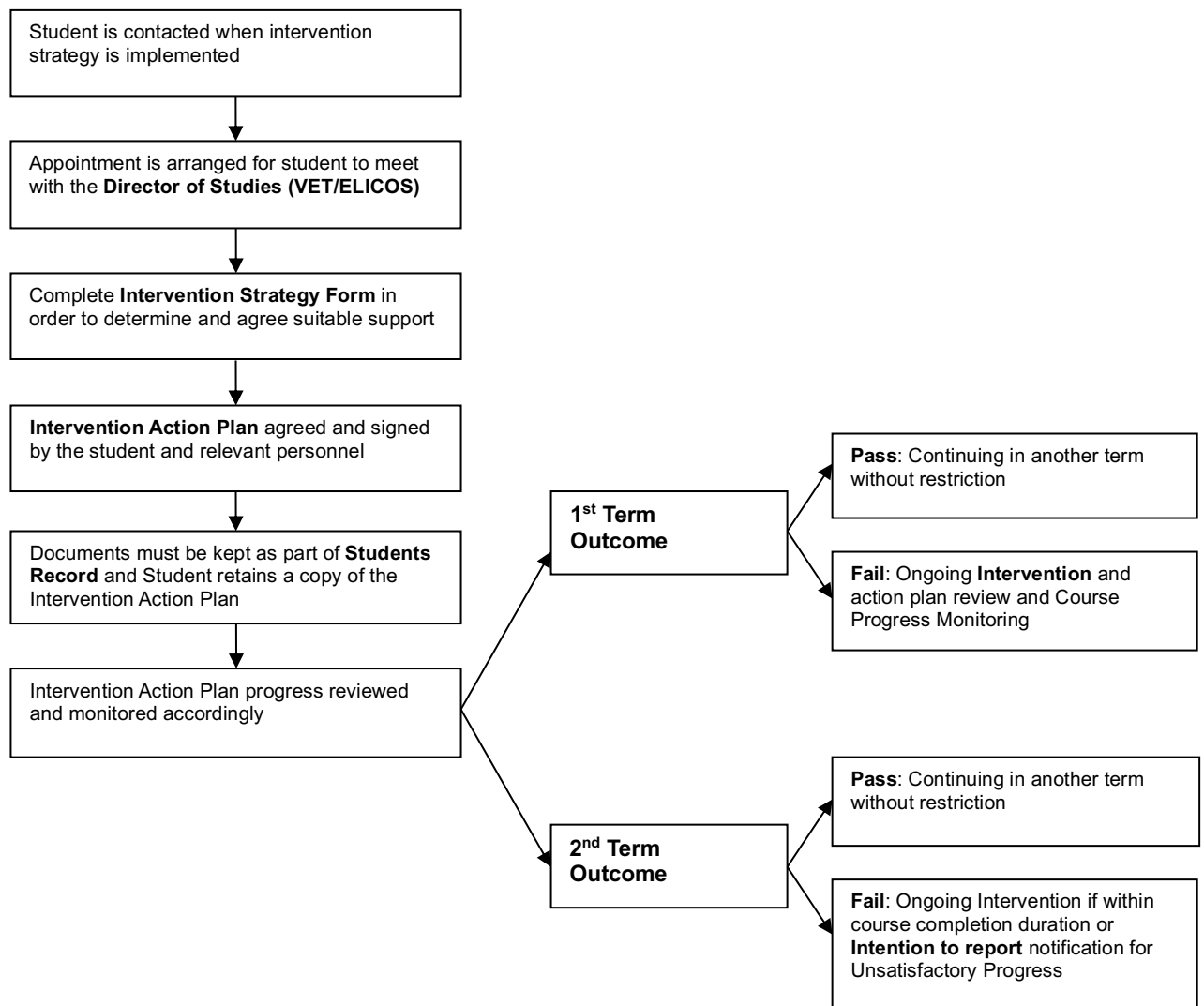
#### 5. Intervention Strategy Procedure

Students who have been advised that the Intervention Strategy has been implemented or are experiencing difficulties are able to meet with their Director of Studies to seek advice on what steps can be taken to increase the likelihood of academic success.

- An appointment must be made with the Director once the intervention strategy has been implemented or for a student to discuss the problems they are experiencing.
- At the appointment, with assistance from the Student Services Officer (SSO) the student will be provided with the **AAC Intervention Strategy [Students at Risk] Form** for completion.
- The student may then be referred to the relevant Director of Studies who can help to work out the academic course progress action plan to assist the student.
- Once a suitable intervention strategy has been implemented, the student will sign and receive copies of the agreed intervention plan and related documents.
- All records will be stored electronically and in paper form in the student file identifying any amendments made to the student's course status and study plan.

For non-academic issues the Director of Studies can refer the student to the Student Services Officer (SSO) who can plan for additional services such as professional counselling. (See AAC *Student Handbook*).

## 6. Intervention Strategy Procedure Flow Chart





## 7. Identifying Students at Risk (ELICOS)

Unsatisfactory progression in an ELICOS (English Language Intensive Courses for Overseas Students) course includes:

### 7.1 Poor Academic Performance

Students failing to meet the expected learning outcomes or assessment benchmarks for their current level of English proficiency.

Demonstrating limited improvement in language skills (e.g., reading, writing, listening, and speaking) despite being provided with adequate support.

### 7.2 Low Attendance Rates

Students falling below the attendance threshold (80% as required by the ESOS National Code 2018), and excessive absenteeism that hinders the student's ability to progress effectively.

### 7.3 Inability to Transition Levels

Failing to progress from one English proficiency level to the next (e.g., from Intermediate to Upper-Intermediate) within the expected timeframe.

### 7.4 Lack of Engagement

Poor participation in classroom activities, group work, or required assignments, indicating a lack of commitment to the course.

### 7.5 Failure to Meet Intervention Plan Requirements

If the student has been placed on an intervention plan and fails to meet the agreed-upon milestones or requirements.

## 8. Reporting Unsatisfactory Progress for International Students

International students who fail more than 50% of units across two consecutive study periods in VET courses, or who demonstrate poor academic performance and/or attendance below the 80% threshold in ELICOS courses, and fail to comply with their intervention plan requirements, will be issued an Intention to Report Letter.

### ○ Intention to Report Letter

Intention to Report Letter applies to international students who have failed more than 50% of the units in two consecutive study periods and is notice of AAC's intention to report the student to the Department of Home Affairs (DHA) for unsatisfactory course progress.

- Students have twenty (20) working days from the date of the Intention to Report Letter to appeal the decision under AAC's Complaints and Appeals Policy & Procedure.
- If the appeal is unsuccessful, not lodged or the student withdraws from the appeals process, the student is reported to the Department of Home Affairs (DHA) via PRISMS.



## 9. Completion with CoE Duration for International Students

International students must complete their course within the expected duration specified on their CoE, and the duration of their course must not exceed the course duration registered in CRICOS.

- AAC may only extend the duration of the course where it is clear that the student will not complete the course within the expected duration. Extensions are only granted as a result of:
  - compassionate or compelling circumstances
  - approved deferment or suspension granted by AAC
  - intervention strategy implementation.
- All course variations affecting the course completion date will be reported to the DHA through PRISMS and the supporting documents kept in the student's file.

## 10. Support for Domestic Students

Domestic students identified as at risk will also receive intervention strategies and support tailored to their individual needs.

## 11. Appeals

Students (both international and domestic) may appeal decisions related to course progress on the following grounds:

- AAC has not calculated or recorded results or marks accurately or correctly
- AAC has not calculated or recorded their attendance accurately or correctly
- Compassionate or compelling circumstances
- AAC has not implemented the intervention strategy and/or other policies and procedures as outlined.

Appeals must be lodged in writing within twenty (20) working days of the decision. Full information can be found in AAC's *Complaints and Appeals Policy & Procedure*.

## Roles and Responsibilities

Role	Responsibility
Compliance Officer	<ul style="list-style-type: none"><li>• Ensure alignment with legislative and regulatory requirements, including timely reporting to the DHA via PRISMS for international students.</li><li>• Oversees annual review of policy and procedures to ensure continuous improvement.</li></ul>
Student Services Officer (SSO)	<ul style="list-style-type: none"><li>• Assists students in understanding course progression requirements and available support services.</li><li>• Coordinates meetings for students with the DoS and other relevant staff for intervention strategies.</li><li>• Ensures accurate record-keeping of intervention actions and progress.</li></ul>
Director of Studies (DoS) ELICOS / VET	<ul style="list-style-type: none"><li>• Monitors student progress across all study periods.</li><li>• Reviews academic results to identify students at risk of unsatisfactory progress.</li><li>• Implements and oversees intervention strategies for students at risk.</li></ul>



	<ul style="list-style-type: none"> <li>Approves course duration adjustment or extensions in compliance with PRISMS requirements.</li> </ul>
Trainers and Assessors / Teachers (ELICOS and VET)	<ul style="list-style-type: none"> <li>Assess and record student performance in accordance with unit requirements.</li> <li>Provide timely feedback to students on their progress.</li> <li>Liaise with DoS to identify students who may require intervention.</li> </ul>
Students	<ul style="list-style-type: none"> <li>Engage actively in their studies to meet course requirements.</li> <li>Attend scheduled intervention meetings and adhere to action plans.</li> <li>Maintain communication with teachers (ELICOS), trainers and assessors (VET) and AAC staff regarding academic or personal challenges impacting progress.</li> </ul>

## Monitoring and Review

AAC is dedicated to continuously improving its processes by:

- Annually reviewing data on course progress and intervention outcomes to improve policies and procedures.
- Providing staff regular training on monitoring and intervention strategies.

## Version Control

Version	Date	Description	Approved by	Approval date	Author	Review date
V1.0	Jan 2025	Policy re-developed from Course Progress Monitoring Policy and Procedure and Intervention Strategy Policy and Procedure	CEO	20 Feb 2025	Compliance team	Jan 2026

## Policy and Document Information

<b>Author:</b>	Compliance Team
<b>Policy owner:</b>	Compliance Officer
<b>Approved by:</b>	CEO
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